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The Great Socialist People's Libyan Arab Jamahiriya

The Libyan National Commission For Education, Culture and Science

THE DEVELOPMENT
OF EDUCATION IN
THE GREAT JAMAHIRIYA

A national Report Presented to
The International Conference on Education

Session 46, Geneva, p2001

Tripoli, 2001

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THE DEVELOPMENT
OF EDUCATION
IN THE GREAT JAMAHIRIYA

A national Report Presented to
The International Conference on Education

Session 46, Geneva, 1991

Prepared by a Committee of Experts

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Tripoli, 2001
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Introduction

In response to the request made by the International Bureau of Education to prepare a national report on the Development of Education in the Great Libyan Jamahiriya during the last decade, to be presented to the International Conference on Education at its forty-sixth session, that will be held in Geneva-Switzerland during the month of September 2001. This conference will deal with ((Educational Content & Learning Strategies for the 21st Century)).

Guided by the main titles and subjects determined for preparing this report, the process of collecting its statistical data and preparing the analytic contents started by presenting a real accurate image of the development of the educational system in Libya, and the most influencing aspects. At the same time, reflecting the efforts made in the reformation of this educational system and uplifting its internal and external efficiency, making it capable of corresponding to the Libyan Arabic Society's private needs, requirements and objectives for development in the early years of the 21st century. In addition, this educational system should be capable of active interaction with other educational experiences around the world, making use of it and at the same time promoting its distinguished social and cultural identity.

The elements and subjects of this report are dealt with and discussed through eight analytically and scientifically related parts of sections. Through these parts we aim at evaluating the development of education (at all levels) and the innovations and reformations, which took place during the last decade. This will be done with greater emphasis on the Educational content and the strategies of education that the Great Libyan Jamahiriya has developed to achieve the principle of ((Living together in the 21st Century)). To achieve this, the most important developments that took place in educational curriculums were presented, either developments on the level of foundations and assumptions, or the development of contents, with a clear mention of how these educational curriculums were amended and developed to accompany, from one side, the Libyan pupil's needs, and to fulfil the Libyan environment's requirements, within the frame of its active interaction with the international environment in the 21st century, from the other side.

This report also has dealt with the difficulties that confronted and will confront in the future the Education and training system, and will limit the performance of its desired functions and roles for the foundation and construction of the 21st century society and culture within the Libyan environment. By analyzing these difficulties some learnt lessons and future indicators were formed for the planning of educational work in the future.

As specialists and experts assigned for preparing this report, we tried to follow the themes suggested by the International Bureau of Education, though some technical significance related to the Libyan educational database imposed the presentation of the information of the report in this present arrangement. We ensure you that all the themes, subjects and elements, general and secondary, that were suggested and requested by the International Bureau of Education, are accurately and carefully presented within the context of this report.

Lastly, we do not forget to present our many thanks to all the Libyan agencies and authorities, which cooperated with us in preparing this report. Also many thanks and appreciation to the International Bureau of Education for its efforts in the development of education for the sake of human development and progress at beginning of the 21st century.

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Tripoli, 20th of April 2001

First/ the General Frame
of Education & Training

1- The Legislative Frame of Education and Training

Based on the Libyan educational authorities' belief that education is the path to human social and technological development and progress, and that it is the means to fight against illness, nescience and poverty, education in Libya has received great attention from the state on all levels, especially on the legislative level, which organizes the educational process on all paths and levels. This concern in education is clearly evident since the rise of the Great El-Fateh Revolution in the first of September 1969. Though international development in fields of economy, information flow, and the development of communication means and informatics, which accompanied the last two decades of the 20th century, urged countries around the world to review its educational systems to go with modern requirements of the era. As for Libya, educational laws and legislations were developed and improved for the progress of the educational system. Following are some of these legislations, special!

ly those issued during the nineties of the last century:

1- The Constitutional Declaration issued by the Revolutionary Command Council (RCC) in 11 / 12 / 1969.

2- The Third World Theory.

3- The Education Law No. (34) for 1970 issued by the Revolutionary Command Council.

4- The decision of the youth minister No. (19) for 1972 concerning the organization of kindergartens.

5- Law No. (95) for 1975 concerning compulsory education.

6- Law No. (12) for 1977 concerning technical education.

7- The General People's Committee decision No. (11) for 1980 concerning the implementation of illiteracy and adult education programs.

8- The General People's Congress decision issuing the approval of the project of the new educational structure, 1982.

9- The General People's Committee decision No. (459) for 1984 concerning the Home Education bylaws.

10- The General People's Committee decision No. (670) for 1987 concerning the establishment of the Open University.

11- Law No. (5) for 1987 concerning the Handicapped people, the law states the handicapper's right in training, education, boarding and home services.

12- The General People's Committee decision No. (540) for 1992 concerning the Free Education Bylaws.

13- Law No. (317) for 1993 concerning the internal organization of the information and media secretary, which includes the establishment of the childhood culture department, subordinate to this department are the unit of childhood literature and the unit of childhood arts.

14- The General People's Committee decision No. (624) for 1993 concerning the bylaws of organization of free vocational education and training.

15- The General People's Committee decision for 1980 concerning the organization of kindergartens.

16- The General People's Committee decision No. (13) for 1999 concerning the reorganization of the National Center for Educational and Training Researches.

- 17- The General People's Committee decision No. (273) for 1999 concerning the determination of student density in schools.
- 18- The General People's Committee decision No. (278) for 1999 concerning the reorganization of Higher Teacher Training Institutes.
- 19- The General People's Committee decision No. (281) for 1999 concerning the restructuring and reorganization of Universities .

2- The General Goals of Education and Training

Based on the religious, national, cultural and historical foundations and principles that distinguishes the Libyan society, and according to the valid legal bases and legislations, the general goals of education in Libya were drawn as follows:

- 1) Spreading and emphasizing the statements of the third world theory, so as to create a new public culture based on the society origins and the abilities of its citizens to embody a New World culture.
- 2) The educational system should contribute in the construction of the society, economically, socially and culturally, that is by focusing on the development of the individual's skills and abilities, to ensure his/her positive and active contribution in the progressive movement of the society.
- 3) Ensure the uprising of an enlightened generation aware of its duties, capable of handling its responsibilities by developing its self-confidence and the ability of expression.
- 4) Education should lead to a deep feeling of the Arabic originality, and its ability of interaction, and develop the feeling of belongingness to this originality, a development that makes the individual proud of it, and works hard to achieve unity among its people by:
 - A- The development of feelings of national loyalty and the fateful connection with the Arab nation.
 - B- Emphasizing the grace of the Arabic Islamic cultural heritage, so as to be a motive for progress in the enrichment of the human civilization.
- 5) Developing the feeling of geographical belongingness to the African continent, which the Arab world forms a part of it.
- 6) The individual should be free to choose his/her field of study, as means to develop his/her skills and talents so as to practice some job or vocation or to continue with his/her education.
- 7) The educational system should be open for all in all types of specialization, that will result in the transference between the various educational paths.
- 8) The educational system should lead after the basic education level to specialized job paths that prepare its graduates to take part in the fields of work and production, and the ability of social interaction or to continue with the specialization path.
- 9) The educational system should lead to the training of technical and vocational efficient cadres, who are trained to make use of scientific planning methods, and the use of modern advanced technical means and instruments, to develop knowledge and to discover new means and ways of production.
- 10) The technical and vocational education should be a basic part of the educational components at all levels especially the intermediate education level.
- 11) The educational system should ensure the promotion of the balanced construction of the society in terms of cultural patterns and technical means.
- 12) Arabic language should be the language of education at all levels, and promote this languages originality and aim for its improvement.
- 13) Teaching the Holy Koran and the study of Koranic sciences, and encourage the talented in this field, which will contribute in the spread of the reading and teaching of the Holy Koran.
- 14) Total elimination of alphabetical illiteracy, and fighting against vocational and technological illiteracy among all society individuals, who are at the work age, and spreading the technological culture on a wide range and by the use of all available means.

15) The educational system should contribute in strengthening and developing Libya's scientific, research and cultural relations with various countries around the world, and with various universities and scientific and research centers in these countries.

16) Working hard to achieve the society's cultural, social, economic and military security, and uplifting its productive efficiency and making use of modern information revolution and means of communication in the use of the information flow.

17) The educational system should contribute in the quick rise in all fields of human development in the society.

3- Commentary

From the previous legislations we notice the following:

A- Most of these legislations were issued in the nineties of the 20th century, which proves the state's concern with educational innovation and reformation to accompany international developments in concern.

B- All of these legislations agree with UNESCO's principles concerning education, illiteracy, early childhood care, and care for people with special needs, and gender equality in education.

C- Some laws concerning private free education were issued, which proves the state's willingness to widen range of partnership with the civil society in financing and developing education.

4- The Administrative Structure of the Educational System

Education is managed through the people's committees in the "Shbiat" (Municipalities). The Great Libyan Jamahiriya includes (28) "Shbia" (Municipality), and (386) Basic Public Congresses. In each Basic Public Congress there is a member responsible for the management and follow-up of education and training affairs within the administrative borders of his "Shbia" (Municipality). In each "Shbia" (Municipality) there is an assistant secretary for education affairs in the "Shbia" (Municipality). This secretary is selected from among the members of education in the Basic Public Congresses.

The members responsible for the follow-up of education and training affairs in the Basic Public Congresses, and the assistant secretaries for education and training in the "Shbiat" (Municipalities), form the General People's Committee for Education and Vocational Training. This Committee is headed by the Secretary of the General People's Committee for Education and Vocational Training, who is elected by the General People's Congress (the highest legislative authority in Libya), or by a person to presents him. This is the case since the year 2000, for the General People's Committee for Education and Vocational Training has been annulled, and all of its responsibilities moved to "Shbiat" (Municipalities), and meetings concerning education are now headed by the assistant secretary of services in the General People's Committee.

The member responsible for education in the Basic Public Congress is in charge of education follow-up and the implementation of educational policies within the administrative borders of his "Shbia" (Municipality). The assistant secretary of services in the General People's Committee, on the other hand, is responsible for the implementation of educational policies in the Libyan Jamahiriya.

The following figure (1) shows the Executive Organizational Structure for Education and the Administrations subordinated to it.

Figure (1)

The Executive Organizational Structure for Education
And the Administrations subordinated to it

The technical managing of education in the “Shbia” (Municipality) is the responsibility of Education, Training, Observation, Measurement and Evaluation Offices, and other offices dealing with education and vocational training affairs.

5- The Different Educational Stages

The educational system in the Libyan Jamahiriya includes five stages of education:

- 1) Kindergarten: two years and it enrolls children the age of four and five.
- 2) Basic Education: divided into three parts:
 - A- First Part: four years and it enrolls the age group (7 to 10 years).
 - B- Second Part: two years and it enrolls the age group (11 to 12 years).
 - C- Third Part: three years and it enrolls the age group (13 to 15 years).
- 3) Intermediate Education and Training: three to four years, and it includes General Secondary Education (until the year 2005) and specialized secondary schools and technical and vocational centers and institutes, and it enrolls the age group (16 to 18 or 19 years).
- 4) University Education: it includes universities, higher institutes and higher technical and vocational centers, it lasts for three years for some centers and institutes and for six years for some university faculties.
- 5) Advanced Studies: includes MA (Masters) degree, and Ph.D. (Doctorate) degree, and an advanced studies diploma in various specialization fields.

The following figure (2) shows the Educational Structure in Libya, and table (1) illustrates the total number of students at the educational and training levels included in the educational structure in Libya.

Figure (2)

The Educational Structure in Libya

Advanced Studies

22 years

Higher Education

Higher Training

University Education
18 years

Secondary Education & Training

Secondary Training

Secondary Education
15 years

Basic Education & Training

Basic Training

Basic Education
5 years

Kindergarten
3 years

Table (1)
The Total Number of Students at
The Educational and Training Levels
Included in the Educational Structure in Libya

Total	Training	Education	Educational Level
1,173.315	13.000	1,160.315	Basic
306.002	261.932	244.070	Intermediate
165.447	-	165.447	University
58.877	33.359	25.518	Higher Institutes
5.627	-	5.627	Local Advanced Studies
1.692	-	1.692	Studies Abroad
1.230	1.230	-	Training Abroad
1,712.140	109.521	1,602.669	Total

Second/ the Quantitative & Qualitative Achievements
In Education & Training

1- Early Childhood Care

Childhood care in Libya includes a series of organized activities that aim to achieve healthy growth, and to fulfil the children's developmental needs since pre-delivery and till the age of six. Childhood care programs are carried out by the state through educational and health institutions and social care institutions, and the social security fund programs by taking the necessary procedures to care for poor families, deprived children and children with special needs.

Due to the economic difficulties witnessed by the Great Libyan Jamahiriya during the nineties of the 20th century, as result of the low prices of oil, and the impacts of the economic and political embargo that was imposed on Libya by western countries, there emerged public participation programs in the childhood care field. These programs included all levels and paths of education through what was called the free cooperative education, which was not financed by the state, but its educational programs were supervised by it. Some service institutions owned by the private sector, and those institutions subordinate to the state participate in childhood development programs through special care institutions and kindergartens.

Kindergartens are part of the state's official educational system. These educational institutions offer physical, psychological and social care for the children before they enroll in basic education. Also kindergartens aim to improve the children's adaptation of the surrounding environment. To achieve all this, kindergartens follow all the desired educational methods, and cooperation with the children's families (for more information on the goals, programs and activities of kindergartens, look the part on educational curriculums development strategies). The following table (2) illustrates the total enrollment rate in early childhood development programs for the academic years 90/91 until 99/2000.

Table (2)

The Total Enrollment rate in Early Childhood Development Programs
For the Academic Years 90/91 until 99/2000

Percentage Rate of the Total Enrollment	Population at the official age group (4 – 5 years)	Total Enrollment
2.5 %	315.4707.909	90/91
2.4 %	327.7707.906	91/92
2.8 %	340.5509.579	92/93
3.6 %	353.78512.739	93/94
3.7 %	367.55513.699	94/95
3.8 %	365.11413.958	95/96
3.9 %	360.34214.004	96/97
4.6 %	285.55413.249	97/98
7.1 %	201.33914.210	98/99
9.7 %	187.21218.153	99/2000

2- Basic Education (Primary and Preparatory)

Basic education forms a broad base for educating all children from the age of six to the age of fifteen. Therefore, it was approved compulsory and free of charge in Libya. Basic education has open paths through to successive educational stages, and it gathers both theoretical and practical fields. It links the pupils' lives with the surrounding environment, by linking the pupils' studies with elements available in the local setting.

Libya has achieved great qualitative advancements concerning the generalization of education for all, males and females. The following table (3) shows the number of schools, classes, pupils and teachers at the basic education level during the academic year 1995 till 1999.

Table (3)
The Number of Schools, Classes, Pupils and Teachers
At The Basic Education Level
During The Academic Year 1995 Till 1999

No. Teachers	Total	No. of Students		No. of Classes	No. of Schools	Academic Year
		Females	Males			
85537	1197229	558477	616752	43225	3247	90/91
99623	1138986	593594	645392	45790	3271	91/92
103791	1254233	607984	649249	46789	3251	92/93
105682	1357040	666920	690120	55990	3422	93/94
107284	1306587	632783	673804	58186	3422	94/95
122020	1333679	647177	686502	59078	3159	95/96
128192	1256502	625051	6451	47919	3164	96/97
134393	1214975	689485	625490	49972	3151	97/98
136235	1160315	676008	584307	34778	3210	98/99

From the above table we notice that the total number of children enrolled in basic education has reached (1160315) male and female pupils for the academic year 1998/1999, and by comparing this number with the total number of population, which is (5,270.000), it is possible to determine the size of the population group enrolled in basic education only. This proves that all children who are at school age and go by the compulsory laws of education are enrolled. The Libyan national report on education for all for the year 2000 states that the rate of enrollment for first preparatory grade has reached (100%), and some times it extends this rate, because schools accept children who are younger or older than six years of age. Due to the reduction in mortality rates of children and the increase of demographic development rates for Libyan population, which has reached (3%) in 1995. The category of population enrolled in education has formed a rate of (49%) of the total population ac!

co!
rding to the 1995 census.

3- Intermediate Education (Secondary)

Intermediate education includes general and specialized secondary schools and the technical and vocational training centers and institutes. The following table (4) shows the number of students, teachers and classes at the intermediate education level.

Table (4)
The Number of Students, Teachers and Classes
At The Intermediate Education Level
For the Academic Years 90/91 till 98/99

The Teacher's Quorum	The Class Density		Number of Classes	Number of Teachers	Academic Year
	Number of Students				
14.4	30.9	5071	10872	156800	90/91
21.1	30.3	5985	14941	181368	91/92
10.2	28.1	6248	17182	175746	92/93
9.9	32.8	7291	24184	239240	93/94
12.1	27.9	6560	15139	183200	94/95
11.0	36.0	5406	17668	194500	95/96
13.1	30.6	8642	20174	264829	96/97
8.3	29.9	5928	21404	177489	97/98
7.1	36.8	6624	34553	244070	98/99

The above table shows data on the students of the intermediate secondary education only, while it does not notice the technical secondary education or the intermediate institutes for vocational training.

4- University and Higher Education

University and higher education has witnessed through the last few years some considerable development. Many technical committees were formed for the restructuring of universities and their horizontal extension, and the creation of new higher teacher training institutes, and the establishment of local academies for advanced studies, and the issuing of decisions to continue advanced studies abroad. Table (5) shows the horizontal distribution of universities on various regions in the country and the number of students and teaching staff members for the academic year 98/99.

Table (5)

The Horizontal Distribution of Universities

On Various Regions in the Country

And The Number of Students and Teaching Staff Members

For The Academic Year 98/99

Number of Teaching Staff Members	Number of Students	University
1548	36353	University of El-Fateh 1.
642	30298	University of Gar-Younis 2.
56	3000	El-Najim El-Sata University 3.
491	7563	University of Sabha 4.
275	2373	The Arab Medical University 5.
320	6058	Omar El-Mukhtar University 6.
385	8233	The Great Al-Fateh University for Medical Sciences 7.
597	15124	Naser University 8.
26	22015	The Open University 9.
362	14275	Seventh of April University 10.
273	3917	El-Tahadi University 11.
326	7993	El-Jabal El-Gharbi University 12.
229	7739	University of Darna 13.
14	506	Al-Asmaria University 14.
5544	165447	Total

The number of students registered for the local advanced studies programs has reached (4998) male and female students to obtain MA and MSc degrees, and (49) male and female students to obtain Ph.D. degree, and (580) male and female students to obtain the vocational Medical diploma. Also, the number of students registered for advanced studies abroad has reached (608) male and female students to obtain MA and MSc degrees, and (474) male and female students to obtain Ph.D. degree, and (419) male and female students to obtain specialized degrees. The total number of students registered for advanced studies locally and abroad is (7323) male and female students.

Third/ the Innovation & Reformation
Of the Educational System

1- The Contribution of the Civil Society in Education

Due to the high expenditure of education as a result to the needed technical facilities, also due to the increase in the age category at education age, which has reached nearly (49.2%) of the total number of the population. Also due to Libya's wide area and the distribution of the population over extensive distances, and to low oil prices during the nineties of the 20th century. Therefore, the educational authorities viewed the necessity of the civil society's contribution in education finance and development. This led to the issue of

many decisions and legislations to organize public contribution in education, among these are the following:

- 1) The General People's Committee decision No. (11) for 1980 concerning the implementation of illiteracy and adult education programs.
- 2) The General People's Committee decision No. (459) for 1984 concerning the bylaws of basic home education.
- 3) The General People's Committee decision No. (670) for 1987 concerning the establishment of the Open University.
- 4) The General People's Committee decision No. (540) for 1992 concerning the bylaws of private free education.
- 5) The General People's Committee decision No. (624) for 1993 concerning the bylaws for organizing the free vocational education and training.

Based on these decisions a number of practical procedures were taken to establish educational cooperatives, which included all the various educational stages starting from kindergartens to university education, in addition to the basic home education programs. Following is a brief description of such educational programs that are not financed by the state, but rather the citizen is responsible for the expenditure of the enrollment in this type of education. In this context it should be mentioned that enrollment is optional except for kindergartens that might not be available officially for all. Table (6) states that the rate of children enrolled in the state's kindergartens has reached (9.7%) only of the total number of children enrolled in first grade of basic education for the academic year 99/2000.

2- Basic Home Education

The idea of home education has emerged in the mid eighties of the 20th century, as an application of the statements that emphasize the importance of motherhood in child raising and education during early childhood ((The Child should be raised by his mother)). The official educational environments welcomed this idea. Many seminars were held to discuss this type of education, and the media also dealt with it. Afterwards organizational decisions were issued for this type of education.

Basic home education is a new type of education, which is taught through various medial means, among these are TV and Radio that is with the help of the children's parents. Although the school's functions and roles are not limited to instruction and teaching, home education did not ignore this side. The school follows the children's educational progress at home and children attend the school during examinations and to take part in the various social activities. The home education child is linked with joint educational activities shared between home and school, leading the way to enter the social life after home and following are the most important bases upon which this type of education is founded:

- 1) Choosing teachers and experts specialized in childhood affairs to prepare modal lessons and curriculums.
- 2) The need for an assistant for the child from the family to help in observing the lessons from TV and radio and other written means of communication.
- 3) The development of an active mechanism for educational supervision and to coordinate the implementation of this program between the secretariat of education and the secretariat of media and culture.
- 4) Support childhood development programs by increasing the number of kindergartens or by amending the school enrollment age to include part of the early childhood period.
- 5) Giving full opportunity for talented and gifted children to advance in the educational ranks with out age limits.
- 6) Reducing the expenditures of basic education.

- 7) This program's contribution in the fight against illiteracy among those children who could not join schools.
- 8) The early enrollment in basic education with out losing the educational family environment.

Among the conditions that organize enrollment to this type of education are; the child should be five years of age; the child should gain the necessary level of education, evaluated by the grades of success adopted in the formal education. Regular tests and final examinations for each course take place whenever the educational supervisor considers the child ready for such tests or examinations. Although this experiment was not fully scientifically evaluated, but it was quite welcomed, for the number of children enrolled in home education during the year 1999 was (28435) male and female. The following table (6) shows the number of children enrolled in home education at its various grades (courses) in Libya during the academic year 98/1999.

Table (6)
The Number of Children Enrolled in Home Education
At Its Various Grades (Courses) In Libya
During The Academic Year 98/1999

General Order of Courses	Total No. of Areas		Gross Total		Total No. of					
	Females	Total No. of Males	Sixth Year	Fifth Year	Forth Year					
4	210	2838	1437	1421	-	-	8	20	36	2774
2	343	2924	11428	1496	-	-	-	-	18	2337
5	469	2835	1466	1369	-	-	57	221	619	1938
9	369	2654	1316	1338	-	5	76	220	726	1627
1	537	3276	1689	1587	-	17	36	113	313	2797
7	353	1797	882	915	13	46	100	167	454	1017
8	530	2725	1383	1342	4	16	33	85	227	2360
11	251	1451	784	667	16	37	68	91	238	1001
3	560	2911	1468	1443	12	22	46	76	151	2604
13	299	990	502	488	10	36	37	63	168	646
6	499	2822	1449	1373	13	17	57	103	129	2503
12	242	1212	605	607	8	36	55	71	181	861
10	-	3631	-	-	-	-	-	-	-	-
31066	4662	28435	14409	1426	76	2320	573	1248	3841	22465
	Total No. of Courses									

3- Cooperative Private Free Education

Cooperative education is one of the pillars of the general strategy of the generalization of education and illiteracy and to activate the efforts of continual education. During the early nineties of the last century, this type of education has developed noticeably, in terms of the number of institutions established for it and the number of students enrolled, also it included various fields, specializations and levels. Therefore, as an application for the principles of the individual's rights to knowledge and free chose, a number of legislations, decisions and bylaws were issued by the General People's Committee and the Secretariat of Education and Vocational Training concerning the organization of free education and training.

As an implementation of these decisions, the cooperative free education was developed as one of the innovations of the educational system in Libya, aiming to support efforts for generalizing education, and accompany international technological developments, which made education a heavy burden on the state alone.

Formal and free education differ in their goals and foundations from on country to the other, but free education in Libya is based on the establishment of educational cooperations away from the frame of official formal education. These institutions practice education and training activities in the light of the adopted educational and training goals and policies. Thus, free education and training cooperations should be obliged with the structure, content and performance level of the formal general education, under the its supervision to promote the targeted level obligation and performance.

The free education institutions are supervised by the National Committee for Free Vocational Education and Training that was formed by the General People's Committee's decision No. (624) for 1993. This committee follows-up these institutions according to the organizational bylaws issued by the General People's Committee, which determined how to establish such institutions and how to organize and manage, and the conditions that should be available in its teachers and employees. In addition, the bylaws included enrollment conditions for students and trainees, their transfer from one stage to the other, the determination of study fees, adoption of examination results and the beginning and end of each academic year or training course. According to these decisions and bylaws many education and training institutions were established, as stated in table (7) that shows the number of education and training cooperations, the number of pupils and teachers and classes distributed over !

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rious regions in Libya during the academic year 98/1999.

Table (7)

The Number of Education and Training Cooperations

The Number of Pupils and Teachers and Classes

Distributed Over Various Regions in Libya

During The Academic Year 98/1999

Number of Classes Cooperations	Number of Students		Partner Teachers	Number of		
	Region	Intermediate			Basic	
92	365	1704	7176	1405	117	Tripoli
53	647	1051	12851	2695	082	Benghazi
5	105	51	1822	83	008	Misurata
5	63	15	1200	202	010	Zawia
10	32	45	605	64	005	Darna
-	10	-	200	17	003	Sabha
-	18	-	305	62	007	Jdabia
-	12	-	175	3	002	Marg
-	2	-	30	3	002	Baida

-	10	-	123	28	005	Tubroq
-	6	-	75	10	001	Khoms
-	4	-	50	5	001	Swf El-Gen
175	1278	2866	24602	4594	243	Total
1453	27468	Gross Total				

4- Open Education

To widen the scopes of free education and to support the efforts of continual education, decision No. (670) for 1987 was issued to establish the Open University. This university started its actual educational action at the beginning of the academic year 89/1990, and its educational work has developed since then. In 1999 the number of active branches subordinate to the university has reached (17) branches in different areas around the Libyan Jamahiriya. The university includes (11) scientific specialization fields. The following table (8) shows the scientific departments included within the university and the number of students enrolled until June 1999.

Table (8)
The Open University Scientific Departments
And The Number of Students Enrolled

Branches in Libya			Tripoli Scientific Departments			
Total	Associated		Regular	Associated	Regular	
3206	29	689	127	2361	Economy	1.
2958	15	793	29	2121	Accounts	2.
2117	79	773	75	1190	Sociology	3.
4215	42	1266	65	2842	Administration	4.
6558	52	2036	140	4328	Political Sciences	5.
2437	51	971	20	1395	History	6.
1021	28	327	14	652	Geography	7.
1935	54	652	51	1178	Education & Psychology	8.
1156	2	293	12	849	Arabic Language	9.
3205	30	1114	40	2021	Islamic Studies	10.
14003	167	5135	222	8479	Law	11.
42809	549	14049	795	27416	Total	

Graduation from the Open University requires the achievement of (120) to (1909) study units, that equals (40) to (50) subjects, according to the different departments and specializations. The study program is implemented according to the nature of the specialization field; adopted text books, publications and scientific newsletters are provided at the sales department, and the university holds theoretical lectures and workshops related to some of the subjects studied. The study program also includes courses, discussion meetings and scientific consultations. The students' research activities are carried out under the supervision of the university professors in different fields of studies. Moreover, there has been an agreement between the Open University and the Jamahiriya Educational Channel to innovate a project to produce an audio-visual tape at the beginning of the academic year 99/2000. It is expected that the results of such a project will be positive on all higher education students.

5- Educational Satellite Channels

The educational satellite broadcast aims to orient its educational programs to the open education students, either on the level of Basic Home Education or the Regular and Open University Education. It also aims to contribute in illiteracy programs. These channels broadcast its programs with coordination between the competent educational authorities and the Jamahiriya's ground and satellite broadcasting channels. These channels also broadcast some special programs for reviewing intermediate education scientific subjects.

The educational satellite channels broadcasted for the first time at the beginning of 1997. Since it was first started, it was welcomed with positive and great encouragement and support. This was noticed by the increasing number of viewers, locally and internationally. This appreciation encouraged the National Commission for Free Education in Libya to establish institutions abroad under the name ((Home Education Clubs)), through which this experiment is disseminated in many countries around the world. These clubs are basically established for Libyan children abroad. Among the countries in which such clubs are founded until 1999 are; Britain, Bosnia-Herzegovina, Argentina and Spain.

6- Rehabilitation and Training Courses

This type of rehabilitation and training supports alphabetical and cultural illiteracy programs. Official and free institutions hold many educational and training courses that vary in length according to the goals for which they were held. These courses are held in factories, agricultural projects, motherhood and childhood centers, women training centers and in some secretariats, agencies and companies. These courses are held with coordination between local educational authorities and local, regional and international organizations concerned with education and training, such as UNESCO, ALECSO, and ISESCO. Usually such organizations offer expertise, teachers, trainers and the educational and training content.

7- Adult Educational and Training Activities

The Libyan educational authorities depend greatly on compulsory basic education and home and open education and the participation of service and productive institutions in the organization of illiteracy courses, thus the number of illiterate people has decreased that will lead to a gradual elimination of the traditional alphabetical illiteracy. Despite the great decrease in the number of illiterates during the last three decades, but there remains a little number of illiterates at the age of 15 and older, who suffer from the inability to read and write to the extent that enables them to merge in active social daily life.

Although, the problem of illiteracy is still the main concern for the Libyan educational authorities, but still Libya has made an encouraging effort to eliminate illiteracy. Illiteracy rates among adults (15 years and older) was (61%) in 1973, (38%) males and (85.2%) females of the population were illiterate. Thanks to the previously mentioned efforts this rate has reached (39.9%) in 1984 for both genders, and only (3%) among the age group (15 – 24 years) for both genders in 1999. The rates of reading skills among adults (15 years and older) for both genders has reached (77.5%) in 1995.

It is worth mentioning that the problem of illiteracy is not limited to third world countries only, but rather it includes the western industrial countries also. The human development report that was issued by the UNDP in 1998 states that a quarter of the population in the economic group countries lack the minimum level of reading and writing knowledge. “ It has been always thought that the decrease in reading and writing knowledge levels is a problem for developing countries, and not for industrial countries. Rather there is some lack in the reading and writing skills, which limit the opportunities for a large number of people who live in the countries belonging to the organization of cooperation and development in the economic field. At least a quarter of the adult population in these

countries lack the minimum level of reading and writing that enables them to deal in a suitable way with the complicated daily life requirements...” .

Fourth/ Educational Content and Strategies for the 21st Century

1- General Approaches

Libya is an Arab Islamic country, located in the African continent, within the Mediterranean region. These facts throw its impacts not only on the on the Libyan educational system, but also on all of Libya's life aspects, in the past, present and future. Consequently, the principles and assumptions on which educational objectives, contents and curricula development is based reflect this fact directly in the educational process on all levels of education. In the light of the previously mentioned, the education and training sector aim at bringing up a rebellious generation in the Libyan society, which is deeply aware of its aims, rights and duties, capable of handling its responsibilities according to an analytic scientific curriculum, which guarantees the achievement of the society's aims and objectives. The educational sector achieves the above mentioned according to the following approaches:

- A) Disseminating and assuring the principles put forth by the Third World Theory, so as to ensure the creation of a new public (Jamahiriya) culture based on the pure origin of the society, and its citizens' ability to embody a new world civilization and culture.
- B) Teaching the Holy Koran, by reading and memorizing, and emphasizing its impact in the society.
- C) Strengthening the value of belongingness to the Arab Nation, and preserve the Islamic traditions and customs and fighting back all destructive behaviors and aspects.
- D) Encouraging translation into Arabic language and the its use, by facilitating the spread of its sciences and by teaching it, so as to ensure building strong bases for an Arabic Civilized Personality.
- E) Developing and promote the educational and training process, by improving the level of scientific and vocational learning, so as to escort the scientific and technological advancement in the world to fulfil the society's needs.
- F) Preparing and train the human forces that is capable of working administratively, vocationally and scientifically, so as to ensure the development and advancement of the human resources in order to fulfil the society's needs for necessary elements to manage the society's institutions and the various developmental projects.
- G) Totally eliminate illiteracy, and engage in a fight against vocational illiteracy for all individuals in the society, who are at the age of work, and widely spread the technical and vocational culture by use of all available means.
- H) Taking the necessary procedures to deal with the loss at all levels of education and training aiming at a total elimination of such a loss and setting the necessary conditions and limits to achieve this .

According to the previous approaches, the expected Libyan curricula for the 21st century will be based on the learner and his needs and abilities, and the society and its future ambitions. These curriculums should work with other educational means to reach with the learner to the era in which he lives, an era that is dominated by the principles of science and by economic and political blocs and coalitions. These curriculums should give the student the knowledge, experience and skill to learn how to face the future and how to contribute in its formation .

Based on the previously mentioned, these curriculums are expected to achieve the following objectives:

- A) Acquiring knowledge in compatibility with the student's mental and temporal age by means of modern and various methods, a knowledge that is unlikely to be dull and tough by

memorization and dictation. We should believe that knowledge is changeable and relative, and that Allah (the glory to god!) has given man the mind to explore and discover the world around him, to dominate it and make a good use of it according to Allah's heavenly laws.

B) Fulfilling the student's sentimental, psychological and spiritual needs in aim to create a balanced personality in its self that belongs to all the different social levels; the family, the society, the nation, the work group...etc. Also in aim to prepare the student to be a good citizen, who lives in a one unified world, in which he should cooperate and communicate with all peoples and civilizations for the total good of mankind. All this should be based on dialogue not on fighting and wars. Civilization dialogue and communication between the peoples should take place within a frame of self-esteem, with out any fanaticism, and aim to develop the ability to deal and communicate and benefit from other experiences.

C) Acquiring different skills, by including within the study curriculums and educational activities elements aim at crystallizing and creating the mental and vocational skills and the analytic thinking, a free intellect that is obligated to the society's laws. Also develop manual and physical skills, learn to use the hands and body in harmony with the mind and intellect. In addition, develop the skills that prepare the student to deal with the world of information, technology and modern communications, such as computers and the Internet.

D) Introducing the international and regional dimensions within the study curriculums. This introduction should not be in the form of historical, logical, isolated and fixed patterns, showing the world within geographical or social or cultural molds. The international and regional dimensions should be introduced within a dynamic active pattern that encourages the student to be an active part in it, either by studying and understanding and explaining it or by contributing in presenting solutions for its different problems for its advancement and development. Thus, the curriculums should emphasize the joint destiny of man and the mankind civilization. Whatever were the national and racial backgrounds, the Libyan educational philosophy's view of the world started recently to formulate within new spaces and horizons that have no place for a national or racial or religious state. The world within the globalization movement and the technology and communication revolution will turn!

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into a New World. Whoever clings to old concepts will regret that one-day, and to prove this we notice that the problem of pollution, for instance, can not be limited by geographical or political boundaries. The problem of pollution is problem created by man in different degrees and badly effects all human beings. Unemployment also is a global problem, it might appear in a certain national society, but to some extent some other societies in the world might suffer from its different negative effects. Therefore, the whole world should contribute integrally in solving the problem of unemployment by financing international developmental projects.

If we analyze the bases and assumptions upon which the objectives of curriculums in the Libyan Jamahiriya are based, we will find it concluded in the following:

A- Ensuring the student's Islamic Arabic identity, and building his ability to actively communicate with other civilizations, with self-esteem and confidence accompanied with deep faith that the Arabic civilization has and is still actively contributing in the international civilization of mankind.

B- Preparing the youth for an actual integration in the world of the 21st century, the century of globalization, spaces and knowledge and information blasts.

C- Organizing schools to be centers for scientific thinking and work, and to be linked with the student's direct environment and interacting with his national, regional and international problems.

D- Encouraging the free, analytic and structural thinking for educational people, this will need a continuous process of updating for the educational process, including the study courses and curriculums, and reviewing the existing content of various courses.

E- Resetting the knowledge system based on national and international standards that are derived from the world's advancement and statues in the 21st century.

F- The openness of the school and its curriculums on its direct environment, and its national, regional and international environment.

G- Be concerned with the diversity in educational programs and continuous self-learning, and the involvement of unofficial civil community organizations in the educational process, including their contribution in setting and developing curriculums that best suit this era of globalization as viewed by the Libyan educational philosophy.

H- Emphasizing the importance of technical and vocational education, as being the base of industrial rising and revival, and considering knowledge as being perfect complete element that we can not separate its theoretical side from its scientific side when understanding it and applying it in our every day life.

2- The Assumptions and Fundamentals of Education Development

Concerning the bases and assumptions of course and curriculum contents, we can determine them within the following sides:

A) The curriculums expected for the 21st century society should be centered on the student, and the teacher is considered a guide, a supervisor and a source of knowledge and experience. These curriculums should also be liberal to a great extent from the sharp separation made between fields of specialization and divisions of knowledge. They should as much as possible be based on an interdisciplinary and scientific method and curricula, to achieve the unity of knowledge and intellect from one hand, and to achieve the unity of the scientific and field curricula to solve life problems from the other hand. We will notice from the next part of this report that during the development and adjustment of the curriculum of the first, second and third grades of basic education, these educational levels were considered as one school unite, and its courses and subjects were reformed as integral complementary educational unites.

B) The curriculum and course contents are demanded to prepare the Libyan student to comprehend and confront the knowledge and technology competition, with all the evidence and dimensions imposed by the international alterations and changes. Thus, the student will not suffer from a case of schism, due to the difference between what he learns inside the school and what he confronts outside the school.

C) The curriculum and course contents are demanded to regulate the educational values and contents with the student's self-training needs, and with the society's needs for development, within a frame of an international culture ruled by the logic of globalization and crucial vital spaces.

D) The curriculum and course contents should be developed and advanced in its subjects and presentations. Thus, there will be no meaning for a scientific knowledge that is presented theoretically and practically concerning the latest products established by one of the biggest and most modern scientific laboratories in the world, these scientific products that changed the world's face with its glorious results.

E) The curriculum and course contents should attempt to build and develop the sentimental, spiritual, moral, behavioral and beauty aspects in the students personality. These curriculum contents should always attempt through school subjects and educational activities to achieve a balance between man's material trend and sentimental trend, to avoid the dominance of one trend upon the other. Therefore, it is essential for curriculums and courses to contain technical and material sciences, and sentimental, literal and moral sciences. These sciences are derived from the principles of the revolutionary intellect (Al-Jamahiriyi), and from the Islamic Arabic heritage, and at the same time they are derived from the heritage of mankind, with all the eternal human values of truth, goodness and beauty contained in it. All this should be implemented within a frame of respect for social, cultural and racial diversity in the world.

This diversity is the source of creation for the path of h!

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an civilization.

3- The Learning Environment and Teaching Methods

In addition to the previously mentioned, concerning the learning environment and teaching methods, the information and communication technologies should form a basic and essential of the educational process on both the theoretical and practical levels. Accordingly, many great changes should be introduced to methods of class and school preparation and the educational techniques used. Among the most important assumptions and bases viewed essential for the 21st century school by educational planning is teacher training and upgrading their knowledge to match the advanced information technology and educational techniques, such as the use of computers and the Internet. Generally speaking, among the important approaches the learning environment and teaching methods in the Libyan educational system are the following:

- A) Educating learners with the nature of the 21st century society, and training them to acquire the skills they will need for this new era.
- B) Training and preparing learners to deal with the world of information and highway communication means through computers and the Internet, and through all other means of data handling, analysis and useful usage in science and life.
- C) Educating students through curriculums based on the development of the scientific, vocational, social and cultural skills and abilities needed for the future society, instead of memorization, dictation and receiving knowledge with out analyzing it and restructuring it.
- D) Re-qualifying and training teachers wherewith to suit the nature of the future school and its various programs, and its relation with life and sustainable development in the society.
- E) Using the project method in teaching.
- F) Training in problem solving methods and how to understand the similarity and overlapping of a one problem's elements and other different problems. The environment problem, for instance, should be analyzed and studied from the angles and paths of many natural, geometrical, social and human sciences.
- G) Relying on the closed circles techniques in teaching, especially between the educational institutions, and in large groups of learners.
- H) Using the scientific survey of a phenomenon method, i.e. collecting field information on a phenomenon, and re-explaining it and setting a scientific context to explain and understand or solve it, and its link with the student's direct every day life.
- I) Establishing a national information network that comprise all educational institutions including universities and scientific research centers.
- J) Supporting theoretical lessons and field visits or conducting practical tests in school laboratories or in laboratories of industrial institutions near the school.

To conclude, educational planning in Libya should support assumptions and bases, on which curriculum and content setting, adjustment and development are based. That is by emphasizing and working continuously on the renovation of mechanisms for conducting more studies and researches to evaluate the efficiency of the educational process and the internal and external efficiency of the educational system as a whole, including the problem of students dropping out of school, teacher performance and the quality of education in general.

Fifth/ The Development of Educational Content and Its Various Dimensions

1- Pre-Basic Education (Kindergartens)

One of the national strategic components of education in Libya is the encouragement of mothers to take care and raise their children at early stages of ages, as an application of the eternal educational statement "the Child is Raised by his Mother". In addition, Libya's strategy for pre-school education, either within the family or in kindergartens, seeks to ensure the following educational approaches:

- A) The mother and the family are the first important educational environment for raising the child. This is proven by all the modern educational and psychological theories. Within this environment the child grows in a natural and sound way that ensures his proper future growth and his indulgence in his bigger society.
- B) Accustom children with sound healthy habits and behaviors.
- C) Motivate the child's natural propriety of curiosity, so that he can discover the surrounding phenomena in his direct environment.
- D) Motivate the child's intelligence and his different tendencies and approaches.
- E) The linguistic development of the child's language and the facilitation of his information accumulation ability, in addition to the development of his tastes and appreciation.
- F) The development of his religious, moral and human feelings and values.
- G) Preparing the children for the basic education level.

Concerning kindergartens and pre-school education in general, there are two notions we should emphasize; the first one that the number educational institutions for this level of age reached during the academic year 98-1999 (68) institution, that is limited to the number of kindergartens in (16) areas only. In addition, there are (19) institutions that are conjoint with other educational activities. There are (9813) child enrolled in these institutions and (1266) teacher brings up these children.

The second notion is that expansion in the number of kindergartens and pre-school institutions, and the improvement and training of teachers for this educational level, is considered among the most important challenges that face the developmental process of the pre-school education sector. Teachers should be highly qualified and trained in education faculties in Libyan universities and higher institutes for teacher training .

Among the most important changes and transformations witnessed at present in the pre-school education sector, which basically are derived from Libya's intellectual and cultural approaches, is the expansion of free and cooperative education. This means offer a permission for a group of specialized individuals to establish private free educational institutions, starting with kindergartens and till university education. This includes the establishment of centers and institutes for qualification and training in modern vocations, such as computer and Internet sciences, accounting, decoration and cosmetic arts, health care jobs, physical fitness, tourism and hostel jobs. In addition to the previously mentioned, among the most important changes in the Libyan education is the existence of some unofficial systems of education presented in enrichment lessons offered by community educational institutions, or offered by qualified specialists, or the Holy Koran teaching in mosques. In a!

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 ition, there is the craft tuition in workshops and community production institutions. We should here draw two nations; the first one is that whatever these unofficial educational systems were they have to go by the educational rules and standards, and the common objectives and approaches of the educational philosophy in Libya, and the administrative and technical educational conditions and standards. The second notion is that change in the unofficial educational systems is part of the Libyan historical social heritage. Many vocations and crafts were learnt, and young boys were trained to acquire such crafts in community and charity institutions on in craft schools, and these were financed jointly by the institution or manufacturer and the young boy's parents. It's worth mentioning that religious institutions, such mosque, contributed and is still playing a distinctive role in teaching Islamic culture and the Holy Koran and its sciences and literature to children. Therefore, !

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 ucation planners in Libya encourage community institutions to activate and develop unofficial education, so as to contribute side by side with official education in the wide spread of knowledge and useful jobs and crafts in the Libyan Jamahiriya.

2- Basic Education (Primary and Preparatory)

Libya has witnessed great changes and transformations in its educational system since 1980, with aim to re-guide education to serve and fulfil the 21st century demands. These changes and transformations took place through an educational movement that was known in Libya as “the New Educational Structure”. After starting the implementation of this new structure at intermediate education level (secondary), early eighties, administrative and technical bodies in the education sector started to carry out the demanded development at the basic education level . School curriculums were adjusted, especially subjects of science and mathematics, and new subjects were innovated, such as the Technology subject. The study of social and humanity sciences (i.e. history-geography-Jamahiriya society) was also developed, with special emphasis on the subjects of Arabic language and Koranic Education, so as to enable the student to acquire the bases of Arabic language and to clearly understand!

It is worth mentioning that English language is being taught starting the seventh grade of basic education. Many great adjustments were made in the content of these subjects and their teaching methods, and the necessary textbooks for these subjects were prepared with the help of the Libyan universities and educational supervision and guidance bodies in Libya, and UNESCO (the United Nations Education, Science and Culture Organization).

This educational development and change took place gradually, starting with first, second and third grades of basic education as the first stage of change and adjustment. This change was designed according to bases, most important among which are the following:

- A) Consider first, second and third grades of basic education as one unite or ring. Students at these grades have similar growth properties and needs. They demand the same types of knowledge and skills according to determined methods and curriculums.
- B) Limit the approved subjects for these grades to the following subjects; Arabic language, Koranic education, Mathematics and educational activities.
- C) Compose textbooks for this level of education in a way that puts each subject in service for the other approved subjects.
- D) Observe when presenting any subject the student’s mental and linguistic abilities, and to avoid unnecessary repetition of information.
- E) When the student passes these three grades, he should be capable of reading and writing words and sentences correctly, and carrying out the four arithmetic operations proficiently, and memorizes some verses from the Holy Koran and learns some Islamic morals and behaviors.

These trends and approaches were criticized through new textbooks since 1989. These books were regularly evaluated through their application and notices given by educational guides, teachers, students and parents, as a result they were reviewed, adjusted and developed, and they were distributed on students in their developed and adjusted form at the beginning of the academic year 1997/1998.

The education sector work committees continued to carry out the demanded development and adjustment for the second unite of basic education (fourth, fifth and sixth grades). The general and private objectives and the elements of all subjects for this unite were set. Textbooks to implement these new curriculums were composed, and they are being gradually applied. During the academic year 1998/1999 the new curriculums for fourth grade were applied, and the new curriculums for fifth grade were applied during the academic year 1999/2000, and during this recent academic year 2000/2001 the new curriculums for sixth grade will be implemented. There is some work being carried out under the supervision of the National Center for Education and Training Planning to prepare the educational curriculums for the third unite of basic education (seventh, eighth and ninth grades), and these will be gradually applied then according to a set plan .

It should be mentioned that the Great Jamahiriya witnessed since the early eighties the application of the new educational structure for training and education at the basic education level. This level of education usually includes students who drop out at the last levels of basic education or students who can not continue their basic education at its third unite or level (seventh, eighth and ninth grades). It is an educational vocational curriculum, which trains students to acquire some crafts and skills needed for the job market. The study takes up a year to three years. The number of basic vocational training centers has reached during the academic year 98/1999 (398) centers training more than (13,000) thousand male and female students .

Libya's educational system had also experienced an important change since the nineties, and that was the free vocational training and education. It is a cooperative type of education, i.e. carried out by educational cooperative institutions, where a group of specialists get together to establish a school or a vocational training center according to the conditions of free education. This type of education aims at the involvement of the community sector and non-governmental organizations in the dissemination of education and training, starting with basic education and till university education. The last few years have witnessed great development in the free vocational training and education cooperatives, in terms of their number and fields of specialization. Home education in Libya is identified based on the eternal statement "Knowledge is a Natural Right for Every Man". This type of education is considered to be a new type of basic education that aims to establish a school in!

every home, where children are taught through the television under the supervision the family, the first body responsible for the children's education. It is a scientific educational method, which came in accordance and harmony with the regional program for popularization and innovation of primary education and illiteracy in the Arab States by the year 2000. It also came in agreement with UNESCO programs that were presented in 1989, and with the "education for all" principle that was declared by the Jomtien conference in Thailand in 1990.

Practically, the idea of Home education is gradually spreading, as considered to achieve a number of educational, psychological and social bases and elements. It is also based on many educational and legislative laws, which lead to great development witnessed by home education in Libya. A special satellite channel was established for home education, and it is an educational channel that provides the student of the educational subject wherever he was, through a distinguished educational method. Home education is under the focus, concern and scientific study by educational experts and scientific and educational local, regional and international organizations, which are concerned with educational innovation .

3- Intermediate Technical Training Education (Secondary)

The Libyan education system, as any other Arabic education system, includes the intermediate education level (secondary). Historically speaking secondary education was divided into sectors; the academic secondary education (scientific and literal), and the vocational and technical secondary education (agricultural, industrial, commercial, and administrative). The development of life and economy in Libya, especially since early eighties, called for reviewing this type of education, and guiding it to serve the social and economic change that Libya had witnessed and it is still witnessing. Accordingly, technical work committees were formed to work for five years or more, and they designed what was mentioned above "the new educational structure". This new structure aims at changing the path and work mechanisms of education. Within the secondary education frame the restructuring aims at changing its path either on the philosophy level or the level of building, management or cur!

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culums and their contents. This restructuring also looks forward to achieve, as a future aim the transformation from traditional secondary education (literal and scientific), that is well

known in the Arab world, to the specialized technical secondary education, which its graduates either enroll in university education or directly join the job market. Here the basic aim of this change and transformation is the reformation of the student to be capable of living and working in modern technical society, and to be strongly linked with international development in fields of life, economy and culture. The new educational structure has determined its educational view for the new secondary education in Libya in the following points:

- A) Contributing in the activation of the society's economic, social and cultural development movement, by developing skills and abilities of individuals to ensure their positive and active contribution in the society's advancement.
- B) Ensuring the bringing up of an enlightened and aware generation. A generation that knows clearly his duties and responsibilities, by building up the individual's self-esteem and trust, and his ability to change and to gain the best in life.
- C) Varying the types of education at the intermediate educational level (secondary) by establishing specialized secondary schools and training institutes and centers for inclusive vocations.
- D) Deepening the feeling of Arabic originality and developing the ability to activate and give, and promoting the feeling of belonging to this originality. This feeling will make the individual be proud of himself and his originality.
- E) Enabling the student of free and intended testing for the field of study as a way of developing his skills and natural gifts, in order for him either to practice some vocation or job at either the economic or the social sectors, or to continue his university studies.
- F) Opening paths of education for all within the frame of the academic educational system or outside of it, in addition to training and reformation programs, and the student should be given the opportunity to move interchangeably between these paths.
- G) Planning the intermediate education level (secondary) in specialized educational and training fields, which prepares its graduates to take part in job and production fields at an early age, or to continue their study in the university within their same specialization field.
- H) Preparing the efficient technical and vocational staffs, who are capable of benefiting from planning methods, and comprehending the way to deal with new scientific and technological instruments, and discovering new methods and means of productions.
- I) Considering the technical and vocational education a basic and crucial part of the educational components at various levels.

According to the above approaches, the intermediate educational level (secondary) has changed to include two main paths, and these are technical secondary education, and vocational secondary education. The traditional secondary education (literal and scientific) is being temporary sustained to be gradually changed into technical and vocational education, so that the technical and vocational education can substitute the theoretical secondary education within a limited period of time. The technical secondary education will include (24) specialization fields, among which are the following six main fields:

- A- Basic Sciences.
- B- Geometrical and Industrial Sciences.
- C- Medical Sciences.
- D- Agricultural Sciences.
- E- Social Sciences.
- F- Fine Arts and Media

The study period was limited to four years in these fields. This path is considered to have to functions:

First: Prepare graduates to continue the university studies in the fields that suit their specialization.

Second: Supply the students with a practical vocational base, which will enable them of practicing the job that best suits their technical specialization, especially those students who could not for some reason or the other continue their study.

Concerning the vocational secondary education, it is greatly different from the technical secondary education, although they might appear to be similar. The vocational education is dedicated to teach certain vocations, aiming to provide trained and proficient work force. This demands concentration to a great extent on training programs, which should provide the necessary level of theoretical knowledge. It is quite clear that this educational path does not prepare its students for university study, and makes use of theoretical information to some extent to serve its objectives. To the opposite of the technical secondary education that partially aims at preparing its students for university study, which demands some deep study of the theoretical sides of the fields of specialization. The study period for vocational secondary schools is not accurately determined yet, rather the study period was left to be determined according to extent of need for specialized vocational training!

, provided that it will not be less than two years and not more than three years. The suggested vocations were divided to seven fields, including (44) vocations, and these are:

- A) Electrical vocations (10 specialization fields).
- B) Mechanical Vocations (10 specialization fields).
- C) Carpentry Vocations (3 specialization fields).
- D) Architectural and building vocations (4 specialization fields).
- E) Weaving Vocations (5 specialization fields).
- F) Service Vocations (5 specialization fields).
- G) Productive Vocations (7 specialization fields).

Based on the mentioned above, the competent bodies at the education sector started to set down a work strategy for implementing and developing objectives for the curriculums and courses of the specialized technical secondary schools and vocational secondary schools. Since 1985, many specialized secondary schools were opened, but after they were practically tested they were adjusted and some of these schools were closed. At this stage, the educational plan settled to include six types of specialized technical secondary education, and these adjusted and developed secondary schools started actual to enroll students in 1995, and these are:

A) Secondary School of Geometrical Sciences, and it includes the following specialization fields:

- 1- Mechanics.
- 2- Electricity and Electronics.
- 3- Architecture and Building.
- 4- Natural Resources.

B) Secondary School of Life Sciences, and it includes the following specialization fields:

- 1- Medical Sciences.
- 2- Agricultural Sciences.

C) Secondary School of Basic Sciences, and it includes the following specialization fields:

- 1- Chemistry and Biology.
- 2- Physics and Mathematics.

D) Secondary School of Economic Sciences, and it includes the following specialization fields:

- 1- Financial and Accounting Sciences.
- 2- Administrative and Managerial Sciences.

3- Information and Statistics.

E) Secondary School of Fine Arts and Media, and it includes the following specialization fields:

- 1- Applied Arts.
- 2- Arts of Media.

F) Secondary School of Social Sciences, and it includes the following specialization fields:

- 1- Social Service.
- 2- Arabic Language.
- 3- English Language.
- 4- Legislative Sciences.

It is worth mentioning that among the important procedures, which accompanied the establishment of these secondary schools, are the following:

- A) Form specialized committees to set elements for the approved subjects in the light of the new objectives, which were drawn for each one of the six types of secondary schools.
- B) Form central technical committees to check on the implementation of these specialized secondary schools, and to solve problems or difficulties that might face it.
- C) Open Higher Institutes for Teacher Training To Prepare Teachers for Specialized Technical Secondary Education.
- D) Open centers for teacher re-qualifying to teach in these secondary schools.
- E) Form specialized technical schools that are responsible for preparing educational aids and technologies needed for the implementation of the curriculums and courses at these new secondary schools.
- F) Set contracts with specialized research centers for the composition of textbooks that apply the approved curriculums for these secondary schools.
- G) Reorganize the educational inspection to suit the development that is taking place in the content of the educational curriculums.

In the main time, while work in these specialized technical secondary schools is advancing, the traditional secondary education system (literal and scientific), as mentioned before, was sustained. This traditional secondary system will gradually disappear with the growth and development of the new specialized technical and vocational secondary schools. Furthermore, it was noticed that when these new specialized secondary schools started to work, student enrollment to these schools was weak. This is due to some traditional social and cultural reasons related to the high social and historical values that are linked with the theoretical and academic education in Libya and nearly in all the Arab countries. However, by time social trends have changed, and more students started to enroll in these secondary schools, especially that its graduates can easily enroll in universities the same as graduates of the general secondary schools (literal and scientific).

4- Intermediate Vocational Training Education (Secondary)

Concerning the vocational secondary education, which is the second type or path of the new secondary schools, it is a vocational occupational education that is applied in institutions known as the intermediate training centers (secondary). This type of education aims to prepare and qualify efficient technical and occupational work force, to be ready for work and production according to the recent needs of the economic movement and expected quantity of trained work force. Thus, the outputs of these educational institutions form an important part of the work force in the work market, and also the graduates of these secondary schools, which are known in Libya as “the Intermediate Vocational Training Centers” form a linkage between the graduates of higher vocational institutes and inefficient workers in the work force pyramid.

The training period at these vocational secondary education centers is three years, and they accept intermediate education graduates, and students of these centers graduate holding a diploma in some field of specialization. The number of these centers has reached in the academic year 98/1999 (325)-training center, and students are distributed in these centers on the following specialization fields:

- A- Mechanical Vocations.
- B- Electricity and Electronic Vocations.
- C- Establishment Geometry and Building Vocations.
- D- Inclusive Vocations for Women.
- E- Hostel Vocations.
- F- Agricultural Vocations.
- G- Marine Fishing Vocations.

Statistics show that these secondary vocational centers enroll 50 % of basic education graduates (preparatory). These vocational centers, with their various specialization fields, are considered a main and crucial part of the educational structure of the secondary education level. When these secondary vocational centers were implemented and developed the following educational and technical procedures were accompanying:

- A) Adopting the training courses system rather than the academic year system, and each course extends for 18 weeks.
- B) The graduation requirements were determined to four training courses minimum and six courses maximum, and the number of courses is based on the specialization field.
- C) One year for field training has been added, and it is a complement for the graduation requirements, for it enables the trainee to practically practice a vocation, and it forms a linkage between the regular training stage and the practical life stage.
- D) Organizing short courses for all individuals, who would like to be trained on any craft or vocation, and by this the vocational training centers become public training centers.
- E) Working according to a continual evaluation system, and lessening the importance of final examinations and concentrating of practical training.

5- Teachers and Trainers Training Institutions

To draw more light on the secondary education changes in Libya, it should be mentioned that the changes and transformations, which took place in teacher training institutes, accompany and correspond to the transformations, which were witnessed by the basic and secondary education. Therefore, to find the qualified teachers who can work and teach within the frame of the new developed types of education in basic and secondary education schools, Libya went through many experiences and forms of teacher training, which were imposed by the necessities of expansion in basic education, and the lack of teachers to confront the schools' needs for teachers. In the early nineties teacher training programs and their outputs were evaluated. Accordingly, a system for teacher training has been innovated, and it has been put to work since the academic year 95/1996. This system is now known as "the Higher Institutes for Teacher Training", and it enrolls graduates of secondary education, and th!

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study period extends for four years. This system is based on a number of educational principles, the most important among which are:

- A- Emphasizing the importance of the teacher in the educational process.
- B- Emphasizing the need to adopt new and modern educational technologies.
- C- Emphasizing the need for vocational, and at the same time, for scientific training for the teacher.

Because these higher institutes are considered as good as university faculties, and they are dealt with in the frame of higher education, therefore, these institutes are not related to the subject of this report, and we will just mention that institutes for teacher training on the secondary education level, used to be active in Libya for the need of primary education teachers, but these institutes are closed now, and the basic education teacher, including the primary education teacher, graduates now from higher teacher training institutes or from university faculties. In any case, the higher teacher training institutes are the basic center for training basic education teachers, and the subjects in these institutes are distributed according to the following rates:

A- 45 % to 50 % for scientific specialization subjects.

B- 30 % to 25 % for general aiding subjects.

C- 20 % to 25 % for technical, educational and vocational subjects.

These rates exclude the kindergarten teachers training sector, in which the educational, psychological and vocational subjects take a rate not less than 30 %. The number of higher teacher training institutes during the academic year 98/1999 has reached (44) higher institute, enrolling (25.518) male and female students. The scientific specialization fields in these institutes are distributed as follows:

A. Arabic Language.

B. English Language.

C. Mathematics.

D. Physics.

E. Chemistry.

F. Biology.

G. Computer.

H. Behaviors

I. Geography.

J. History.

K. Kindergarten.

L. Special Education.

M. One class teacher .

It is worth mentioning that higher training institute for trainers were innovated for basic vocational schools (basic centers) and for vocational secondary schools (intermediate centers). The number of these higher institutes has reached during the academic year 98/1999- (8) higher institutes, enrolling (5787) male and female students . In addition to the mentioned above, there are about (7) centers for in-service teacher training, and one center for in-service training of technical teachers and trainers, and it was established during the academic year 1992/1993.

Sixth/ the Reformations of the Educational System and the Development of the Educational Curricula (Fundamentals and Assumptions)

1- The Objectives of Educational Reformations

The educational reformation processes in Libya have aimed to accomplish quantitative, qualitative and philosophical achievements. These included the educational structure from its theoretical academic foundations to become a scientific and technical structure that ensures the preparation of citizen who is aware of the world he is living in, and capable of activating with the cultural, economic and scientific developments.

The processes of educational reformation and curricula development are considered among the most important of these objectives. The goals of the study curriculum has been

determined for each educational stage, rather it has been determined for each educational specialization path included in the stages, levels and paths of the educational system. These curriculums had to be clear, balanced and comprehensive, and its contents had to be complemented, coordinated and connected. These contents should be flexible to some extent, actual and functional, to achieve the objectives of the general philosophical frame of education in Libya.

Ensuring the importance of school curriculum in the success of the educational process, the curriculums in Libya enjoys special attention of the educational authorities and specialists of educational affairs; experts, teaching staff members, teachers, and educational inquisition offices, in addition to experts from international and regional organizations, such as the UNESCO, ALECSO and UNICEF. Some other necessary reformations were also done to develop curriculums to accompany the international scientific and technical developments. In the light of the cooperation between national experts and their counterparts in UNESCO, a comprehensive evaluation has been conducted on the curricula in 1994, which resulted in the reformation of educational curriculums as follows:

- A) The reformations should make use of the curriculums so as to play a role in the learners' life.
- B) Observing the learners' inner skills and abilities, especially the cognitive and linguistic abilities.
- C) The components of each educational subject should gradually advance from easy to difficult, and from less to more.
- D) The correlation and compatibility of educational curriculums on the level of one academic year.
- E) The subject components should suit or fit the time zone allocated for it.
- F) Following a scientific procedure in the presentation and teaching of information, considering the bases of logical or time sequence according to the conditions of each subject, and focusing on the suitable teaching methods for each subject, either from the partial to the whole or from the whole to the partials, so as to suit the pupil's age.
- G) Avoiding pleonasm, repetition and redundancy while presenting the information of the curriculum.
- H) Applying the results of scientific researches, dissertations of advanced studies and recommendations of scientific conferences concerning teaching methods and the use of educational and teaching techniques to facilitate the students' comprehension to the content of the subjects.

Meanwhile, curricula reformations care to emphasize the following general goals:

- A- The society's ideology is Islam and its law the Holy Koran.
- B- The philosophical guidelines of the Third World Theory.
- C- Emphasizing the Arabic national identity of the Libyan Arabic society, and focusing on its African geographical belongingness.
- D- Emphasizing the principles of human rights, as stated in the great green document for human rights, and the freedom promoting law, and the concerned United Nations documents.

2- The Executive Procedures of Educational Curricula Reformations

¶ The educational curricula reformations included its content, it has been upgraded to accompany the technical and scientific developments. This was clear through the application of the new mathematics curriculums, the reduction the contents of human sciences, the gradual deletion of the general secondary school system, the introduction of technical subjects on the basic education level, decreasing the number and content of Arabic language subjects on the level of the first part of basic education.

• The new educational structure was experimentally applied on the level on intermediate education by establishing specialized secondary schools, which include within its curriculums new and modern technical and vocational sciences.

• The vocational education plan has been adopted. The curriculums of vocational education focus on training on various vocations, with special emphasis on vocational specializations, such as vocations of electricity, carpentry, blacksmith, air conditioning...etc.

• A number of specialized technical committees were formed to prepare educational curriculums and to set its subjects, among these committees are:

• Committees for preparing training programs.

• Committees for the composition of curricula text books.

• Committees for educational and linguistic revision of components.

• Committees for the evaluation, development and follow-up of the implementation of educational curricula and training programs.

• The technical committee for the implementation of the educational structure.

• The central consultative technical committee for the planning of education and training (on the levels of the General Secretariat Of Education And Vocational Training).

A- The Kindergartens Curricula

The curriculums of any educational level aim to achieve the goals of that level. The goals of the kindergarten level orbit around the development of the child's personality from the physical, mental and sentimental sides. The kindergarten curriculums should achieve the following:

- 1) Providing the suitable environment of child growth, and setting up the suitable conditions for the child to be distinguished and creative, and guide his ability to be independent and rely on him self in fulfilling his social needs through the surrounding individuals and groups.
- 2) Guiding the child's spontaneous behavior to become an organized behavior.
- 3) Developing the right habits and trends of children and aim to improve them by positive support.
- 4) Encouraging and enriching the child's love for exploring and helping him in discovering natural and social phenomena as suitable for his growth.
- 5) Enhancing the child's intelligence and developing his senses and abilities for education.
- 6) Improving the child's language and facilitating his communication with others, and encouraging the right expression, and motivating his sense of beauty.
- 7) The child's linguistic and behavioral development to prepare him to enroll in basic education.
- 8) Developing the sentimental, moral and religious sides of the children's personalities.

To achieve the above goals kindergartens hold many sportive, knowledgeable and social activities, which aim to develop the child's mental, knowledgeable and physical personality.

Kindergartens are part of the educational system in Libya, and it lasts for two years. Whoever reaches four years of age is enrolled in its first grade and the child is spontaneously transferred to the preparatory grade in the next academic year.

Table (9) shows the number of kindergartens children enrolled in first grade of basic education and their percentage to the number of new enrolled children in basic education during the academic years 90/91 to 98/99.

Table (9)

The Number of Kindergartens Children

Enrolled In First Grade of Basic Education

Their Percentage to the Number of New Enrolled Children in Basic Education during the Academic Years 90/91 to 98/99

Column 4 = Column 2 / Column 3

Column 3

Column 2

Column 1

The Percentage of Kindergartens Children to the New Enrolled The Total Number of New Enrolled Children in First Grade The Total Number Of Kindergartens Children Academic Year

2.6 %	142.9003.732	90/91
2.7 %	148.7203.954	91/92
2.0 %	194.7503.953	92/93
3.0 %	161.0204.789	93/94
3.8 %	167.5306.369	94/95
3.9 %	174.2556.849	95/96
3.8 %	174.2556.979	96/97
4.1 %	171.8107.002	97/98
3.8 %	176.5386.624	98/99

From the above table we notice that the rate of children of the official age group who could not enroll in kindergarten programs during 1999 did not exceed (4%). The Libyan National Report concerning Education for All for the year 2000 states that only (3.8%) of the newly enrolled children in first grade of basic education were also enrolled before that in kindergartens for the academic year 1999.

Considering the importance of early childhood development, educational authorities in Libya has worked to verify its activities to include childcare since the his beginning as a fetus. Such childcare activities were carried out through childhood and motherhood centers, delivery hospitals and health clinics subordinate to the secretariat of social security, private clinics of some sectors, such as those subordinate to banks and oil companies, school health services, clinics and dispensaries especially for mother and child concerning health and nutrition follow-up and offering milk for children and following their vaccinations, in addition to the educational and instructive services offered to the mothers through guidance booklets and medical consultations. The educational authorities also cooperates with the UNICEF concerning the development of children's programs by establishing kindergartens sector at higher teachers' institutions, and by holding rehabilitation courses for!

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eachers and employees working at kindergartens, and through exchanging visits of specialists in childhood development affairs in Libya and some other near by countries.

B- Basic Education and Training Curricula

Basic education is considered the founding base for educating all children at the age of six and till the age of fifteen. Basic education aims to provide the minimum range of knowledge and concepts, and creating the suitable setting for children to acquire skills and trends that help them to bare responsibility when they grow up.

Basic education also aim to facilitate the pupils' indulgence in the general daily life, and to train them on manual work and practicing it by reflecting the desired trends and values of the society and converting them to behavioral habits.

Basic education in Libya is divided into the following parts:

- 1- First Part includes the first, second and third grades.
- 2- Second Part includes forth, fifth and sixth grades.
- 3- Third Part includes seventh, eighth and ninth grades.

Basic education curriculums have witnessed many qualitative and quantitative developments, these include the introduction of the subject of techniques to the curriculum of the second part of basic education, and the reduction of some contents such as the modification or deletion of some components of the Arabic language subject. The first three grades were considered as one unit according to the growth properties of pupils at this stage, they have similar needs and

requirements of knowledge and skills, which should be presented to them following a determined teaching method. The reformation procedures included the following:

- 1) Adopted subjects are limited to only four main subjects, these are; Arabic language, Islamic education, mathematics and educational activity.
- 2) The composition of textbooks for these subjects in a way that enables each subject to serve the other and complement with it.
- 3) These curriculums should consider the pupils' linguistic and mental abilities, and the principles of individual differences (by guiding teachers to teach such skills) and taking care to avoid unnecessary repetition and redundancy.
- 4) This stage of basic education should enable its children of reading and writing words and sentences correctly, and carrying out the four arithmetic operations proficiently, and memorizes some verses from the Holy Koran and learns some Islamic morals and behaviors.

A specialized technical committee has worked on these trends by composing new textbooks that were first used during the academic year 1997/1998.

The reformations of the second part of basic education (fourth, fifth and sixth grades) were similar to the above reformations. General goals were set for each educational subject and components of each subject were developed. Specialized technical committees composed new textbooks, which were first used during the academic year 1998/1999, and gradually applied during the successive academic years starting with the fourth grade. Concerning the curricula development of the third part of basic education, the application of the new educational structure at the intermediate level was taken into consideration, where specialized secondary schools replaced general secondary schools, and the new curriculums will be gradually applied starting with seventh grade then eighth... and so forth.

C- Intermediate Education and Training Curricula (Secondary)

* The Development Of Specialized Secondary Schools and the Editing of its Curricula

As a result of the international developments in technology, communication means and knowledge flow, the Libyan educational authorities viewed the need for applying the new educational structure at the intermediate level by the deletion of the general secondary education system and replacing it with specialized secondary schools. Thus, the specializations of secondary schools were reviewed in 1982, and replaced with the new specialized secondary schools in 1995. Specialized committees of experts were formed to set education and training plans for these secondary schools. General and private goals were set for each scientific subject of training program. Afterwards the components for each subject were set and textbooks were composed. The composition of textbooks started with the first grades of these secondary schools. Today the textbooks for fourth grade are nearly finished, although most of the specialized secondary schools included during the academic year 2000/2001 a fort!

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grade, except the secondary school for economic sciences that was first lanced in 1997.

The study period at these secondary schools is four years after gaining the basic education certificate. The system of these schools offers the opportunity for its graduates to either continue with their university study or to join in the job market. Tables (10 – 13) show the study plans for the secondary schools for Engineering, Life Sciences, Medical Sciences and Agricultural Sciences.

* Commentary

Reformation procedures for intermediate education included the development of educational curriculums of specialized secondary schools, among these procedures are the following:

A- Forming specialized committees to set the components of adopted subjects in the light of the new goals for each specialized secondary school.

B- Forming specialized committees to revise old textbooks and curriculums to determine how to make use of it and amending them, and composing new text books or preparing temporary instruction sheets according to the adopted subject components.

C- Forming central technical committees to follow-up the implementation of the new educational structure.

D- Opening higher institutes for teachers training for intermediate education in terms of its new specialization fields.

E- Opening rehabilitation centers for current teachers to rehabilitate them to teach in the new specialized secondary schools.

F- Forming a specialized technical committee to prepare the means, techniques and equipment necessary for the implementation of the adopted curriculums.

G- Setting contracts with specialized research centers for the composition of the implemented textbooks for the adopted curriculums of the specialized secondary schools.

H- Reorganizing educational inquisition to suit the developments carried out on the contents of the curriculums.

Table (10)

The Study Plan for the Secondary School for Engineering Sciences
First and Second Years

Second Year	First Year	Subject Study Subjects
2	2	Islamic Education General Cultural Subjects
6	6	Arabic Language
4	4	English Language
1	1	Political Awareness
2	2	Physical Education
4	4	Military Education
7	5	Mathematics Basic Subjects
5	4	Physics
4	4	Chemistry
-	4	Biology
2	-	Computer
-	-	Technical Bases
-	-	Environment
-	-	Geometrical Design
-	-	Specialization Subjects
36	36	Total

Table (11)

The Study Plan for the Secondary School of Engineering Sciences
Third and Forth Years

Natural Resources Building		Electricity & Electronics		Mechanics		Architecture & Building		
Forth	Third	Subjects	Forth	Third	Subjects	Forth	Third	Subjects
2	2	Islamic Education	2	2	Islamic Education	2	2	
		Islamic Education	2	2	Islamic Education			
5	5	Arabic Language	5	5	Arabic Language	5	5	
		Arabic Language	5	5	Arabic Language			

4	4	English Language	4	4	English Language	4	4
1	1	Political Awareness	1	1	Political Awareness	1	1
-	1	Physical Education	-	1	Physical Education	-	1
4	4	Military Education	4	4	Military Education	4	4
3	3	Mathematics	3	3	Mathematics	3	3
3	3	Physics 3	3	Physics 2	3	Physics 2	3
-	3	Chemistry	-	3	Chemistry	-	3
-	2	Computer	-	2	Computer	-	2
1	1	Environment	1	1	Environment	1	1
2	2	Technical Bases	2	2	Technical Bases	2	2
-	2	Geometric Design	-	2	Geometric Design	-	2
-	3	Natural Resources & its Properties	-	4	Principles of	-	3
Electricity	-	3	Principles of Thermal Mechanics	-	3	-	3
-	3	Mechanics of Solids & Transmission	2	2	Principles of	-	3
Electronics	-	3	Prophylactic Mechanics	3	-	Civil	
Establishments	3	-	Oil Production & Refining Engineering	2	-	Electrical Design	
3	3	-	Pumps & Pistons	3	-	Utilities Design	
3	3	-	Mining & Minerals Engineering	2	-	Electricity of Cars	
3	3	-	Combustion Motors	3	-	Architecture &	
Constructural Planning	3	-	Laboratory Tests of Resources	3	-	Electricity Workshops	3
3	-	-	Refrigeration & Conditioning	3	-	Architectural &	
Constructive Design	3	-	Safety in the Oil Industry	2	-	Electronic Workshops	3
3	-	-	Boilers & Thermal Commutator	-	3	Constructive Materials &	
Techniques	2	-	Geology of Natural Resources	3	-	Mechanical Workshops	3
2	-	-	Mechanical Workshops	3	-	Specifics & Projects Management	
39	39	39	Gross Total of Class Periods	39	39	Gross Total of Class Periods	
39	39	39	Gross Total of Class Periods	39	39	Gross Total of Class	

Periods

Table (12)

The Study Plan for the Secondary School of Life Sciences
First and Second Years

Study Subjects	Subject	First Year	Second Year
Cultural Subjects	Islamic Education	2	2
	Arabic Language	6	6
	English Language	4	4
	Political Awareness	1	1
	Physical Education	2	1
	Military Education	4	4

Basic Subjects	Mathematics	5	3
	Physics 4	3	
	Chemistry	4	4
	Biology4	6	
	Computer	-	2
	Total	36	36

Table (13)
The Study Plan for the Secondary School for Life Sciences
(Medical & Agricultural Sciences Sectors)
Third and Forth Years

		Medical Sciences		Agricultural Sciences			
		Study Years		Study Years			
		Third	Forth	Third	Forth		
Cultural Subjects	Islamic Education			2	2	Islamic Education	2
2							
	Arabic Language	5	5	Arabic Language	5	5	
	English Language	4	4	English Language	4	4	
	Political Awareness	1	1	Political Awareness	1	1	
	Physical Education	1	-	Physical Education	1	-	
	Military Education	4	4	Military Education	4	4	
	Total	17	16	Total	17	16	
Basic Subjects	Mathematics	2	-	Mathematics	2	-	
	Chemistry	3	2	Chemistry	3	2	
	Biology2	-	Biology2	-			
	Computer	2	2	Computer	2	2	
	Statistics	2	-	Statistics	2	-	
	Environmental Sciences-		2	Environmental Sciences-		2	
	Total	11	6	Total	11	6	
Specialization Subjects	Laboratories	2	-	Production Bases	3	-	
	Life Sciences	3	-	Plants Production Bases4	-		
	Hygiene	3	-	Bases of Soil & Water	4	-	
	Anatomy	3	-	Natural Resources	-	2	
	Laboratories	-	4	Management of Farm Animals	-	2	
	Life Sciences	-	3	Production of Garden Crops	-	3	
	Hygiene	-	3	Production of Farm Crops	-	3	
	Bases of Animal Care	-	2	Plant Protection-	3		
	Bases of Chemistry	-	3	Agricultural Processes	-	2	
	Medical Physics	-	2	Agricultural Guidance	-	2	
	Total	11	17	Total	11	17	
	Gross Total	39	39	Gross Total	39	39	

3- The Structure of University and Higher Education and the Development of its Curricula

The university and higher education has witnessed during the last decade of the 20th century many developments and conversions. These included its administrative subordination and the reconstruction of universities and institutions some time by reducing their number or converting them or other times by establishing new scientific departments and faculties. Within this frame, a technical committee of experts in higher education was formed by decision No. (325) for 1994 of the General People's Committee for Education and Scientific Research concerning the reconstructing of universities. After an extensive and detailed study on the status of universities, the secretariat of education issued decision No. (281) for 1999 concerning the reduction of the number of universities from (14) to (9) only. During the

academic year 1998/1999, the idea of the spread of higher education horizontally was introduced as an application of the statement ((Knowledge is Natural Right for Every Man)!).

Afterwards the statuses of universities were restudied and this led to the establishment of (14) university departments that are scientifically subordinated to (6) main universities, and administratively subordinated to the People's Committee at the Sahbia (Municipality).

Education faculties were also cancelled and replaced with higher teachers' institutes. And these faculties were converted within the universities to faculties of Arts, accompanied with the cancellation of some study subjects that were special for teachers' training, and the departments of education, psychology, sociology, and elucidation were all merged within on department under the title the department of behavioral sciences.

Concerning the educational content, the most important procedure taken in this context was the unification of the subjects and components of first years at all similar university faculties, and offering university professors the freedom to determine the subject's references and the details of its themes and determining one reference book as a main source for the subject. Following are the subjects for all first year at all departments of university faculties.

Table (14)
Curriculums for First Years at the Law, Arts and Economy Faculties

First/ Faculties of Law		Second/ Faculties of Arts		
(1) Department of Arabic Language				
Subjects	Hours	Subjects	Hours	
1	Introduction to law	4	1 Grammar (A)	4
2	The Jamahiry system & Political Systems (Comparative Study)	4	2	2
	The Arabic Library & the Research Hall	2		
3	History of Legal Systems	2	3 Morphology (A)	2
4	Introduction to Islamic Philology	2	4 Introduction to Rhetoric & Criticism	2
5	Principles of Criminology & Punition	2	5 Arabic Literature in the pre-Islamic Period (the Mission)	2
6	Principles of General International Law	2	6 General Applications (Writing)	2
7	Principles of Economics	2	7 Al-Jamahiry Intellect	2
8	Arabic Language	2	8 English Language	2
9	Al-Jamahiry Intellect	2	9 Arabic Islamic Civilization	2
	10	Introduction to Education and Psychology	2	
(2) English Language Department		(3) History Department		
Subjects	Hours	Subjects	Hours	
1	Conversation	4	1 Introduction to History	2
2	Grammar	4	2 Bases of Historical Research	2
3	Composition	4	3 The Mediterranean Civilization (A) (Greeks)	2
4	Arabic Language (A) (Libya)	2	4 History of Old Arabic Civilization	
5	Comprehension (B) (Western Region)	2	5 History of Old Arabic Civilization	
6	Introduction to Education and Psychology	2	6 History of Old Arabic Civilization (C) (Eastern Region)	2
7	Al-Jamahiry Intellect	2	7 English Language (Historical Expressions)	2

8	Arabic Islamic Civilization	2	8	Arabic Language	2
		9		Al-Jamahiry Intellect	2
		10		Introduction to Education and Psychology	2

Cont. Table (14)

(4) Geography Department			(5) Sociology Department		
Subjects	Hours		Subjects	Hours	
1	Geography of Africa	2	1	Introduction to Sociology	2
2	Geography of the Arab World Intellect	2	2	History of the Sociological	
3	Principles of Natural Geography Research	2	3	Bases of Sociological	
4	Principles of Human Geography	2	4	Descriptive Statistics	2
5	Principles of Area	2	5	Principles of Anthropology	2
6	Arabic Language	2	6	Introduction to Education and Psychology	2
7	Al-Jamahiry Intellect	2	7	Arabic Language	2
8	Introduction to Education and Psychology Intellect	2	8	Al-Jamahiry	
9	Arabic Islamic Civilization	2	9	Arabic Islamic Civilization	
10	English Language (Geographical Expressions) Language (Sociological Expressions)	2	10	English	

(6) Department of Elucidation			(7) Archaeology Department		
Subjects	Hours		Subjects	Hours	
1	Introduction to Elucidation of Pre-Historic Period (A study on the Arab World)	2	1	Archaeology and Concepts	2
2	Old Religious Intellect	2	2	Greek History	2
3	Research Bases in Elucidation Eastern Region	2	3	Old Arabic Archaeology (A)	
4	Islamic Elucidation (A)	2	4	Introduction to Archaeology & the History of Art	2
5	Greek Elucidation	2	5	Research Bases	2
6	Logic (A)	2	6	Geography of Libya	2
7	Arabic Language	2	7	Al-Jamahiry Intellect	2
8	Introduction to Education and Psychology to Education and Psychology	2	8	Introduction	
9	Al-Jamahiry Intellect	2	9	English Language (Expressions)	2
10	Arabic Islamic Civilization	2	10	Arabic Language	2
11	English Language (Expressions)	2			

Cont. Table (14)

(8) French Language Department			(9) Media Department		
Subjects	Hours		Subjects	Hours	
1	Structure of Simple Sentences (Grammar) Media	2	1	Editing &	
2	Oral Composition	2	2	Medial Documentation	2
3	Written Composition	2	3	Introduction in Communication	2
4	Condensed Lessons and Verses	4	4	Photography	2
5	Phonetics	4	5	Arabic Language	2
6	Arabic Language	2	6	Arabic Islamic Civilization	2

7	Al-Jamahiry Intellect	2	7	Introduction to Education and Psychology	2
8	Arabic Islamic Civilization	2	8	Geography	2
9	Introduction to Education and Psychology	2	9	English Language	2
10	English Language	2			

(10) Education and Psychology Department

(11) Libraries & Information

Education and Psychology Department			Libraries & Information		
Subjects	Hours		Subjects	Hours	
1	Introduction to Psychology	2	1	Introduction to Libraries	
2	Introduction to Sociology	2	2	Introduction to Informatics	
3	Principles of Education	2	3	Audio-Visual Means	2
4	Scientific Research Bases	4	4	Statistics	2
5	Statistics (1)	4	5	Introduction to Indexing & Categorizing	
6	Introduction in Scientific Administration	2	6	Computer Principles	
7	Arabic Language	2	7	Scientific Research Bases	2
8	Al-Jamahiry Intellect	2	8	Arabic Language	2
9	Arabic Islamic Civilization	2	9	Arabic Islamic Civilization	
10	English Language (Expressions)	2	10	Al-Jamahiry Intellect	2
			11	English Language (Library Expressions)	2

Cont. Table (14)

Third/ Faculties of Economics

(12) Social Service Department

Social Service Department			Libraries & Information		
Subjects	Hours		Subjects	Hours	
1	Principles of Economics	2	1	Principles of Economics	3
2	Principles of Statistics	2	2	Administration Principles	3
3	Principles of Sociology	2	3	Principles of Accounting	4
4	Introduction to Education and Psychology	2	4	Statistics	4
5	Arabic Language	2	5	Mathematical Analysis	2
6	Arabic Islamic Civilization	2	6	Arabic Language	2
7	Introduction in Social Care	2	7	English Language	2
8	Introduction to Social Service	2	8	Arabic Islamic Civilization	
9	Anthropology	2		Al-Jamahiry Intellect	2
10	English Language (Expressions)	2			

Table (15)

Curriculums for First Years at the Faculties of Engineering, Veterinary and Agriculture

First/ Faculties of Science

(A) Mathematical Sciences Group

(B) Life Sciences Group

Mathematical Sciences Group			Life Sciences Group		
Subjects	Units		Subjects	Units	
1	General Mathematics	4	1	General Botany	4
2	Analytic Geometry	3	2	General Zoology	4
3	Computer Principles	4	3	General Chemistry	4
4	Statistics	4	4	General Mathematics	3
5	Arabic Language	2	5	English Language	2

6	English Language	2	6	Arabic Language	2
Second/ Faculties of Engineering					
(C) Physics Group					
	Subjects	Units		Subjects	Units
1	General Physics	4	1	General Mathematics	4
2	General Chemistry	4	2	General Physics	4
3	General Mathematics	3	3	General Chemistry	2
4	General Geology	4	4	Statics	2
5	English Language	2	5	Workshops Engineering	2
6	Arabic Language	2	6	English Language	2
		7		Geometric Design & Descriptive Geometry	3
		8		Arabic Language	2
Third/ Faculties of Veterinary			Forth/ Faculties of Agriculture		
	Subjects	Units		Subjects	Units
1	General Chemistry	4	1	General Chemistry	4
2	Botany	4		General Physics	4
3	Physics	3		Botany	4
4	Statistics	3	4	Zoology	4
5	Zoology	4	5	General Mathematics	3
6	Arabic Language	2	6	English Language	2
7	English Language	2	7	Arabic Language	2

4- The Connection between Intermediate and University Education

The development in intermediate education led to the development of higher education also, especially in the technical and vocational field. Each specialized secondary school is an open leading path to one of the university faculties. The secretariat of education has established comprehensive vocational centers (polytechnics) on the university level, the secretariat also has guided a number of the graduates of specialized secondary schools to enroll in such centers.

UNESCO has stated that the rate of university and higher education students in Libya is considered among the highest rates compared to other countries in the Arab World. However, (15%) only of students enroll in higher vocational institutes and centers, therefore, the educational authorities in Libya aimed to increase the rate of students studying at specialized and polytechnic centers on the university level to nearly (60%) in the year 2000 and (70%) by the year 2010.

Existing higher vocational institutes and centers, until the academic year 1998/1999, are divided to:

- 1) Higher institutes for teachers training; they were (44) institutes, today they have been reduced to (26) institutes only. The number of students studying at these institutes has reached (25518) male and female students.
 - 2) Higher institutes for training trainers; they are (10) institutes. The number of students studying at these institutes has reached (5787) male and female students during the academic year 1999.
 - 3) Higher vocational centers (polytechnics); they are (22) centers. The number of students studying at these centers has reached (11070) male and female students during the academic year 1999.
 - 4) Specialized vocational centers; they are (21) centers. The number of students studying at these centers has reached (16502) male and female students during the academic year 1999.
- Seventh/ Institutions, Organizations and Individuals

Participating in the Development Of the Educational Content

1- Administrative Offices related to the Implementation of Educational Policies

The General People's Committee for Education (in the past) and the General People's committee (today), through the assistant secretary for service affairs, are the responsible authorities for the implementation of educational policies, with the coordination, in this concern, between the People's Committees at the Sabiat (Municipalities).

The National Center for the Planning of Education and Training was the competent institution for technical follow-up of education and training programs. This center has been reorganized in 1999 by the General People's Committee's decision No. (13) for 1999, by which it became the National Center for Educational and Training Research. The General Administration for Curricula is among the center's most important administrative offices. This administration deals with curriculums and follows-up its developments and forms technical committees for curricula revision and to signs contracts to implement its textbooks directly with authors or through other specialized centers.

2- The National Academy for Scientific Research and Research Centers Subordinate to it

The National Academy for Scientific Research, through its specialized centers, plays a role in the development of the educational content. Universities and higher institutes also take part in offering expertise through its teaching staff members and experts, in addition to the role of regional and international organizations in the evaluation and development of the Libyan educational system. Education experts and teachers at the Sabiat (Municipalities) also play an important role in revising the curricula components and evaluation methods and implementation of activities, either through direct personal assignment or contract signing or through their positions at the educational administrations.

3- International and Regional Educational Organizations

The Great Libyan Jamahiriya places emphasis on stretching out bridges of cooperation in various educational, scientific and cultural fields with competent international and regional organizations. These cooperative relationships go back to nearly five decades ago, since Libya's enrollment in the United Nations Education, Science and Culture Organization (UNESCO) in the 27th of March 1953. With UNESCO's help some specialized technical institutes and faculties were established. These educational institutions were established with the technical help and support of UNESCO. Afterwards, various cooperation aspects were witnessed, such as supporting some Libyan students to travel abroad for their post-graduate and advanced studies, and support by sending experts and consultants over the past years, to conduct studies and researches that helps in solving some educational and scientific problems that face Libya as a developing country, a country that aims to develop its abilities and!

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facilities by means of cooperation with competent organizations. The signing of nearly twenty cooperation agreements with UNESCO, in most fields of human knowledge and culture, proves the deepness, comprehensiveness and importance of international cooperation, and ensures UNESCO's scientific and cultural roles.

The Great Jamahiriya aims to support scientific cooperation in various fields with UNESCO. This is presented in the following sides:

- 1- UNESCO experts and consultants participate in the improvement of education and training quality, and learning levels, and development of curriculums in Libya with the help of national experts and efficiencies.
- 2- Signing agreements between UNESCO and Libyan scientific secretariats, academies, and institutions, with aim to train national cadres, and provide institutions with scientific equipment and conduct scientific studies.
- 3- Participate in international conferences and forums held or supervised by UNESCO wither internationally or regionally.

In the cooperation field regionally, Libya's membership in the Arab League Educational, Cultural and Scientific Organization (ALECSO), and in the Islamic Education, Science and Culture Organization (ISESCO) has motivated it to go on with its international movement regionally in fields of education, science and culture. Libya has actively participated in the programs and activities of the mentioned above organizations, since joining them. It has implemented many projects; such as the Educational Strategy in the Arab World, which is a scientific achievement that represents the hopes and amputations of the Arabic Nation in creating a united educational strategy in the Arab World. Libya was chosen to be the headquarters for the supervising committee of this strategy.

Within the frame of cooperation with the Islamic Education, Science and Culture Organization (ISESCO), Libya has participated in many educational projects that concerns Muslims in both Africa and Asia; such as the Arabic language and Holy Koran teaching projects. Libya also takes part by financial support and human expertise in carrying out many training courses for human cadres in various fields of knowledge.

Adding to what has been said, Libya also cooperates with other regional organizations, for instance, the Arabic Union for Technical Education, the Arabic Universities' Union, and the Arabic Scientific Research Councils' Union, in conducting training programs, activities and courses in the Arab World. The bilateral agreements with Arabic countries are another side of cooperation that is undoubtedly considered a complement for regional and international cooperation.

Among the other aspects of regional cooperation in the area in which Libya is located is he creation of the African Union as a political, economic and cultural body. This union aims to urge African countries to work together to form one African space or area. The scientific, cultural and educational cooperation was among the bases of the creation of such a union. Libya lately has witnessed the signing of an agreement with UNESCO to build an African scientific base, aim to develop advanced studies and scientific research in Africa, that is as an appreciation for UNESCO's scientific, cultural and educational efforts. The results of this agreement will greatly help African students to enroll in Libyan universities equally as their brothers and sisters the Libyan students. This will be carried out as bilateral agreements between African countries and Libya or through the direct contact with Libyan universities.

In the frame of Arabic integration and through Libya's membership in the Arabic Magaribian Union, since it was founded in 1989, many scientific institutions emerged to play a role on the sub-regional level, such as; The Magaribian University, The Magaribian Academy for Science, and the Ministerial Council for Higher Education and Scientific Research. All of these institutions aim to develop a scientific and educational strategy on the short and long terms, by uniting curriculums on different levels, and encouraging the conduction of joint researches and exchange of scientists, researchers and professors to supervise scientific studies and dissertations...etc.

The foundations of Libya's international and regional cooperation with international and regional organizations, unions and councils, assures Libya's concern to take a distinguished

place among the countries it cooperates with, thus international and regional cooperation continues in fields of education, science and culture according to set plan.

Eighth/ Policies & Instruments Of Educational Evaluation

1- The Basic Education Level (7 – 15 years)

It is well known that evaluation and measurement form important pillars of the educational process. Evaluation aims to enrich education and provide the student with skills of analysis, invention and memorization. Evaluation is considered the main instrument for smooth learning by showing the student the deficiency sides in the information he has acquired and correcting it. Modern educational theories emphasize the principles of continual evaluation, daily, weekly, monthly and seasonally...etc. and it should be practical, written and oral.

A- First Part of Basic Education (7 – 10 years)

Assuring the importance of continual evaluation, the Libyan educational authorities have adopted the transmission system at the first part of basic education, where the teacher, parent and the school administration share the decision of transmitting the pupil to the next grade, based on daily observation along the academic year for educational and guidance activities to avoid the deficiency.

The fourth grade is the end of the first part of basic education, therefore, general examinations are carried out on the level of the school, divided into three terms, (20%) of the grades for the first and second terms and (60%) for the third and final that is held at the end of the academic year. The pupil is transferred to fifth grade if he succeeds with a rate of (50%) of higher in each subject.

B- Second Part of Basic Education (11 – 12 years)

Also three tests are conducted during the academic year, (20%) for the first and second terms and (60%) for the final term. The student is considered successful if he gains (50%) or more in each subject.

C- Third Part of Basic Education (13 – 15 years)

It includes seventh, eighth and ninth grades. Similar to the second part of basic education, except for the ninth grade, where the final examination is general on the level of the Sabiat (Municipalities), and some years it was on the level of the whole country. During the academic year two tests are carried out with a rate of (20%) of the total for each test and a rate of (60%) for the final examination. The succeeding student is offered the basic education certificate.

2- Intermediate Education Level (Secondary) (16 – 18 years)

A- General Secondary Education

The first and second years are similar to the transference years of basic education, except for the third year, its final examinations are general on the level of the whole country, and grades are as follows; (20%) for first and second terms, (60%) for the final examination. The succeeding student is offered the general secondary education certificate.

B- Specialized Secondary Schools

The first three years are similar to the transference years of the general secondary education, except for the fourth year, its final exams are general on the level of all specialized secondary schools and general secondary education, either in time or the unification of questions or the formation of observation committees.

Term tests include some activities teachers assign for students either in the form of educational activities or work papers, and grades are given for it determined by the teacher and these are considered among the grades of the year's work.

In all cases evaluation depends on continuity and comprehensiveness, for the year's work grades are divided on daily, weekly and monthly activities to form with term tests a rate of (40%) of the total grade.

3- University Education Level (19 – 22 years)

A- Semester System

The faculties and higher centers that adopt the semester system, the subject teacher is fully responsible for the student's final grades. Usually these grades are divided upon scientific researches and activities, and regular and final tests at the end of the semester.

B- Academic Year System

The faculties and higher institutes that adopt the academic year system, the year's work grades are divided on scientific activities, research papers, field projects, and regular tests. The subject teacher is responsible for this. Though, the final exam is general for each faculty or center each on its own, and a rate of (60%) of the total grades is allocated for it.

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