The Situation of Higher Education in Libya

Introduction

Higher education is directly linked with the labour market in advanced countries. The outcomes of higher education are the most important ones on which the State builds its economy. Higher education is thus important and it is in a given country contributes to shaping the economic strength and the social development in that country.

This report aims at improving the situation of higher education, defining kinks and proposing appropriate policies to solve problems in this important sector.

First: Historical Overview of Higher Education in Libya

Higher education did receive attention neither during the Ottoman and Italian rules, nor under the British-French administrations after World War II. No higher education institutions were established during these eras and the first higher education institution was established almost four years after independence, when a Royal Decree providing for the establishment of the University of Libya was issued. The Faculty of Arts and Education in Benghazi was the first college founded in Libya and the number of colleges has increased over the years. Moreover, the faculties of Science, Engineering, Education and Agriculture were established in Tripoli while the Faculty of Commerce and Economics and the faculties of medicine and law were established in Benghazi between 1955 and 1968 with the help of UNESCO. In addition, the Islamic University was established in Elbeida after the al- Sanusi Institute was transformed into an Islamic university dedicated for Sharia sciences. Between the time of the establishment of the University of Libya until 1968, over 16,000 students were enrolled in these faculties.

After September 1969, the Gaddafi regime tried to make some changes to the situation of higher education in the country and decided to separate the University of Libya and its offices in Benghazi and Tripoli. Consequently, the result was the Universities of Benghazi and the University of Tripoli. Later, the names of the two universities were changed to Al-Fateh University in Tripoli and the University of Garyounis in Benghazi. As a part of expansionary measures, other universities such as Sebha University and the Seventh of April University in Azzawia were also established. Many other universities were also established during the Gaddafi’s rule including the
Azzaytuna University, al-Nasser al-University, Omar Al-Mukhtar University, Derna University, the Open University and Al Asmarya University. Hence, during the Gaddafi’s rule, eleven universities were opened in total. In addition, 65 high technical and vocational institutes were opened.¹

Despite Libya’s need for higher education institutions, this increase in the number of higher education institutions was random and disorganised. The establishment of these higher education institutions was subjected to the whims of the former regime leaders who were seeking popularity in their regions. They did not develop proper plans, neither in terms of quality nor in terms of quantity, of the inputs and outputs of such institutions. This random conduct is reflected by the confusion witnessed within the concerned institution regulating the higher education sector in the country. Over the Gaddafi’s rule, the Ministry of Higher Education was independent for some time before it became affiliated with the Ministry of Basic Education or the Secretariat of Scientific Research in other times.²

The situation has not changed significantly following the revolution of The Seventeenth of February. No more universities were formally formed and opened despite the issuance of few random decisions in this regard. No radical change amounting to a quantum leap in the higher education situation has been witnessed in the country.

Second: Structure of the Sector and Affiliated Institutions

The structure of the Ministry of Higher Education comprises a number of departments and affiliated institutions that are directly managed by the Minister such as traditional offices including the media office and the legal office. Affiliated institutions include research bodies and important departments such as the Department of High Technical Institutes and the National Commission of Technical and Vocational Education which are sovereign departments, although they are in the same level as the Department of Universities which is affiliated with the Ministry of Higher Education that are managed by both the Deputy Minister and Minister of Higher Education.

¹ There has been disagreement on the number of institutes in the reviewed sources as discussed later in this report.
² History of Education in Libya - Dr. Hamid Faraj Al Saghir - Tripoli International Library - 2012.
Source: different information obtained from the Ministry of Higher Education website and from direct inquiry.
As for the structure of the Department of High Technical Institutes, it is a department of the National Commission of Technical and Vocational Education managed by the Minister of Higher Education. It takes care of technical and vocational education in high and intermediate institutes. Furthermore, it includes departments that take care of students, the teaching staff and scientific affairs. These departments are essential in all structures in the Ministry of Education’s institutions as shown in the following figure:

Source: Various information obtained from the Ministry of Higher Education website and from direct inquiry
The Organisational Structure of the Administration of High Technical Institutes

In 2013, the government considered a proposal to cancel the National Commission of Technical and Vocational Education and to distribute the Commission’s management to the Ministry of Public Education and the Ministry of Higher Education because, according to statements made by some officials in the Ministry of Higher Education, the Commission had become useless especially after a number of its institutes were moved to the Ministry of Labor. Accordingly, the situation of the Commission had to be reconsidered and its management had to be distributed to the Ministry of Higher Education and the Ministry of Public Education. The reason was to make it more organised and so that more attention could be given to it. However, it seems that this decision has not been executed as the National Commission of Vocational and Technical Education has continued to exist as it is.

Website of the Administration of High Technical Institutes

Libyan Al Watan Newspaper - The Libyan government considers the Potential Cancellation of the National Commission of Technical and Vocational Education - 12 March 2013.
The Semi-Unified Structure of Libyan Universities and Institutes
(With little modifications to institutes)\(^5\)

1. University Council
   - President of the University

2. Scientific research and studies centres

3. Offices, centres and departments
   - Office of the President of the University
     - Legal Affairs Office
     - Legal Review Office
     - Department of Student Activity
     - Libraries Department
     - The Centre of Information and Documentation
     - Media Centre
     - The Public Registrar
   - Department of Administrative Affairs
   - Department of Financial Affairs
   - Department of Public Services
   - Department of Procurement and Warehouses
   - Department of Follow-up and Planning
   - Department of Technical Affairs and Projects

4. Vice President of the University for Administrative and Financial Affairs

5. Vice President of the University for Scientific Affairs
   - Department of the Teaching Staff Members Affairs
   - Department of Graduate Studies, Training and Assistant Professors
   - The International Cooperation Office
   - Faculty deans

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\(^5\)This structure was prepared after revision of the majority of Libyan universities’ structures. The majority of these structure have common departments as in the above figure and are different in few things.
These structures’ efficiency and ability to manage the educational process in colleges and universities vary depending on the efficiency of department workers, the number of students and the teaching staff. On the one hand, in major educational institutions (for example: University of Tripoli and University of Benghazi or universities that have affiliated colleges in other cities), performance was reported to be weak given the large number of departments according to the large number of students and members of the teaching staff. What is more is that the large number of departments resulted in weak control over their performance. On the other hand, the low efficiency of some workers has resulted in significant weakness in the departments’ performance. The reason is that the hiring process cares about the number of the staff members and not about their qualification. Therefore, those having contacts with these departments in major educational institutions (The University of Tripoli and the University of Benghazi for example) can clearly notice the poor performance of departments and chaos in some other ones.

From the legal perspective, Regulation No. 501 of 2010 and the Regulation on the Assistant Professors in Higher Education Institutions of 2011 constitute the main regulations governing the educational process in higher education institutions. Regulation No. 501 includes provisions related to the regulation of study, exams, admissions to universities, disciplinary rules, regulations for the teaching staff members and conditions of appointment, while the Regulation on the Assistant Professors in Higher Education Institutions of 2011 includes requirements relating to the appointment of assistant professors and selection methods which are not addressed in Regulation No. 501.
Third: The Situation of the Sector

As previously noted, there are 12 universities and 100 institutes affiliated with the higher education sector across the country. Following the revolution, many of these universities and institutes have begun to grant the bachelor degree after four years of study and the diploma certificate after three years of study. In addition to these universities and institutes, the Academy of Graduate Studies in Tripoli grants the Master’s degree. Besides, he following table provides the most important basic data about higher education in Libya.\(^6\)

The following table shows a clear flaw in the higher education system, first of all given the low number of higher education students compared to the total number of the population especially in a country where the youth constitute the vast majority of the demography. As the number of scholarship recipients who are sent abroad to join foreign universities is increasing while no clear programs are developed to benefit from these students once they are back home.

It is also noted that the number of technicians is very low compared to the number of laboratories, seeing that each of thise latter employs less than 1.7 technicians. It should be noted that each laboratory needs several technicians to distribute the course schedule as well as work in it. Moreover, it should be noted that laboratories experience problems relating to poor equipment as well as poor human resources in terms of both quality and quantity.

With regard to the infrastructure of universities and institutes in Libya, many construction and maintenance projects aimed at the development of infrastructure by increasing the premises of major universities, mainly the University of Tripoli, have been shut down. The situation of infrastructure in higher education institutions is bad, with the exception of some colleges and institutes. These institutions suffer from poor teaching aids and student overcrowding, especially in the early years in elementary and preparatory schools.

Further, the situation in facilities within higher education institutions is getting worse and universities lack sources of healthy food. The majority of universities lease some space to private persons to construct cafés inside universities. These cafés are not subject to proper control.

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As previously noted, laboratories suffer from poor equipment and face difficulty in obtaining necessary operation materials. They also experience overcrowding due to the failure in providing new laboratories that would help students to implement and experiment theoretical studies which they extensively learn about in their curricula.

In addition to the above, curricula and teaching methods are badly poor. Many of the teaching staff members in universities and institutes in Libya mainly depend on summaries rather than curricula and references which may be expensive despite the book subsidy policy adopted by some universities and institutes, or even given their poor English level. Hence, English as a language is a need to read main references related to the academic subjects addressed by the teaching staff members.
<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Number or percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of Universities</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Number of Faculties</td>
<td>198</td>
</tr>
<tr>
<td>3</td>
<td>Number of Specialised Sections</td>
<td>1,256</td>
</tr>
<tr>
<td>4</td>
<td>Total number of Students</td>
<td>342,795</td>
</tr>
<tr>
<td>5</td>
<td>Percentage of higher education students from the total number of the population (6 million)</td>
<td>5.7%</td>
</tr>
<tr>
<td>6</td>
<td>Number of the sedentary national members of the teaching staff from the African continent</td>
<td>9,525</td>
</tr>
<tr>
<td>7</td>
<td>Number of the national expatriate members of the teaching staff</td>
<td>1,727</td>
</tr>
<tr>
<td>8</td>
<td>Number of the associate members of the teaching staff</td>
<td>5,194</td>
</tr>
<tr>
<td>9</td>
<td>Number of the members of the teaching staff excluding the associate members</td>
<td>11,252</td>
</tr>
<tr>
<td>10</td>
<td>Number of assistant professors</td>
<td>4,114</td>
</tr>
<tr>
<td>11</td>
<td>Number of employees in universities</td>
<td>18,627</td>
</tr>
<tr>
<td>12</td>
<td>Number of higher education students who received scholarships</td>
<td>5,948</td>
</tr>
<tr>
<td>13</td>
<td>Percentage of the members of the teaching staff (associates excluded) to students</td>
<td>1 : 31</td>
</tr>
<tr>
<td>14</td>
<td>Percentage of the associate teaching staff members to sedentary national teaching staff members</td>
<td>54.5%</td>
</tr>
<tr>
<td>15</td>
<td>Percentage of assistant professors to students</td>
<td>1 : 83</td>
</tr>
<tr>
<td>16</td>
<td>Percentage of assistant professors to the teaching staff members</td>
<td>1 : 3</td>
</tr>
<tr>
<td>17</td>
<td>Percentage of scholarship recipient to join postgraduate programs to the number of expatriate teaching staff members</td>
<td>Three times as numerous</td>
</tr>
<tr>
<td>18</td>
<td>Percentage of scholarship recipient to join postgraduate programs to the number of sedentary national teaching staff members</td>
<td>53%</td>
</tr>
<tr>
<td>19</td>
<td>Percentage of employees to the sedentary teaching staff members</td>
<td>1.7 : 1</td>
</tr>
<tr>
<td>20</td>
<td>Average number of students in a single classroom or theatre</td>
<td>113 per classroom</td>
</tr>
<tr>
<td>21</td>
<td>Number of internet halls</td>
<td>94</td>
</tr>
<tr>
<td>22</td>
<td>Number of students in a single internet hall</td>
<td>3,647 students</td>
</tr>
<tr>
<td>23</td>
<td>Number of operating laboratories</td>
<td>1,476</td>
</tr>
<tr>
<td>24</td>
<td>Number of technicians and engineers operating in laboratories</td>
<td>2,336</td>
</tr>
<tr>
<td>25</td>
<td>Average number of technicians and engineers per laboratory</td>
<td>1.6</td>
</tr>
<tr>
<td>26</td>
<td>Absorptive capacity of internal sections</td>
<td>31,938 students</td>
</tr>
<tr>
<td>27</td>
<td>Percentage of internal section capacity to the number of students</td>
<td>10.3%</td>
</tr>
</tbody>
</table>
The Audit Bureau’s 2015 Report of on the Higher Education Sector

The Audit Bureau’s 2015 report highlights many abuses and failures in the performance of the Ministry of Higher Education. The most important issues addressed by the report can be summarised as follows:

- The actual expenditures of the Ministry registered 5,966,160 Libyan dinars as of 31/12/2015.

- The report highlights wrong actions and practices in light of the difficult economic conditions in the country. Also, it notes that the Ministry has burdened the State with new obligations that have no allocated provisions in the budget. Hence, the Ministry is further unable to release payables to scholarship students.

- Exaggerated housing leases for a number of the Ministry’s staff members and guards in violation of the provisions of the Council of Ministers’ Decision No. 346 of 2013 on the reduction of expenses spent on some services at the Ministry.

- The following table shows that number of scholarship students as of 31/12/2015:

<table>
<thead>
<tr>
<th>Ministry</th>
<th>Number of countries where scholarship students are sent</th>
<th>Number of students attending universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Education</td>
<td>54</td>
<td>15,665</td>
</tr>
<tr>
<td>Defence</td>
<td>40</td>
<td>2,235</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>17,900</td>
</tr>
</tbody>
</table>

- Having followed up on remittances made from the third part account of the graduate studies and scholarships provision, it has been found out that the Ministry of Finance has transferred a lump sum of 823,976,143 million Libyan dinars.

- Although the Scholarships Department was established a long time ago, it is noted that its operational systems are poor and lack financial data. Further, there are no contacts between the Scholarships Department and cultural and military attachés abroad. Consequently, data received from the Department is inaccurate and cannot be adopted for the purpose of taking appropriate decisions.

- The size of spending on scholarships increases from year to year with no payoff commensurate with the size of spending. Statistics show that a large numbers of students have received scholarships. Some of them completed their studies but have not returned home although hundreds of thousands of dollars were spent to them.

- Decisions to grant scholarships to students to join foreign universities
have been increasingly taken and implemented in recent years, while there are no integrated plans or consideration of the State’s needs in various disciplines. Subsequently, this has resulted in the depletion of foreign currency balances and in negative effects on the national economy in light of declining oil revenues.

- The continuity of spending on students who have completed their scholarship periods. In some cases, spending continued for 120 months after the completion of the scholarship period in violation of Article 3 of the Scholarship Regulation No. 43 of 2005 as amended by Decision No. 703 of 2007.

- Absence of coordination and exchange of information between the Ministry of Higher Education’s Scholarships Department, the Department of Attachés and cultural attachés abroad on one hand. Also between the Ministry of Higher Education’s Scholarships Department and the Ministry’s Department of Administrative and Financial Affairs on the other hand.

- While comparing the national numbers of scholarship students studying abroad registered in the Ministry of Finance Information Centre's system, cases of duplication of function of a considerable number of students who are employees of the State receiving their salaries at home as well as their scholarship allocation abroad.

**Fourth: The Sector’s Policies, Vision and Objectives**

Theoretically, it can be said that the higher education sector’s declared policies introduce high level educational programs, offer creative technical education, enter the field of scientific research and provide a stimulating environment for learning.

The Ministry of Higher Education’s Commission of Technical Institutes officially declared its vision with regard to technical education as follows:

High technical institutes rehabilitate and prepare Libyan human resources and empower them to make real contributions to the economic and social development and to make positive impact for a better future for all the members of the society.

The future vision of the Department of High Technical Institutes seeks creative technical education of the same level as technical education in developed countries with a capacity to integrate the modern world technology. It further seeks to develop technical education and create a human base with all the skills necessary to actively contribute to the construction and development process. A future vision that takes into account the
rapid changes taking place in various fields requires a fundamental shift in the attitudes of technical and vocational education in high technical institutes. This vision promotes the importance of a strategy aimed at meeting the needs of the labour market and keeping abreast of developments. It could be argued that the university education’s declared policies and vision include the following:

1 - Putting forward educational programs that are competitive at the level of undergraduate and graduate studies in terms of focus on the disciplines and skills required for graduates, and linking these programs in terms of quality and quantity with the requirements and needs of the labour market.

2 - Providing a stimulating environment for learning and scientific research including the development of infrastructure, regulations, administration, services and information.

3 - Achieving international quality and accreditation standards in all academic programs and areas at universities.

4 - Developing scientific production, supporting research programs and encouraging creativity, innovation and excellence in specific areas that serve local and international needs.

5 - Achieving prosperity for the activity of copyright and translation.

6 - Paying attention to the Arabic language and consolidating the values and ethics of the Arab-Islamic civilization.

7 - Strengthening the bridges of communication with the community and developing local, regional and international partnerships.

Despite the glare of these declared objectives and policies, Libyan universities and institutes have not declared measures or executive plans detailing in what way (the how) they would implement the policies that they adopt. Despite some achieved success in the electronic management of the archiving system and in administrative procedures of some colleges, Libyan universities have continued to suffer fundamental problems and considerable challenges that limit the value of the sector’s outcomes and maximise the challenges in the sector as will be discussed below.

Fifth: Challenges Facing the Sector

1) The numbers of college students greatly exceed the absorptive capacity of colleges.

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1The Department of High Technical Institutes’ official website

2Summary of the objectives and vision of Libyan universities as introduced on their official websites
2) Defective administrative buildings in education institutions and absence of the required standards in these buildings.

3) Deficiency among a significant number of the teaching staff members and the assisting staff in terms of qualification, performance and number.

4) Deficiency in some curriculum in terms of keeping pace with the quality requirements, scientific developments and the needs of the market.

5) Deficiency in laboratory equipment and educational supplies.

6) Clear deficiencies in library equipment in terms of curricula, references, scientific sessions and technical and informative equipment.

7) Poor use of ICT in educational and administrative areas.

8) Spread of bureaucracy and administrative slack, weak performance of the administrative and financial staff and the inability to apply academic regulations.

9) Lack of funding and the limited powers of the deans and heads of departments especially with regard to spending on operational activities and simple urgent maintenance.

10) Poor infrastructure and inadequate public services.

11) Deficiencies in the activation of educational activities and student services and inability to meet students’ needs.

12) Clear deficit in the internal sections and the teaching staff housing.

13) The security issue which is clearly visible. Many security breaches are witnessed and drug abuse is reported in universities. Persons who are not students enrolled with Libyan universities can enter campus for unnecessary reasons. Many institutions witnessed theft and looting activities.

14) Private universities and institutes’ inability to adhere to showing high educational performance. Many private universities and institutes have become a haven for failing students or students who do not meet the admission requirements in public universities. Many of these private universities and institutes are not accredited by the Department of Quality Control in Higher Education Institutions, and they thus do not adhere to the required quality standards.

15) Horizontal and random spread of universities and institutes. This spread of universities and colleges is not linked to educational objectives or specific demographic and cultural characteristics. Besides, it is not even linked to the needs of the national economy in certain areas where certain colleges or specialised institutes are required to
meet the needs of the labour market in these areas.

16) Random decisions to grant students scholarships to study abroad. These decisions are not related to actual projects within the strategic plan. Further, the number of scholarship recipients is exaggerated and nepotism and favouritism are reported to play a decisive role in granting scholarships. Hence, a burden has been put on the State budget while no compensation is received.

17) Lack of educational planning that achieves integration between the primary and secondary education outcomes and the higher education outcomes and higher institutes and universities’ needs of basic knowledge that students should have before going to university.

18) Rampant cheating in secondary school exams, resulting in a high rate of admissions to universities and colleges. As a large proportion of cheating students are unable to pass the introductory courses at the university level, resulting in problems such as overcrowding in classrooms in early years.

19) Students’ evaluation is based on theory exams, resulting in students’ poor ability to deal with the practical reality in their majors after graduation. This has also contributed to the spread of methodology courses offered in most cases by graduates who teach students how to pass exams rather than teaching curricula.

20) Poor integration between the higher education sector’s outcomes and the labor market and the lack of a national economic and development plan through which we can benefit from the university education outcomes, both by encouraging medium and micro enterprises and employing these outcomes in public bodies.

21) The high dropout and repetition rates in higher education institutions, mainly in major universities and institutes (the University of Tripoli and the University of Benghazi for example) due to the non-application of admission regulations and lack of other alternatives to those not admitted to universities in the event of the application of the admission exams method for new student enrolment, as well due to the non-application of regulations relating to the dismissal and warning of failing students or students who progress very slowly.

22) The state of political instability which has forced many expatriate teaching staff members to leave the country, resulting in shortage in human resources needed by higher education sector.
Sixth: Impact of the Political Divide on the Sector’s work

Like other sectors, the higher education sector has been affected by the ongoing armed conflict and sharp political divisions in the country. To shed light on the impact of the political division on the higher education sector, it should be noted that since the General National Congress elections in 2012 and given the fact that the Congress members have been busy with conflicts with one another and that their attention has been distracted from issues of interest to the country which they view to be less important than their talk about who will take the Ministry of Defence, the Ministry of the Interior, the Ministry of Oil and Gas, the Ministry of Electricity or other ministries, the higher education sector has not received significant attention inside the corridors of the National Congress and the House of Representatives. Students have not witnessed any substantial change in the sector following the revolution with the exception of the decision to give financial grants to students in Libyan universities. The implementation of this decision which was supposed to change the higher education situation for the better and provide good education, has stalled given the financial issues experienced in the country.

The situation continued to be unchanged until the outbreak of the armed clashes in the east of the country. The clashes resulted in a big loss in the University of Benghazi which was set alight and destroyed. The University was shut down for more than a year and many of its students were forced to study as hosts in other universities. Study at Azzawia University was also suspended several times due to sporadic clashes that broke out in the University campus.

From their side, all the high institutes and university branches in Warshafana, Ubari, Kufra and Derna were shut down several times and for sporadic periods that reached in some cases to one year due to the deteriorating security conditions and the outbreak of clashes in these areas. Sirte University has announced the suspension of study following takeover by the Islamic State of Sirte. Later, the University was opened for a short period of time under the rule of the Islamic State. Then the study system in the University was changed during this short period, female students were separated from male students and certain clothes were imposed on the students. In March 2016, the University Council decided to suspend the study at the University for an indefinite period after the Council’s meeting in Tripoli.

Apart from the direct impact on the infrastructure, the material and moral losses left by the war and the

Sirte University Students Union
involvement of many students in fighting with armed groups, the most significant impact relates to the delayed appropriate solutions to the problems suffered by the higher education sector. These problems include the security issue and the poor qualification of the teaching staff in universities and high institutes given the fact that foreign teaching staff members departed Libya and returned to their homes due to the on-going clashes.

Problems also include the financial crisis created by military and political conflicts that have complicated the situation of scholarship students whose scholarship allocations are late for months. Many infrastructure projects have been stopped because of the war. The completion of these projects could have contributed to finding many solutions to the student overcrowding and the lack of practical training.
Seventh: Indicators and Standards of the Sector’s Performance

The performance of the higher education sector can be evaluated by putting focus on the extent of benefits derived from the outcomes of the sector’s universities and high institutes as well as the ability to benefit from decisions taken by the Ministry of Higher Education to grant scholarships to students to join foreign universities. It was explained above that the State could no

t benefit from the higher education outcomes. This is evident given the high unemployment rate among graduates which registered 50%\textsuperscript{10}, as well as the lack of real development and diversified economy that is based on multiple alternatives other than oil.

The evaluation of the sector’s performance and its encouragement of students to proceed with university education can be done by estimating the dropout rate. If we compare the official statistics in the Ministry of Education as well as in universities and institutes, the dropout rate could exceed 15%.\textsuperscript{11}

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-2000</td>
<td>256,370 students</td>
</tr>
<tr>
<td>2004-2005</td>
<td>293,355 students</td>
</tr>
<tr>
<td>2009-2010</td>
<td>330,190 students</td>
</tr>
<tr>
<td>2014-2015</td>
<td>372,010 students</td>
</tr>
<tr>
<td>2019-2020</td>
<td>425,590 students</td>
</tr>
<tr>
<td>2024-2025</td>
<td>502,840 students</td>
</tr>
</tbody>
</table>

\textsuperscript{10}Statements made by Vice President for the Middle East and North Africa Central Bank “Hafez Ghanem” to the Sharq Al-Awsat newspaper. Details can be found on: http://www.eanlibya.com/archives/32585

\textsuperscript{11}By reference to the data included in the report released by the committee which was formed by the Ministry of Higher Education in 2012 to evaluate the situation of higher education, the number of students registered 232,795, including the number of students enrolled in universities and high institutes between the last three to five years (the legal study years in institutes and universities) in addition to the number of students who have been unable to graduate within the legal time period. Reports released by the Ministry of Education show that the number of students in secondary schools in 2012 (the same year when the higher education evaluation committee conducted its evaluation) registered 223,623 students and the dropout rate among students in preparatory and secondary schools registered 30.211%. Estimates of the number of higher education students between 2000 and 2025 show that the estimated number of students for the academic year 2014/2015 will be 372,010. In the academic year 2012/2013, the number of higher education students registered 342,795. The number of students in the secondary school in the academic year 2012 registered approximately 179,000 students who will form the three groups who will presumably join university in 2015 (taking into account that the average success rate for the years 2012, 2013 and 2014 registered 80%). The University of Tripoli which absorbs, together with the University of Benghazi, 50% of the total number of university students only received 15,000 new students in the same academic year in the different faculties. This shows that a large number of students decided not to join universities directly after completion of their secondary education. The estimated number of students who form the total number of the three to five groups who are supposed to join universities in 2012 is 410,000 students with an estimated dropout rate of 16.39% directly following completion of the secondary education. This dropout rate excludes students who abandon university study after completing some terms in universities and high institutes.
Eighth: Proposed Solutions and Policies to all the Challenges Faced by the Sector

It is not easy to redevelop the education sector in Libya given the distortions to which the sector was subjected over decades. Making a quantum leap in the sector should take into consideration a number of policies including the following:

- The society’s right to have cadres qualified in all the areas necessary for its promotion and prosperity.
- Maintain the quality of higher education in nearly the same level as in developed countries.
- Free education in all universities and high institutes.
- Social and geographical factors in Libya, potentials available in each region, the nature of economic activity in each region, the services regions need and the number of population should be taken into consideration.
- Institutions established in villages and small towns should not provide only one discipline. It is better for the students of these institutions to be admitted to universities where there are many disciplines and where there is an integrated university environment.
- Students should be financially and morally motivated to join technical and vocational education institutions.

It is important to take the balance between these policies into account. Reaching this structure requires extensive study by experts in the areas of university education and technical and vocational education. The results of relevant completed studies and international experiences should be taken into consideration. Additionally, one should also take into consideration the possibility that the structure of higher education could include the following institutions: universities, technical universities, high institutes and schools, community colleges and private universities and institutes. 12

All the required reforms at the different levels should be also taken into account as follows:

A. At the Ministry’s level:

1. Developing the universities law and the relevant executive regulations with a view to ensure sufficient autonomy and powers to universities so they can perform their functions with the required level of quality and efficiency.

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2. Taking action to develop and restructure universities in terms of numbers, locations and faculties so they can improve their performance, utilise the available human and material resources, overcome weaknesses and take advantage of strengths.

3. Providing the funding necessary to universities to implement their development projects and programs and cover operational expenses, and working with the Ministry of Planning and the Ministry of Finance to streamline financial procedures and modify the provisions of the operational budget in line with universities’ needs and requirements.

4. Giving spending powers to deans to cover urgent managerial and operational requirements as well as urgent necessary maintenance works.

5. Adopting strategic plans needed for the development of universities and operational programs, and monitoring and evaluating universities’ performance and achievement of their objectives which are part of the Ministry’s general objectives.

6. Appointing appropriate and qualified academic, administrative and supervisory leaders in the appropriate positions.

7. Following up on the design and implementation of university vehicles and fully coordinating with bodies responsible for the design and implementation.

B. At Universities’ Level:

1. Each university should prepare and adopt a five-year strategic plan and an executive program to solve the existing problems, develop the university, submit the plan to the Ministry for approval and start to implement the plan.

2. Each university should consider and solve problems related to the structure and the various similar faculties and sections, consider the development of faculties and sections and reduce the number of similar faculties and sections with a view to improve their performance and outcomes.

3. Each university should conduct a technical study on its infrastructure, determine the buildings and facilities that need maintenance; expansion or modulation, determine requirements, prepare bills of quantities and propose new projects to be presented in a tender within the limits of the available budget.

4. Each university should prepare and implement a training plan to provide training to technical, administrative and financial staff
members with a view to empower them, raise their efficiency and increase their paybacks and use of technologies in the implementation of their work duties.

C. At Faculties’ Level:

1. Each faculty should study the situation in their specialised sections and the possible merge or cancellation of some of these sections as per the needs of the community and the job opportunities available to graduates.

2. Each faculty and its specialised sections should implement the university’s strategic plan which fall within their specialisation and coordinate with the university with a view to achieve the objectives sought from the plan.

3. Academic regulations should be strictly applied and the situation of failing students and the how to solve their problems should be considered.
LOOPS Publications

1. Priorities of National Reconciliation Government.
2. The Draft of Political Agreement, Review of the Content.
3. 2014 Audit Bureau Report and Rationalization of Public Spending.
5. Social Impacts of the Political Division in Libya.
7. The Economic Impacts of Political Division in Libya.
8. Is it Possible to Bring Peace to Libya?
12. War on ISIS in Libya through the Accord.
13. The Libyan Constitution Drafting Assembly (CDA) Path, Outcomes and Comments.
15. The Health Sector in Libya: Situation and Challenges.
About the Libyan Organization of Policies and Strategies

The Libyan Organization of Public Policies and Strategies (LOOPS) is an independent, nonprofit and nongovernmental institution founded in December 2014 in Tripoli, Libya. A representative branch was founded in Istanbul in January 2015.

The organization carries out research and studies related to emerging policy and strategy issues with the aim of generating effective and successful policies and providing support to decision-makers. The organization devotes its efforts to improving the performance of Libyan institutions and advancing the economic and social welfare of the Libyan people. It seeks to spread the notions and concepts of quality, good governance, strategic planning and a culture of excellence so as to improve the performance of Libyan institutions.

LOOPS aspires to promote and spread knowledge about public policies and strategies to the state through the dissemination of statistics, studies and periodic reports. It also organizes conferences, workshops and forums as platforms for discussion, the exchange of opinions and spreading knowledge.

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