



The Great Socialist People's Libyan Arab Jamahiriya
The General Peoples' Committee of Education

The Development of Education
National Report of Libya

Presented to

The International Conference on Education
Session (48)

Geneva 25 – 28 November 2008

Tripoli, 2008

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Introduction

The Great Libyan Jamahiriya is honored to correspond to the request of the International Bureau of Education to prepare a national report on the development of education in the Great Libyan Jamahiriya, to be presented to the International Conference on Education at its forty-eighth session, which will be held in Geneva, Switzerland, 25th to 28th November 2008. This conference will deal with ((Inclusive Education and its dissemination among the various Society groups without any exception, based on a futuristic international vision that education is the way to building the future society, the society of knowledge, development, peace, dialogue, communication and global understanding.

The Great Libyan Jamahiriya is proud that it has achieved and accomplished the goal of inclusive education, thanks to the efforts of the Great Al-Fateh Revolution, which considers among its prime sanctities knowledge and education dissemination, for all without exception, males and females, in rural and urban regions alike.

The Great Libyan Jamahiriya presents its sincere acknowledgment and appreciation to UNESCO for their selection of this issue to be dealt with by the international community. Libya joins the efforts of UNESCO to disseminate inclusive education for all and everyone, without any exception.

The Great Libyan Jamahiriya believes that the achievement of human development and the building of the society of knowledge, development, peace, communication, dialogue and global understanding world depends mainly on the dissemination of education and access to sources of knowledge and its applications and deploying them in the evolution of human civilization and humanity in the twenty-first century.

This report consists of two main part:

First: the educational system and the challenges of the Twenty-first Century (an overview)

Second: Inclusive education: the way of the future

As we present this document we would like to inform that this report was prepared based on **the real state of the development of education in Libya**, and it relied on **an extensive database** that included all data, statistics and studies carried out and collected in Libya, to assess the continuing development of its educational system, to achieve inclusive education, and an education of good quality for all and without any exception.

Once again, our sincere acknowledgment and appreciation to UNESCO and the International Bureau of Education, and we hope every success for this important scientific forum, this International Educational Forum, which is the focus of cultural light and civilization to all humanity without any exception.

Please accept our highest respect and appreciation

General People's Committee for Education

Chapter One
The education system
Facing the challenges
Of the twenty-first century
(An overview)

The education system facing the challenges Of the twenty-first century (An overview)

1.1 Major reforms and innovations introduced in the education system

a) Philosophy, structure and management of the educational system in the Great Jamahiriya:

The philosophy of education is based on the Jamahiri system applied in the Great Jamahiriya from the Third World theory formulated by intellectual leader Muammar Gaddafi in the Green Book with its three chapters (political - economic - social). The Green Book defined knowledge as the "natural right of human beings," and described the systems that monopolize knowledge as systems that call for the ignorance and backwardness, and the social element to this theory identified the philosophical framework of general education, where many statements were made on the educational process, such as: "The study is not an end in itself, but the purpose is to create the new model man",

"Compulsory education is in fact compulsory ignorance",

"Ignorance will end when the reality of everything is revealed,"

There were also some statements relating to early childhood education and social welfare, which all focused on the formulation of a philosophy that reserve human dignity and safeguard freedom and human rights and the right to a dignified life in a society free of abuse, injustice and tyranny. The Jamahiriyan theory also represented many advanced educational patterns, such as: participatory education, home education, private teacher, national service in the field of education, which will be dealt with in detail later.

The Great Jamahiriya has always been eager to ensure access to appropriate education for all members of the society, males and females, and in order to guarantee this right the presence of a peoples' committee for education was a must in the state's administrative and political structure. This People's Committee implements the decisions and recommendations of the Basic People's Congresses in the field of education, and ensures the dissemination of education among all citizens, males and females alike in all parts of the Great Jamahiriya. And because education is among the constitutional rights of citizens in the Great Jamahiriya, Libyan law requires every citizen to register his children, males and females in education until the end of Basic Education Stage (9 years of education), along with this the Libyan family also is keen to send their children to school and continue their education and achievement in School.

The General People's Committee for Education is composed of at least two levels; *the first level* is the Central Administration, which oversees programs and education policies of the various levels of education, and *the second level* are sub-departments in the various local administrative sub-divisions, and these departments, in fact, are working on the implementation of educational policies, and pursue education and the provision of all that is required including the administrative and technical structure, also including the provision of teachers and administrators, inspectors, supervisors, and the legislations in the

Jamhiriya system ensure coherence, coordination and integration between the central administration and the local administrative bodies in the Municipalities (Shabiat).

b) The Platform and the goals of education:

The educational activity at basic and secondary education stage aim to build new Jamahiriya man, and to combat ignorance and illiteracy and to promote science and general knowledge among all members of the society, and to rehabilitate them to keep up with progress, and to enable positive interaction with global developments, and the development of the spirit of thinking and of innovation, invention and extraction of the educated among them, and the preservation of language and identity and consolidate the values of Islam and Arabism, and the emphasize the affiliation to the Arab nation and the link to the African continent, and have attention to humanitarian issues, and train students for a new modern life, and satisfy their physical and moral integrity, and enable them to interact positively with the rapid global developments. The educational policy in the Great Jamahiriya is based on the following foundations:

- 1- Freedom of learning is guaranteed for all, through the institutions of public education, participatory and open and free education, continuing education, distance learning, and the developed alternative patterns of education.
- 2- Basic education is compulsory for all, free at public education institutions.
- 3- Secondary education is optional, and it will pave the way for the involvement of outstanding students in undergraduate and postgraduate studies.
- 4- All educational institutions of various types and patterns are subject to uniform standards.
- 5- Participatory education at different stages is not free and non-profit.
- 6- Encourage kindergartens, and disseminate them locally, without including it within the educational structure.
- 7- The society ensures the satisfaction of the students' special needs, either the defaulters or the excelled in their studies and the talented.
- 8- Provide educational services to students who excelled in their studies, according to the disciplines that the society needs.
- 9- Run educational institutions by qualified educational officials who are able to interact and harmonize with the social environment.
- 10- The distribution of educational institutions in accordance with a national map that responds to the requirements of quality, and take into account population density, physical activity and geographic expansion and achieve the requirements of development and meet the social demand for education.
- 11- Support participatory education institutions, and consider them as part of the education system, and develop and assist them, and identify their school fees, and adopt their curricula and certificates, and

follow-up their work to conform with the institutions of public education, and subject them to the same controls and standards, and urge them to provide new areas of education, that do not defecate the principle of equal Educational opportunities or the output level of education.

- 12- The application of the idea of the private teacher, and encouraged it, and develop the continuing, open and free education systems, techniques and programs, and create new patterns of teaching and learning.
- 13- The consolidation of the relationship between the teacher and institutions he graduated from, to enable him to continuing education, and keeping pace with scientific and educational developments in his field of specialization.
- 14- Continuous curriculum development, and review its objectives, and update teaching methods, and systems for assessment and measurement, to ensure the quality of outputs of the educational institutions.
- 15- Enhance the performance of all official employees, teachers, educators and inspectors, social workers, and administrators, through periodical and continuing special training and upgrading programs and courses.
- 16- Develop regulations of the educational process to ensure discipline and commitment within the educational institution and achieve the sector's targets in human development.
- 17- Financing education is the responsibility of the State and participatory educational institutions in order to ease the burden on the society budget, and achieve free education for those who cannot make use of national service.

b.1) The General Objectives of Education in the Great Jamahiriya:

1. Enable students to understand Islamic values derived from the Koran and the Sunnah.
2. Helping students to the proper use of the Arabic language in all areas with interest in foreign languages to communicate with the world.
3. Help students understand the theoretical theses of Jamahiriya and the translation of Jamahiriyan thought into practical actions.
4. Develop the students' sense of national belonging, and deepen their pride of the Arabic Nation and the Islamic world civilization.
5. Develop the students' sense of belonging geographically, historically to the African continent.
6. Enable students to acquire the appropriate knowledge of skills and positive attitudes and cultural and social values appropriate to the needs of the student, and the needs and civilization aspirations of the society.
7. Enable students to represent the spiritual and moral values and the development of artistic taste and sensory aesthetic.
8. Providing educational opportunities for all and assist students to choose the specialization, that is in conformity with their orientation and abilities, and meets the needs of the society to achieve sustainable human development.
9. Provide and support new types of education and enable students to discover their abilities and acquire knowledge through self-learning.

10. Enable students to acquire the skills of thinking and scientific analysis to keep pace with science and technical developments in the contemporary world.
11. Helping students to achieve growth in its integrated physical and mental, psychological, emotional and social development.
12. Assist students to understand the developments of their local, national, regional and global levels, including the development of their feelings and sense of vital important spaces surrounding the Libyan society, such as the Arabic space, the African space, and the Mediterranean space, then global spaces.
13. Help students understand and recognize the world as a global human society associated with him, and having interest in his progress and evolution.
14. Develop students' capacity to interact with other cultures and open up to the world, qualifying them as citizens able to live a positively and jointly in the global community.
15. Development of the partnership of innovation and creation, and enable students to use diverse sources of knowledge.
16. Achieve a balance between theatrical information and their practical applications and establish linkage and integration between different fields of knowledge, which helps to employ them in their lives.
17. Enabling people with special needs, the gifted, disabled and distinct among them to enjoy educational opportunities appropriate to their abilities and needs.
18. The development of the students' environmental awareness and motivate them to maintain the integrity of the environment and its various resources and the positive contribution to solving environmental problems.
19. Enable students to understand the principles of security and social peace and human rights, and encourage them to build a society of peace, a community of mutual understanding, dialogue and global tolerance, recognizing their society's rights within the international community and have great pride in their nation and its role in human civilization.

b.2) General goals of education in basic education:

1. Enable students to acquire the necessary degree of concepts and facts and basic knowledge according to their abilities and levels of development.
2. Enhance the students' love of the Arabic language and enable them to acquire the basics of language and possess communication skills.
3. Help students understand Islamic values derived from the Koran and the Sunnah.
4. Enable students to understand the basic principles of the theory of the Jamahiriya.
5. Providing educational opportunities for all pupils according to their abilities and needs and encourage them to acquire knowledge through self-learning.
6. Enable students to acquire basic skills and develop positive trends that help them to communicate and live a positive life jointly with others.
7. Development of national sentiment among students and make them aware of the importance of their homeland and its role in building human civilization.
8. Help students achieve their integrated physical, mental, psychological and social aspects.
9. Enable students to acquire skills and habits and good training exercise.
10. Strengthen the students' value of manual work and allow them to highlight and develop their different abilities.
11. Develop thinking skills to solve problems and propose solutions and take responsible decisions towards different issues.
12. Enable students to know basic environmental concepts and develop their abilities to understand the relationship between man and the environment and prepare them to practice their role in the preserve and secure it.

13. Helping students to achieve a balance between theoretical knowledge and practical applications.
14. Develop the students' capacity to organize and respect time and the proper use of leisure time.
15. Discover the tendencies of students and develop their capacities for collective action, and their ability to work in a team.

b.3) The General Goals of Secondary Education

1. Deepen the students' information and develop their skills and attitudes to fulfill the requirements of the society and the modern innovations.
2. Enhance the Arabic language love and pride and enrich the students' faith in the ability to keep pace with modern developments and techniques, and to use it in all areas of interest, and learning foreign languages to communicate with the world.
3. Enable students to understand and represent Islamic values derived from the Koran and the Sunnah.
4. Consolidate Jamahiriya thought among students and translated it into practical actions.
5. Develop a sense of national and pan-African belonging and deepen the sense of pride and Arabism and Islam.
6. Provide diverse opportunities and a variety of areas of education and encourage students to collect knowledge through self-learning.
7. Assist students to choose a specialization, which is in conformity with the orientation, abilities and meets the needs of society to achieve sustainable human development.
8. Assist students to develop thinking and scientific research abilities to keep pace with modern innovations.
9. Helping students to achieve their overall growth of physical, mental, psychological and social aspects in line with their development characteristics.
10. Deepening environmental awareness among students and encourage them to preserve their environment and develop its resources.
11. Helping students to achieve a balance between theoretical information and its practical applications.
12. Enable students to upgrade their aesthetic sense and refine and development their artistic creativity and innovation.
13. Prepare an informed generation aware of their rights and duties capable of taking its responsibilities and contribute to build their society.

c) Curricular policies, educational content and teaching and learning strategies:

The General People's Committee for Education in The Great Jamahiriya seeks to develop and renovate the entire educational process, including the development of curricula and updating its scientific content. Based on the student as being the focus of the educational process, and thus is entitled to choose the place, time and type of education and specialization he considers to study at early preparation stages for the transition to a self-learning system. The policy of development has currently worked on reviewing the current curriculum, taking into account national constants and global changes, including:

1. Information and communications revolution and accelerated comfortable global changes and their implications on all dimensions of life including the life of the student as an individual, and the life of the society as a whole.
2. Benefit from the experiences of other countries, especially those that have achieved tangible success in human development, while preserving the national identity and culture.
3. Global economic developments, particularly building the knowledge economy, the evolution of industry and high tech in the global economy.

4. Change the concept of investment to be based on the investment of human beings and building the mental capital to ensure the best return and increase the value of science and innovation as inputs to generate added value.
5. Look at the curriculum as a single unit within an integrated interactive system, not as a separate unit, based on the integration and unity of knowledge and science curriculum and disciplines overlap.
6. Link curriculum with modern changes and needs of modern society and the production sectors, empowerment and human development.
7. Prepare and educate the student with an integrated vision that combines reason with conscience, and leads to the education of an integrated humanitarian personality combines between the satisfaction of individual needs and the requirements and the necessities of a positive shared life, and contribute to the growth and evolution of a joint social life for all, according to the theory of man as being a civil and social organ that cannot live without others around him.
8. Overlook the learner as a one positive interactive human creature in the context of cultures combined with his preparation to interact with a global multi-cultural society.
9. Enrich the capacities of understanding and creativity of the learner and stimulating self-learning and lifelong learning at each location.
10. Include strategies of learning and education, and skills of creation and methods of thinking and sequential understanding and regulation, and create relationships and access to knowledge in multiple ways within the framework of the curriculum as an illustrative tool for the learner and teacher.
11. Support the curriculum with professional and technical studies and activities.
12. Link the curriculum content with the environment and the Libyansociety and the global technology surrounding the learner.
13. Consider the age characteristics of learners and disparities in individual differences and patterns of learning and provide an opportunity for excellence, creativity and innovation, and employ education in practical life.

c.1) Foundations and Objectives of Curriculum Development Jamahiriya:

The Libyan curriculum is currently being developed and prepared to include the following basic foundations:

1. Confirm and highlight the features of the Arabic Islamic identity, and the privacy of the Libyan culture and the national memory of the Libyan people and link them with Arabic, African and global environment.
2. Reaffirm the right of difference and cultural diversity, and opinion expression through legitimate methods approved by the Libyan society, according to its political philosophy.
3. Emphasize dialogue and communication, and reject intellectual intolerance and build a culture of dialogue and openness to self and others, whatever were the reasons and philosophy, and the assets and resources.
4. Building skills of intellectual knowledge, such as skills of analysis, conclusion and construction of knowledge, and building the capacity to recruit knowledge and information for decision-making and scientific solutions to problems faced by the student as an individual or facing the community as a whole.
5. Support democratic public values as a way of life, by explaining the concepts and democratic values and translating them in procedural process positions in the daily life of students and society.
6. Emphasis the learning of Arabic language and deepen the learners' understanding of it, while diversifying and expanding foreign language education as an instrument of communication between different civilizations in accordance with contemporary learning methods and curriculum.

d) - Development of the educational system in the Great Jamahiriya of the twentieth century and the atheist:

First / Develop the overall framework of the educational system:

The development plan of education in the Great Jamahiriya worked to take amendments and actions, including:

1. The application of the quarterly phases system for basic and secondary education, to increase the average time assigned for the curriculum and ease the burden on students to remember the curriculum for the entire school year and act in accordance with the approved plan for the beginning and end of the school year, and for this purpose a decision of the associate secretary for service affairs No. (1048) for 2004 concerning the distribution of the school year for basic and secondary education starting from fifth grade of basic education stage.
2. The organization of secondary education, and for this reason a resolution of the General People's Committee No. (165) was issued in 2006 to organize the specialized secondary education school to include the following disciplines:
 - a) *Division of Basic Sciences; it focuses on disciplines of mathematics and physics.*
 - b) *Division of Engineering Sciences; it studies sciences of engineering and construction.*
 - c) *Life Sciences; it focuses on disciplines of chemistry and biology.*
 - d) *Division of Social Sciences; it studies social sciences and humanities.*
 - e) *Division of Languages; it includes disciplines of Arabic, English, French, Swahili and Hausa languages.*
 - f) *Division of Economic Sciences; it includes the study of administrative, accounting, economics and banking sciences.*
3. **Duration of Study:** the duration of study at the specialized secondary education level is three years after obtaining a certificate of completion basic education (intermediate school certificate) and specialization begins from the first year of secondary education and after this period the student is awarded the certificate of the successful completion of specialized secondary education.
4. **University Education Enrolment:** After completing specialized secondary education, the student enrolls in one of the university faculties suiting the specialization he/she got a certificate in, or enrolls in a teachers' training college that qualifies him/her to teach in secondary education in his/her field of specialization, in accordance with the following table (No. 1).

Table (No. 1)

**Enrollment in University Education
After getting the specialized secondary education certificate (2007)**

	Division	University Faculties The Students Enroll In
1-	Basic Sciences	Sections Of The Faculty Of Science (Math - Statistics - Physics - Earth Sciences - Computer - Meteorology - Teacher Training Colleges And Higher Vocational Training Centers)
2-	Engineering Sciences	Various Sections of the Faculty of Engineering, and teacher training colleges and higher vocational training centers.
3-	Life Sciences	Medicine – Dentistry - Pharmacy - Veterinary - Medical Technology – Teachers' Training College– Higher Institutes Of Health – Faculty Of Science Departments (Plant And Animal).
4-	Economic Sciences	Economy - Accounting - Administrative Sciences And The College Of Teacher Training And Higher Vocational Training Centers
5-	Social sciences	Literature - Law - Political Sciences - Physical Education - Arts And Media.
6-	Languages	Language Departments And Faculty Of Arts And Teacher Training

Source: the General People's Committee for Education (2007).

5. **Organizing days of study:** In the frame of the reorganization of school days in line with the weekly working days, the General People's Committee issued decision No. (271) for 2006 concerning the official period of work in educational institutions so that days of study became five days a week from Sunday to Thursday. This decision has resulted in the increase of school hours per day to 6 hours daily.

Second / Encouragement of Home Education:

Domestic or home education means that parents teach their children by themselves within the family without seeking refuge in regular public or private schools. This type of education contributes in freeing the child of time and space constraints applied in regular schools, and allow him more time to enjoy education and care in a family climate suitable to implant positive values and concepts. The General People's Committee issued decision No. (544) for 2007 concerning home education, which stated that:

1. The General People's Committee for Education offers opportunities to who are capable of educating their children at home for basic education, provided that a family member living with the student is educationally qualified.
2. The registration of children, who wish to enroll in home education, in public schools (as: home education student), provided that students' age is not less than five years with the beginning of the school year.
3. The parents of domestic education students are provided with textbooks and course books free of charge.
4. Evaluating the student's apprehension of the curriculum in the year in which he is studying through a committee of teachers in the school he is registered in for (First, Second, Third) grades, and students of fourth grade and above will execute an exam with regular students in schools they are enrolled in.
5. Each guardian takes charge of educating of his son or daughter at home is given a sum of money (800LD), to be paid in installments after assessing the student.
6. The foundation of the Department of Home Education as part of the administrative structure of the General People's Committee for Education.

Statistics have shown that the number of registered student at home education for the academic year 2007/2008 was (10140) students versus (5417) in the academic year 2006.

Third/ Extension of the Application of Participatory Education:

Participatory Education means local community educational institutions, in which teachers contribute to provide educational services, and they are paid by those wishing to get education, and to ensure the principle of free education and ease the financial burden borne by the state, and the state can provide facilities and advantages for schools. This pattern of education differs from the special education in other countries in that, in accordance with the participatory education system teachers are all partners in the educational institution, not wage earners for others. Thus ensure the participation of teachers in making decisions related to running the educational institution and put an end to all forms of exploitation of the efforts and energies of others, and achieve effective management of educational institutions free of all constraints such as demanding wage increases and the strike actions and other forms of discontent that may occur in private educational institutions owned by and managed by individuals.

To enable all students to benefit from the services of these institutions the General People's Committee for Education issued a decision No. (79) For 2007 concerning the diffusion and encouragement of cooperative education. This decision stated that:

1. The General People's Committee of Education operates a number of basic and secondary education schools according to the cooperative education system.
2. The General People's Committee for Education provides the following advantages:
 - Use of existing or new educational buildings in return for token charges.
 - Contribute in the provision of equipment and educational items (books, curricula, labs, etc. ..).
 - Assistance in obtaining bank loans and land allocation needed for the establishment of cooperative education schools.
 - The General People's Committee for Education will defray (50%) of the tuition fees of the cooperative school.

During the academic year 2007/2008 a number of (11) eleven public school were converted to cooperative schools. Work is currently processing a number of (900) educational institution for the conversion to the participatory education system, as a step towards the conversion of all educational institutions to this type of education in subsequent periods.

Fourth / In the Field of the Application of National Service:

In the search for the delivery of education and health services for all citizens, the Basic People's Congresses issued a law to regulate the national service in the areas of education and health. Under this law all specialists in those areas must perform the right of society through free labor for a number of hours annually in educational and health institutions according to their specialties. This law and its amendments has permitted those who are unwilling to perform this service in person, for whatever reason, to deposit a financial return for the hours to be performed in a dedicated fund to support educational and health institutions and enable them to access specialized cadres to work in cooperation by the cost.

Fifth / in the field of the promotion of the private teacher:

Legislations organizing the educational process in the Great Jamahiriya allow individual teachers to obtain licenses to practice the profession of teaching for money in their specialties areas outside the educational institutions. The process of teaching can be for individual students or for classes of a relatively small student density. The legislations set the value of the price and size of classes and developed controls to ensure output quality of this type of education and educational institutions linked to the adopted mechanisms.

Sixth / In the Field Of Teacher Training:

The teacher is one of the most important elements of the educational process upon which the educational system is based, therefore, the General People's Committee for Education paid attention to the teacher, by preparing and developing the skills and knowledge needed to be able to keep pace with global developments in the areas of curriculum and teaching methods and the use of modern educational techniques. To achieve this a specialized centre was founded for this purpose under the name "The General Center for Teacher Training", that is at the behest of the decision of the General People's Committee No. (80) for 2006, and this center aims to:

- 1- Prepare training programmes to raise the efficiency of teachers and supervisors and administrators at educational institutions.
- 2- The organization of training courses, and symposia, local conferences and award certificates needed for this.
- 3- Establish teacher training colleges, in which duration of study is four years. These colleges prepare needed number of teachers to teach students of basic education and secondary education in various disciplines.

This General Center for Teacher Training began in the preparation of training courses for teachers in different scientific fields (rehabilitation, teaching methods, use of computers, modern teaching techniques), and until the date of this report the Centre has trained tens and thousands of teachers and inspectors, social workers and laboratory technicians and schools principles, also planed to rehabilitate more than 15,000 thousand teachers in various scientific and educational fields, actually it started in conducting training programmes, and these courses are in progress and notable success.

Seventh/ in the field of the development of examinations systems and mechanisms:

The examination system is a tool used by which to assess the output of the educational process and to determine whether the student is capable of apprehending the curriculum taught during the school year, and to develop this tool a decision was issued by the General People's Committee for Education No. (6) for 2007 to adopt the electronic examinations for secondary education students, these exams aim to develop ways and methods of examinations to go in line with modern scientific developments and to introduce computers in examinations to monitor grades, issue certificates and It also enables students to review their results automatically. During the school year 2007/2008 the human cadres needed were trained to supervise these exams, and direct the application of this system successfully.

Eighth / in the context of the expansion in the use of educational technology:

Due to the importance of distance education in providing educational opportunities for all without needing to transfer for long-distances to educational service centers, and to support students with home education, the General People's Committee issued decision No. (874) for 1995 concerning the establishment of the authority of educational techniques, which includes the following departments:

- **Department of Computers and Networks:** this department supervises the implementation of the National Computer project, which aims to supply a number of (4730) computer laboratory with more than 150,000 computers, and install them at all educational institutions. The Great Jamahiriya after the completion of the implementation of this project by the end of the current year will reach a rate of a computer each (10) students maximum.

This department also oversees to implement a national project to link all educational institutions with an advanced telecommunications network using telephone lines and satellite, and wireless communications. This network will ensure that educational institutions get access to telephone services, data transfer and access to international information network (Internet). This project will help to expand the application of the e-examination system, and the activating of the e-learning programs, and the management mechanization, and other programs for the education sector. Work will begin with this project over the next few months and will be implemented by national companies specializing in the field of communications.

The establishment of an integrated laboratory has been completed of uses of geographic information systems, also the data documenting of most educational institutions has been completed, and work is under way to update the data of the other institutions. This work will allow departments and units involved in planning, documentation and statistics make use of the advanced potentials and tools of provided by these techniques, and will have positive effects in the development of the education sector in the Great Jamahiriya in general.

• **Department of educational channels:** this department supervises the management and operation of four educational satellite channels, which broadcast educational courses and programs, and contribute to the training of teachers from a distance. The first channel was dedicated to basic education students and home education students in grades (1-6), the second channel for students in basic education and home education students in grades (7-9), while the third channel was dedicated to students of secondary education, and the fourth channel for teachers training and broadcast public programs. The direct experimental broadcasting started with one channel in hope to start broadcasting on the other channels over the next year 2009. These channels aim to the following:

- 1- Contributing in the success of the home education programme.
- 2- Create additional educational environments to support the official educational environments.
- 3- Giving a new dimension of for the educational infrastructure including outside school education.
- 4- Contributing in the consolidation of the concept of continuing education.
- 5- Contribute in the eradication of illiteracy and provide educational opportunities for all.
- 6- To contribute in the success of teacher training programs from a distance.

• **Department of E-learning:** this department supervises the design and production of the electronic book, and the management of the educational portal, and activating learning and training programs from a distance. The year 2006 witnessed the direct implementation of a pilot project that included a number of (6) schools, in collaboration with an international company specialized in e-learning. These schools were provided with equipment and interactive blackboards and other necessary equipment and teaching materials in mathematics and English, and teachers and students were trained to use all these equipments. The General People's committee for Education aim to expand this pilot project to include all schools, and the addition of subjects of science and other subjects adopted for all levels of education.

1.2 Main Policies, Achievements and lessons learned

The Great Jamahiriya has achieved great progress in spreading education and circulating it, this expansion has been accompanied by great efforts to develop the educational process and improve the output of education in various fields to meet the needs of the individual and the society in light of the new developments and rapid changes of contemporary life and to benefit from the employment of results of scientific and technical progress and the knowledge explosion, and as a result educational reforming processes started to take a new characteristic that included inclusive change of the educational system in content, management and tools for the development of self capacity and combat underdevelopment and build a strong and solid economy through the study of modern basic and applied sciences and broaden the base of technical and vocational education and opening the area of early specialization and build a modern society capable of entering in the international competitiveness. The educational statistics available state that the Great Jamahiriya achieved a breakthrough in educating its citizens, males and females alike, perhaps the most prominent achievements in the field of public education the education, illiteracy and training of women and this is clear in the content of the constitutional declaration of 11th of December 1969, which insists on Article (14) that "education is a right and duty of all of the Libyans,

which is compulsory until the end of basic education stage – intermediate education stage. This is guaranteed by the State through the establishment of schools, colleges and universities, cultural and educational institutions, where education is free. "

This Constitutional Declaration also emphasized "equality between men and women in education, employment, rights, duties and health and social care". Educational opportunities available to women in the Jamahiriya are not restricted to public education, an open opportunity was offered to her to enroll in university and technical institutes and in higher teacher training education colleges and in various types of technical and vocational education types, which have become open to Libyan girls especially teachers training and social service colleges, health education, commercial education and typing and secretarial works, housekeeping, management and banking. The following table (No. 2) shows statistical number of schools and classrooms and the number of students and teachers at basic and secondary education for the academic year 2007 / 2008:

**Table (2)
Number of schools and classrooms
And the number of students and teachers
At basic and secondary education
For the academic year 2007/2008**

	Educational Stage	Number of Schools	Number of Classrooms	Number of Students	Number of Teachers
First	Basic Education	3397	40743	939799	119313
Second	Secondary Education	1033	10940	226000	39847
Third	Joint	72	1228	30697	3764
Total		4502	52911	1196496	162924

Source: Statistics of the General People's Committee for Education, 2008.

Development plans and objectives of educational policy in the Jamahiriya:

- 1- The eradication of illiteracy in reading and writing, as well as professional literacy for all members of society.
- 2- Take the necessary action to deal with the loose in education by establishing technical and vocational centers.
- 3- Have interest in early childhood stage until the ages of three and five (kindergarten stage), where the activity of the children is monitored and the healthy habits are formed, and increased curiosity is found and develop their skills to be prepared for the educational process.
- 4- Providing material and human resources for the development of education in kindergarten because of the extreme importance of this stage in the subsequent stages of education and in accordance with the objectives of the Charter of "Education for all".

- 5- Spread education horizontally so as to cover all villages and remote rural areas by establishing schools for the education of sons and daughters of these areas for transformation and construction, and fight against underdevelopment and oppression, ignorance, disease and contribute to the changing of the reality and lifestyle in the rural community to what is the best of the best and make it more in line with the requirements of comprehensive rural development, and more responsive to the demands of change and transformation desired in the Libyan society with a focus on improving the type and level of education output.
- 6- The development of home domestic education programme where the General People's Committee issued decision No. (544) for 2007, by which the General People's Committee of Education was allowed through its subordinate departments in municipalities (Shabiat) to offer opportunities for those capable of educating their children at home for basic education stage, provided that a family member who actually reside with the student, are educationally qualified. The following table (3) shows the number of pupils enrolled in this type of education.

Table No. (3)
Statistical number of pupils enrolled in the home basic education (2008)

First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Total
4868	3407	999	165	98	89	28	16	7	9677

Source: Statistics of the General People's Committee for Education; Home Education Department 2008.

- 7- Open tracks of education for everyone within or outside the system of schooling.
- 8- Enable the individual to multiply and freely choose the field of study as means to develop talents and interest to practice a profession or job in of economic, social and cultural sectors in the society.
- 9- Provide educational institutions with educational media and modern communication means for its importance in the process of teaching and learning, and address individual differences among students.
- 10- Training Teachers in important areas of specialization, including many processes and activities such as determining the philosophy of this preparation and training, and its practical, psychological and educational bases, and identify their goals and purposes, and planning its curricula and programs and identify the contents and means of implementing of these curriculums and programs, as well as determining the procedures and processes of preparation and training of various categories of teachers for basic and secondary education, and address the low level of scientific and vocational training of many teachers before joining the teaching profession. Table No. (4) shows the number of teachers, counselors and school principles who were trained during the year 2007.

Table (4)
Training courses carried out during the year 2007

	Course	Number
1	A course for English language teachers and supervisors	38
2	A course for managers of administrative affairs and heads of departments	43
3	A course for supervisors of technology subject	194
4	A course for the financial system operators in municipalities (Shabiat)	44
5	A course for social specialists	1836
6	Educational qualification	6693
7	Re-routing	770
8	A course for school labs lecturers	176
9	A course for school librarians	260
10	Refresher courses in all school materials	13205
11	A course for French language teachers in France	48
12	First course for principles of secondary schools	442
13	Second course for principles of secondary schools	437
14	A course for educational supervisors	969
15	A course in computer principles	10000
16	International Computer license ICDL	3900
17	International Computer certificate IC3	450
18	A course for financial affairs managers at cooperative schools	9
19	A course for users of the electronic examinations system	89
Total		39603

Source: a report of the teacher training center for 2007.

- 11-** The General People's Committee for Education signed a services and technical cooperation agreement with the German Foundation for Technical Cooperation GTZ concerning the improvement of the quality of basic and secondary education, and in-service teacher training, and the harmonization of education output and the labor market.
- 12-** The General People's Committee for Education in coordination with the Secretariat of the General People's Committee for higher education and teacher training colleges affiliated to universities develop criteria and conditions that help to select students who would join the teacher training institutes, among these conditions:
- Adopt a selective policy for admission to teachers' training colleges to ensure the enrollment of only those who actual desire to work in the field of education, and who have physical and mental, emotional and ethical and social skills and qualities that make them a successful teacher and capable of managing the educational position and influence in the school environment and the comprehensive social surroundings.

- Identify the target numbers for admission to these colleges in accordance with a specific strategy in line with the disciplines desired and needed by the Libyan society in the social and economic plans in the near and long terms.
- Accepting students for study in these colleges with high rates and grades to ensure high quality output of teacher training colleges and to focus on good primary training for those accepted students.
- Briefing the teaching profession with due respect, appreciation and interest in reforming the material and moral conditions of teachers, and work on the apprenticeship of education.
- Provide diverse and constantly renewed and in-service training that responds to the evolving and renewable needs of teachers in The Great Jamahiriya, to help them renew and develop their knowledge, skills and attitudes, as required by developments and changes in the educational system and current methods of preparing and qualifying teachers.

1.3 The Role of Education System in Combating Poverty as well as other forms of social exclusion and cultural marginalization

Proceeding from the fact that education is the appropriate tool and the most effective way to bring about sustainable development, and since man is the basic tool of development and its desired goal, and the fact that education is a means to face the various challenges faced by societies in their march to overcome the economic and social problems, as is a way for achieving welfare and prosperity, the Great El-Fateh Revolution paid considerable attention since it raised to the educational sector at all levels, it managed to achieve over the past decades many distinctive cultural achievements in the field of education as well as other fields and other social and economic sectors. It should be noted that the Great Jamahiriya has paid great attention to education as a basic tool for combating poverty, ignorance and backwardness, and access a society of justice and equality between the different social strata, and various social and economic environments. Poverty is considered among the most important and most serious problems faced by people in their struggle for achieving development, as statistics indicate that about 1.2 billion people of the world's population live below the poverty line, and that about 700 million of whom are from the most indebted and poorest (42) States in the world today.

It must be noted that The Great Jamahiriya has achieved great achievements in the combat against poverty in terms of policies, institutions and various programmes conducted and that is recently conducted. The results of studies since 1970 indicate the decline of the problem significantly. The Great Jamahiriya has addressed this problem via various means including the following:

- 1) The dissemination of technical and vocational training and education for young people to find jobs in the modern labor market which have started to grow now in The Great Jamahiriya, thanks to development, and education is considered a tool for social peace and mobility and improvement of the living conditions of people.
- 2) Develop social security and social solidarity systems, the first pays the salaries and benefits for retirees from the service and the second pays a cash benefits to those who are needy and vulnerable.

- 3) The unemployment benefits programme for each unemployed people until they to find a job, provided that they register and announce that they did not find work, in this case action is taken to help find jobs for them or grant them a loan to establish an economic project from which they would benefit.
- 4) Offer subsidies in kind and material in difficult circumstances that an individual or family could pass by.
- 5) Vocational training and rehabilitation programmes to learn a new profession that has a significantly labor market.

As a result of the spread of education the size of the workforce increased in The Great Jamahiriya, where the total labor force in The Great Jamahiriya in 2007 was nearly 1,635,783 person, which is 30.7% of the total population, spread over different economic activities, and the rate of educational and training vocations formed a higher proportion of the workforce, which was approximately 34% of the total manpower in the country in 2007. The Great Jamahiriya has followed a successful development policy that led as a result in raising the living standards of citizens in general and low-income people in particular. Indicators of human development in The Great Jamahiriya have been remarkably high, for that average age of a individual rose from 63.4 in 1993 to 73 in 2006, and the illiteracy rate dropped from 13.1 in 1995 to 6.0 in 2006, in addition to the rate of enrolled students in various stages of education has risen from 75.0% in 1995 to 92% in 1997 and to 98% in 2006. Again education has contributed in combating poverty in The Great Jamahiriya through the following policies:

1. **Spread of basic education:**

Education in The Great Jamahiriya is compulsory until the stage of basic education (end of intermediate school) and free until the end of university stage, and it is guaranteed by the State through the educational institutions that were made available in all regions, a result the proportions of expenditure on education of its GDP in The Great Jamahiriya raised from 8.2% to 11.9%, which is a positive indication of the clear interest of the state in education and its dissemination among all population groups. These ratios are very high compared to the Arab country; in fact it is at the same rates of European countries. Statistics have shown high gross and net rates of enrolment in primary education, which reported the lowest percentage of enrolment of 97.2% for the academic year 2000 / 2001 and the highest rate of 98.9% for the academic year 2005 / 2006, the following table No. (5) shows education enrolment indicators.

Table (5)
Shows education enrolment indicators in The Great Jamahiriya (2005 - 2006)

Year	Population Of School Age	New Enrolled Students Who Are In The School Age (Official Age For Admission)	New Enrolled Students Of All Ages	Apparent Enrolment Rate AIR	Net Enrolment Rate NIR
2001 - 2000	123865	120349	123246	99.5	97.2
2004 - 2003	111706	108850	111483	99.8	97.4
2005 - 2004	113707	111092	113480	99.8	97.7
2006 - 2005	113612	111356	113488	99.9	98.9

Source: Statistics of the General People's Committee for Education (2006)

In addition to the above mentioned the educational policy in The Great Jamahiriya has focused on a number of other issues of special importance to develop the educational system and develop its relationship with the society, including, for example, reviewing and developing the educational curricula so that they can empower students to meet the challenges of globalization and deal with information and communication technologies on one hand, and develop the students' capacity for analysis and innovation, and from the other hand development teachers skills and introduce technology in teaching, in addition to providing supporting services and special programmes to meet the needs of students with special needs. In addition to what already have been mentioned new disciplines in secondary and university education were introduced that enabled the student to work in the future in the knowledge economy, and in a rapidly developed and advanced technical economy.

2. **Abolition of the gender distinction in various stages of education:**

The Great Jamahiriya is keen on providing equal opportunities for girls and boys to join the various stages of education and non-discriminate between genders in education, and in other life fields. The Great Jamahiriya made a marked improvement in empowering women to participate in various areas such as health, education and the political and administrative fields, by applying the law No. 20 for 1991 concerning ***the Promotion of Freedom***, which states explicitly in its first article that citizens in the Great Jamahiriya, males and females are free and equal in rights and shall not prejudice their rights, as underlined in ***the Green Documentation for human rights*** that the society in the Jamahiriya is a society of creativity and innovation, in which every individual has the freedom of thinking, innovation and creativity. ***Knowledge and education is a natural right of every human being, he has the right to choose the education that suits him and the knowledge that he prefers without direction or bind.*** As a result of this philosophy interest grew towards the issue of gender equality in education and training, especially regarding the education of the woman and her equality with her brother man. The educational politics have worked to activate the role of women and ensure her equal rights with man and highlighting her importance as an essential and necessary human. In this context, concentrated efforts were offered to fight against customs and traditions that were limiting the woman's participation and entry to areas that are in harmony with her nature and composition, it also aimed to change the reality that prevailed for a long time, which limited the role of women on the family, social and domestic work matters, which believes that women's education could limit respect and dignity and spoil her behavior and take her away from her primary role in procreation and child rearing.

According to statistics, we find that, thanks to the spread of education and awareness by means of mass communication and also thanks to the high level of cultural awareness among parents and to the girls themselves because they desire to continue educating. Therefore, we find that the ratios of girls enrolled in all educational stages and including universities are very high and almost beyond male ratios or equal to them. Here we note that women entered the various scientific university disciplines such as medicine, engineering, computer sciences, arts, architecture and the Press and Information, policy and military troops and diplomatic corps.

As a result of the greater interest of women's education, her participation in all life activities has increased and she entered the labor market, where the proportion of women's participation in economic activities in the labor market raised from 7% in the seventies of the last century to over 30% of the total labor force in the economy today. The Participation of women turned from economic activities that are limited to working in education and management to a variety of careers and works in medicine, engineering, technology, judicial, diplomatic corps and the press...est.

Chapter Two

Inclusive Education

The Way of the Future

Inclusive Education The Way of the Future

2.1 Approaches, Scope and Content

a) Current vision of inclusive education in The Great Jamahiriya:

To understand the overall perception of The Great Jamahiriya for education, it is necessary to identify three phases of evolution during this concept. This development reflects, in fact, the social and economic development and the cultural heritage of the Libyan society, and these phases are:

- *First Phase: Phase of the seventies of the last century.*
- *Second Phase: Phase of the eighties of the last century.*
- *Third Phase: The present stage or the present time.*

In the first phase, the social, economic, cultural and scientific real state in The Great Jamahiriya requested that the concept of inclusive education is primarily focused on the high rate of illiteracy of the Libyan society (illiterate men are over 85%) and (illiterate women are over 90%). In other words, the priority of the educational system was in spread of education in the society to combat illiteracy and its impacts, and access to inclusive education for all population groups, males and females, in rural and urban regions alike. Therefore, the state has directed the entire educational system and its perceptions to achieve this objective at any cost and by any effort, and through a comprehensive education policy for all. Thus, education is still compulsory for males and females alike, by the rule of the law (Education law of 1971), and free for all without any distinction whether socially or in quality.

The second phase is the eighties of the last century, there has been a major achievement in spreading education among all people, and literacy rates increased among the population of males and females alike. Thus, the development of education in quantity and quality, and in this period ***the concept of inclusive education evolution has developed significantly***, and the plan of social and economic transformation (1981 - 1985) emerged, and the implementation of this plan required substantial adjustments in the educational system, both in terms of the extent or the content or programs, and this is what was known in the history of the Libyan education as ***(the new educational structure)***, and this is a perception and a philosophy and a strategy of inclusive education, in addition to retaining the previous perception of education in the seventies, this new educational structure approached to a method of ***specialized secondary education***, or what is known in The Great Jamahiriya as ***the specialized secondary schools***. These secondary schools had two paths for the students: either to continue their study in Universities in higher education, or engage in the labor market and the professional life. Of course, this perception has focused on vocational and technical education, to serve the purposes and objectives of social and economic transformation, as defined by the plan of social and economic transformation (1981 - 1985). To monitor certain educational achievements made at this stage, it is suffice to say that, according to statistics in 1940, the proportion Libyans who can read and write did not exceed 1% of the population at that time. As for the late eighties of the last century, the school enrolment rate has reached 65% of those who were able to complete primary, intermediate, secondary and higher education. This tremendous development in the balance of education during the past decades is worth mentioning in this context, also the ascending rates of enrollment in the educational structure among the age group (6 - 24 years), which is

as a result of the dissemination of education and pursue of an inclusive education policy by all for all. School enrolment rates have reached 64% in 1973, and 95% in 2003.

As for university education, by the application of inclusive education the number of students has developed from 19,315 students in the academic year (1980 - 1981), to 279,150 students in the academic year (2006- 2007). These students have studied and graduated from more than ten universities¹, and there were still many results and achievements for applying the concept of inclusive education in The Great Jamahiriya the most important of these are:

- 1) The growing and increase of education enrolment rates at all educational levels for both genders (males and females).
- 2) The increasing awareness and social demand for education.
- 3) The adoption of decentralized and local financial budgets earmarked for education, and work on its renewal and development.
- 4) The High degree of ambition among young Libyans as a result of inclusive education, and the wide cultural movement that accompanied it, sought prospects and perceptions of the various population groups, including young males and females, also the social mobility caused by education that led to the expansion of the group of qualified people from the different educational and training institutions, who thanks to this education their professional and living style within the society has changed and improved, they were freed from illiteracy, and they acquired modern professional knowledge and skills in various fields of specializations.
- 5) The multiplicity and diversity of educational opportunities and patterns, and the growth of technical and vocational education as basis for social and economic growth in the community, and as a basis for the industrial and technical base, which was founded in The Great Jamahiriya, which is progressively growing.
- 6) Homogeneity of the components of the social weaving in a one cultural identity that led to the unity of thought, action and reaction.
- 7) The availability of a large number of teachers, and training the necessary administrative staffs and educational inspectors and supervisors.
- 8) Growth and development of higher education, and the trend for the establishment of specialized universities and technical higher institutes, all serve the social and economic development², in addition to its contribution in building the knowledge society which began, day after day, to grow and increase in quantity and quality.
- 9) Change the status of women in the society since she became partners with men in all paths of the social life.

The third phase of the concept of the inclusive vision of The Libyan education is the current period. It is noted that since the beginning of the third millennium, there has been great development in the concept and vision of inclusive education. This development comes in response to the domestic social and economic growth in the Libyan society itself, and in response at the same time to regional and global changes, especially the development of knowledge and technology, and the emergence of what is know today as *the knowledge society and the knowledge economy*. All these interactive factors have changed the concept of inclusive education in The Great Jamahiriya, and it is worth mentioning that this change or development in the concept, as in the seventies of the last century, preserves the spread of education by all and for all. In addition to the above mentioned, the current vision of inclusive education often tends to

¹ See: a team of Libyan specialists (2007), *human development in The Great Jamahiriya*, an unpublished technical report, pp (13 - 19).

² See the same previous source (2007), *human development in The Great Jamahiriya*, an unpublished technical report, pp (13 - 19).

interact with *two states of reality*, **the first one**: the current Libyan reality status, and **the second one**: the global reality status of knowledge and technical means of communication and networking highway. It could be argued that the perception of inclusive education in The Great Jamahiriya today means building a knowledge society and building the knowledge economy, especially since The Great Jamahiriya had completed most of the goals of the third millennium, if not all, as defined by the "Dakar" Education for all conference, before the deadline in 2015.

The Great Jamahiriya, in fact, is no longer talking about education and its access to the entire population, education in The Great Jamahiriya is like water, air and bread a right for all, guaranteed by law and the legitimacy of the Great Green Document on human rights, for males and females, for adults and children, in rural and urban regions alike.

Thus, it appears clear that the concept of inclusive education in The Great Jamahiriya today, at this stage means, along with its inclusiveness, the quality and precise specialization, and the rehabilitation of students for the knowledge society, and produce or generate this knowledge, and practically apply it, both in the professional life in the labor market or in the private life in the family and at home. In this third phase of the development of the concept of inclusive education, it was considered for all, without exception, and it is one of the sanctums of the Great El-Fateh Revolution since its inception in 1969.

There are many justifications for the transformation of the philosophy of teaching and education in The Great Jamahiriya to the quality and specialization and the production of knowledge, the first of these justifications: The education infrastructure has been completed, and illiteracy had disappeared only small numbers of older persons and the elderly who can not return to schools by virtue of their age. And we can identify the following indicators to prove this:

1- The stage of basic (primary and intermediate) and secondary education:

Pupils and students: the total number of pupils enrolled in basic education, in both the first and second levels has reached 1,088,120 pupils in the school year (2005 - 2006), equivalent to 8.9% of the total population in The Great Jamahiriya that reached 5,323,919 inhabitants, according to the preliminary results of the general census of the population in 2006. The total number of students in the secondary level of education has reached 348,872. Also the total number of pupils and students enrolled, including the kindergarten 1,455,558, equivalent to 27.33% of the total population³.

Teachers: The number of teachers in basic and secondary specialized education and in kindergartens reached 303,146 male and female teacher, of whom 62,528 male teachers represent 20.62% and 240,618 female teachers representing 79.38% of the total number of teaching staff members of public education in the school year (2005 -- 2006).

The share of students to teachers is one of the highest in the Arab region; in terms of teacher to students it was 1/15 according to the statistics of the General People's Committee for Education for the academic year 2006 - 2007.

³ National Planning Council in The Great Jamahiriya (2007), *a draft strategy of empowerment and human development report of the first phase, the evaluation of reality*, prepared by: Dr. Abdel Salam Duwayb, and a group of experts, Tripoli, studies under achievement.

2- Technical and Vocational Training Centers:

The technical and vocational training education in the Libyan society tends to move towards the creation of qualified human resources for modern technical and vocational work. Data of the public administration of institutes and training centers at the General People's Committee for Manpower, Training and Operating indicate that the total number students enrolled in vocational training centers at the intermediate level had reached 80,000 trainees, and at the advanced level had reached 41,660 trainees in the academic year (2005 - 2006)⁴.

3. Higher Education:

The higher education system in The Great Jamahiriya is considered a relatively recent established origin, since the first College of Arts and Education was founded in 1955, to form a base of the Libyan University in the city of Benghazi, and the number of students was 33 male students only. This university has grown and the number of universities and colleges developed with it to reach 14 universities with more than 300 scientific section and department in the academic year (2004-2005).

The plan of development in higher education (2008 - 2012) included the establishment of 24 University City (university compound), distributed on the shabiyyat (administrative regions).

The number of students also developed from 19,315 students in the academic year (1980 - 1981), to 165,447 students in the academic year (1998 - 1999), and up to 279,150 students in the academic year (2006 - 2007), and is expected that this figure will increase to reach more than half a million students by 2025⁵.

The previous achievements of education and the intellectual, economical and technical changes in the world apparently have prompted The Great Jamahiriya to the perception and understanding of the concept of inclusive education, as being broader and more inclusive than the countermeasures concepts to include the following educational activities:

- 1- Continuing the dissemination of education for all and the preservation of past achievements.
- 2- Building the human capacity for all segments of the population with the prevailing concept today in the developed world.
- 3- Linking education needs and expectations and aspirations of all segments of society.
- 4- The development of the specialized secondary education system that was introduced in The Great Jamahiriya since the eighties of the last century, and recently it witnessed some amendments requested by the current development stage and the social, economic and geographic privacy of the Libyan society. Among these amendments:
 - Determine the number of specialization sectors in secondary specialized education to only six sectors and the introduction of new specialties such as computer sciences, languages and economic and social sciences.
 - Introduction of new specialties such as computer sciences, languages and economic, administrative and legal sciences.

⁴ The same previous source (2007), *a draft strategy of empowerment and human development.*

⁵ The same previous source (2007), *a draft strategy of empowerment and human development.*

- 5- The introduction of advanced educational and pedagogical techniques, and pay attention to computer sciences and mathematics in all disciplines and at all levels of education, the introduction of digital technology skills in school curricula.
- 6- Embark e-learning and make adjustments in the style and method of final examinations for secondary education certificate.
- 7- Renewal and diversification of education patterns, especially secondary and university education, to respond to the needs of the different groups in the society, and respond to the Libyan labor market as it is today and what is expected in the future.
- 8- Spread of free education and support it for all segments of the society, and offer a greater opportunity for the private sector and the local community sector to contribute to the dissemination of education and ease the burden on the State general budget.
- 9- Interdependence and complementarity between the different educational stages, within the educational system on one hand, and interdependence and integration with the overall society and its development on the other.
- 10- Exchange educational and international experience to use in further renovation and development of the inclusive concept of education in The Great Jamahiriya, particularly in science and high tech, and building the knowledge economy.
- 11- The rehabilitation of a large numbers of teachers and raise their scientific and professional experience to be able and qualified to teach the new developments in various branches of knowledge and train them to cope with modern teaching techniques.

b) The most important challenges facing educational and social inclusion:

As in change and the development of the concept of inclusive education in the Great Jamahiriya, the challenges are also developing and changing, depending on the social and economic developments taking place in The Great Jamahiriya in the last two decades in particular. In that light these challenges can be divided into two types: **the first type**; the challenges resulting from the backward social reality of Libyan society in the past, and the role of education about this. **The second type**; the challenges of work and construction to put the entire Libyan society on the path of development and social and economic transformation, and to enter the modern world, by the use and recruitment of teaching and education to achieve this transformation of civilization, along with, of course, the development of mechanisms and other means, including methods of inclusive social welfare, and social safety nets, also the development of the national project for small and medium-sized enterprises and economic projects to promote innovation, creativity and capacity-building to create new sophisticated job opportunities, and enhance the movement of development and increase its rates in the national economy.

In the following we overview these two types of challenges. In the framework of **the first type** of challenges the following difficulties emerge:

- 1- Provide a budget for a public and inclusive education for all the society. This has constantly led to allocate of approximately 20% yearly of the country's general budget for education, and to develop two kinds of budgets: **the administrative budget**, including a proportion that goes to education, and **the transformation budget**, which the education also takes more than 5% of the its total value, which always exceeded one billion Libyan dinars.
- 2- Geographical distances between divergent populations, given the wide area of The Great Jamahiriya (nearly 2 million km²), and the lack of population, less than 6 million people, according to the 2006 census. This prompted The Great Jamahiriya to use multiple methods to spread education, including

the homes of students gathered for the secondary and university education, and Mobile Education in educational vans, for remote and desert areas.

- 3- Teacher training and qualification, this was a major challenge to The Great Jamahiriya in the past, which led to rely initially on non-qualified teachers, and rely on teachers coming particularly from Arab countries in public education, and from Europe and some Asian countries university education.
- 4- Differences in registration rates of boys and girls, for historical and social reasons at the beginning of education spread ratios were not close between registering males and females, that is due to what people think of the role and status of women, but thanks to the El-Fateh revolution and to development things have changed and there became an equal outlook for both men and women, leading to higher and continuing registration of women in education, so now the proportion of males and females at all stages of education is equal, and the registration of girls is more than boys especially in university education, including faculties of medicine, pharmacy and engineering.
- 5- Initially, and due to the conditions of illiteracy rampant in the society, it was necessary to focus on quantity in education without much heed to quality, the most important thing was to raise access rates for basic education and guarantee reading and writing and some basic science, mathematics and general culture. This situation continued until the end of the eighties of the last century, but things are now moving to the quality and quantity in education after illiteracy disappeared and the Libyan society became among the Arab societies which can be compared in education levels with European rates. But the challenge remains in another form, however, that is the of quality education.
- 6- Providing educational supplies and equipment and educational facilities, given the policy of inclusive education in The Great Jamahiriya. Hence, among the challenges was the provision of technical supplies (such as laboratories and text books), and its maintenance and preservation. This is in addition to its delivery to remote schools and educational centers, especially in the general secondary, technical and vocational education, and university education. This led initially to rely on local educational gatherings style that serves its demographic surroundings that comprise students' houses. At the beginning you might find a secondary school or university faculty that gathered the students and residents of a large geographical area. In addition to its educational job such educational centers helped in the growth and melting of the society members into a one national cultural identity, indeed, this one national cultural identity was among the positive results of the policy of inclusive education for all.
- 7- In the late seventies of the last century and in 1981 the specialized academic artistic secondary schools system was introduced, although these specialized secondary schools constituted a challenge to policy planners and educational administrators and educators at the local and national levels, it has also formed and required financial, human and technical capabilities, that was not easy to prepare and provide, which led to various amendments in secondary education, so as this specialized education suits the financial and human resources (the school building and the school lab and qualified teacher for this type of education). Although, this specialized secondary education is still subject of debate in educational planning services and in the Libyan society at large, for things are not stable yet on a fixed model that meets all educational purposes, and commensurate with the Libyan society, there is still a constant search for access to a model of a specialized secondary school that is acceptable to all, but things are moving in the direction of shortening and the integration of multiple disciplines in a secondary school in the form of what might be called specialized families or very closely spaced specialized units, so as the number of specialized sectors is mainly not more than six in specialized secondary education.

- 8- Among the old and new challenges is the teacher rehabilitating, educational and pedagogical techniques and methods of teaching and learning have changed, but the Libyan teacher is still far away from this educational world with its databases, networks of contacts and its various digital machines. The teacher is still traditionally relying on memorization and recitation and some practical lessons. Therefore, the scientific and educational teacher rehabilitation was and is still a challenge for education, so as he can teach and interact with students of the twenty first century. Those students who deal with each other and with others in their families via mobile phones, and internet networks, digital computers, and watch virtual lessons and the educational audio-visual and written scenes in various modern means of communication, which parents and families can provide for them in their homes. But their school and teachers are not able to use these technologies for teaching or to deal with their students using these techniques. The Libyan teacher still depends on the method of memorization, while students of the twenty first century in The Great Jamahiriya need a teacher that uses the methods of thinking, analysis and the building of a full logical model for application. The Great Jamahiriya today is making substantial efforts to address this situation, and these efforts already begun by establishing the general center for teacher training with its branches in local areas, in order to rehabilitate a school teacher for the new era, and a school of knowledge society, a school of digital communication techniques, an intelligence school, and a school for a single global village. The various educational studies show that The Great Jamahiriya needs to rehabilitate more than 80% of teachers at the basic and secondary education stage⁶.
- 9- The increasing social demand for higher education, and for a particular type of higher education, that is medicine, engineering, law, economics, and to some extent English language. It is noted that the enrolment in universities is very high in The Great Jamahiriya, for the number of students in higher education has increased from 15 thousand students in the seventies of the last century, to almost less than half a million students today, in a society with a population of 5.5 million people, according to 2006 census. 60% or more of these students study humanities and Arts and the remainder go for basic sciences, engineering and physics. Within this circuit of specialization everybody wants to study medicine or engineering, and many students do not wish to study in higher technical and vocational institutes that are associated with industry and practical technology, and construction and reconstruction. These are almost social a tradition inherited from the past that is university educated person is either a doctor or a lawyer or an engineer, not that who works with his hands in a factory or farm or workshop. This is a challenge in any case that is still listed among the major challenges in Libyan education policy, and facing the concept of inclusive education posed by this educational Forum at its current session⁷.

In the framework of **the second type** of challenges, and the changes that have emerged, it must be emphasize from the beginning that no human being in the Libyan society, male or female, ever faced any problem or exception in education and registration in any kind of education desired, according to his potential and mental abilities, not according to his social or cultural or ethnic or quality background, education is for all, without exception, males and females, rich or middle class, rural or urban.

In addition to the previous note, most educational research studies and scientific field work in the Libyan society, confirm that many of the challenges that existed have been overcome in one form or another (such as school buildings, teacher training, provision of text books, and labs and libraries for all stages of education), but the new challenges, or changes that have taken place are of another kind, quite

⁶ Jeterk, (2007), the strategy of education development in The Great Jamahiriya, 2025 Vision, a draft technical advisory study that is still under achievement.

⁷ The Great Jamahiriyan National Committee for Education, Science and Culture (2004), the development of education in the Great Jamahiriya, the national report submitted to the International Conference on Education, quality education for all young people, challenges and preferences and priorities, Sept. 47, Geneva, 08 - 11/09/2004, pp (34 - 36).

different from the old challenges. They are new challenges, derived from the nature of knowledge and technical progress in the world, and building a knowledge society, knowledge economy, and coping with a high tech society, and the ability to deal with a new world based on speed of communication, creativity, innovation and digital technology, and the giant economic blocs, cross-borders and continents industries and economics, and electronic commerce. The Libyan society in all its educational institutions face a challenge from a new type that may exceed its actual and potential abilities, it needs a new kind of education, not easily available, or at least all that require effort, time and rehabilitation and substantial funds, it is a qualitative change in life, thinking, teaching and working method, this is another education, starting with the preparation and education of childhood, to the method of work and its culture, also tools and means of production of goods and services, to travel, tourism and leisure. Perhaps these challenges raise difficult questions for planners of inclusive education in The Great Jamahiriya, including:

- 1- To what extent is the ability of the Libyan educational system with all its programs and mechanisms to catch up with this scientific and technical progress, and prepare and train students, teachers and administrators to accommodate the scientific and technical progress and translate it in the school, university and curriculum, teacher training and culture of his school? These major challenges can not be met easily and quickly, it requires - and this is what is being done by The Great Jamahiriya today - a modern strategy or a new vision of inclusive education and its role in linking The Great Jamahiriya and its interaction scientifically, educationally and technically with this new educational and civilized world⁸.

- 2- To what extent is the ability of the Libyan educational system to shift from evaluating the academic achievement by a success certificate in exams only, to an inclusive education? But it builds in the student a group of mental, intellectual, scientific, social, cultural and sentimental skills. The skills that any human in The Great Jamahiriya or any other country needs to live, deal and working today in the knowledge society, knowledge economy, and technical community, and the community of dialogue and debate and communication with others, regardless of their local cultures or political and social persuasions, their lifestyle in clothing, food, and cultural attitudes of each other. How can the Libyan student when he becomes a grownup citizen deal with the other in the outside world, that other who believes in civilization conflict and the clash of civilizations and religions. The equation is very difficult; for the one who believes in civilized dialogue is much weaker than that who believes in conflict and civilization or culture advancement over another. Those are challenges that must be addressed by the Libyan educational system and in our view must be addressed by "UNESCO" with all of its cultural and educational platforms, if we really want to build a society of tolerance, understanding and cooperation. It is impossible to prepare and convince the student for dialogue and tolerance when he sees every moment of his life forms of injustice and the death of his mother and father and brother and sister, friend and neighbor, in conflicts and wars between parties that interact aggressively resulting in baths of blood and piles of ruin and destruction. Is the human of the twenty first century insane?! There is a way and thousand ways to solve problems and conflicts peacefully, leaving the funds spent on wars and conflicts aside to build schools, hospitals, farms, and then an economical surplus remains enough for millions of people to live, including those who insist that the standard of their living must be wealthy and rich and enjoy the highest standard of living in the world.

- 3- In any case, the challenges have changed at the end of the twentieth century in The Great Jamahiriya, they are not challenges of the kind mentioned earlier in the seventies of the last century, but they are the challenges of globalization and the challenges of building a society of knowledge, the challenges

⁸ A previously mentioned source, Jeterk, (2007), the strategy of education development in The Great Jamahiriya.

of the civilization of the twenty first century. Against that, as we have just noted, among the most important new challenges facing inclusive education in The Great Jamahiriya and its mechanisms and programmes, the following themes and priorities:

- a) Modern and technical human capacity building for all segments of the society, that suits the privacy and social aspirations of each social segment, and to suit the nature of the economy and the society that grows up now and until nearly mid-twenty first century.
- b) The quality of education according to the international standards, and according to the social and cultural privacy of the Libyan society.
- c) Develop the specialized secondary education system. This level of education is a human and professional base of current and future economy in The Great Jamahiriya, and the formation of specialized technical expertise needed by the Libyan economy in the current and future development process.
- d) Comprehend sophisticated and contemporary educational techniques, within the educational system at all levels of thinking and planning, action and implementation, and scientific and educational qualification for students and teacher, educators and administrators alike.
- e) Comprehend e-learning, and start in using this type of education from a very young age in basic education, and support it with informal training centers. This is what is really happening today in The Great Jamahiriya.
- f) Promote education and self-learning and in-service training by all means and methods.
- g) Train and rehabilitate the teacher in ways and content different from the old and traditional methods, for the teacher today is not the specialist of science and knowledge as he was yesterday, but today he is an assistant and a director to create the educational scene for the student and the active learner and even train students on the skills of thinking and analysis, installation, conclusion and practice, and to employ information in different practical models and contexts.
- h) The conversion of the school from a center for indoctrination and conservation to a center for cultural and scientific thinking and meditation that has an immediate impact on the social surroundings. School in developing countries including The Great Jamahiriya must have a role to influence the education of not only its students but their families and their neighbors. This is the way to achieve inclusive education and in this way we achieve the goal of social sustainable inclusive development for the society, the development of the humanity scientifically and culturally within the context of their direct local communities.

c) Legal or regulatory frameworks refer to inclusive education issues and groups excluded in these frameworks:

Education in The Great Jamahiriya is considered as a citizen's right, where no individual in the society is excluded from obtaining this right and this right depends on the legislative legal base, this came at the forefront of the constitutional rights of the Libyan citizen, and this right was translated in the form of legislations and legal regulations enforceable to be applied by all parties and relevant bodies, and under these legal Libyan regulations all parents and guardians are required to register their children, males or females, at the basic education stage since the age of six, and they must not leave school before finishing at least this stage.

It should be noted that some students or children are unable to access basic education despite its legitimacy and compulsory, and this was due to personal or health circumstances, and these can be divided into two types:

First: children under conditions less than natural.

Second: children under family and social conditions less than normal.

For the first type of children (under conditions less than natural) are those whose mental abilities do not allow them to engage in education such as the mentally retarded children or disabled children, and those who can not engage in education because of their inclusive disability, such as completely paralyzed children. It is clear that the mergence of children with special needs in regular schools in The Great Jamahiriya is still in the phase of the study, but the state handled the matter well as specialized centers have been established for special needs education, offering them full access to internationally offered educational methods, it also has directed some of them to special educational and vocational programmes through which they can learn a profession or trade to help them integrate into the society and live in dignity without relying on others, all these programs are implemented under the framework of inclusive education.

The second type of children (under family and social conditions less than normal) are those who leave or are not engaged in education without the knowledge of their families and examples of such children are children of broken families or families where the mother is divorced and she embraces her children, in this situation for one reason or another children do not go to school in such circumstances, and social service offices or local authorities alerted the mother to this imbalance and the need to inflict their children to school, and if the mother was unable as a foster parent for her children to do that the mandate on children is lifted from her and the children are placed in social education centers, where children are taught just like other children and these centers offer all the duties of education for the child and follow-up his study and education until he reaches the age of eighteen. Then the child turns to another kind of child care centers known as juvenile care centers where education the first priority of the child care center until he graduates or engages in the society and the in the labor market, **and be able to rely on himself.**

The Great Jamahiriya have been keen to consider inclusive education to be by all and for all, also was keen to develop and modernize the techniques of inclusive education to be in line with the developments in the world, and developments of the Libyan society itself, and ensure not to exclude any individual or group from enjoying their right to education (excluding the groups mentioned previously who are due to natural or social circumstances do not engage in formal education). It is suffice to say that about 37% of the Libyan society, according to census of 2006, are students enrolled in various stages of education, and to provide education for all and in an inclusive manner, educational legislations have been developed so as not to exclude anyone from education, even those whose natural, social or health conditions excludes them from formal education, the state provides them other programmes and methods of education to suit their circumstances, and among the most important of such referred to legislations that were issued after 2004 as follows:

- Assistant Secretary decision no.(1048) for 2004 concerning the application of the semester system for basic and secondary education.

- General People's Committee decision no.(80) for 2006 concerning the establishment of the general center for teacher training.
- General People's Committee decision no.(165) for 2006 concerning the organization of secondary education and determine the duration of study to be three years instead of four.
- General People's Committee decision no.(271) for 2006 concerning the official working time in educational institutions.
- General People's Committee for Education decision no.(6) for 2007 concerning the adoption of electronic examination system.
- General People's Committee for Education decision no. (79) for 2007 concerning the deployment and encouragement of cooperative education.
- General People's Committee decision no. (544) for 2007 concerning the organization of home education.
- General People's Committee decision no. (874) for 2007 concerning the establishment of the educational techniques agency.

It is worth mentioning that The Great Jamahiriya within the framework of the overall philosophy of inclusive education has developed since the eighties of the last century "home education", which is a kind of education that takes place within the family for young children, and the state provides them with all the means of education such as curriculum, text books and educational items and the family participates in the education of their children and the children are being assessed according to educational methods approved by the secretariat of education, while noting that the state provides an educational television channel for this type of education.

Excluded Groups from these frameworks:

The Great Jamahiriya paid great attention to education for all since the early days of the great El-fateh Revolution in 1969 as noted above, this interest is clear from the ratios of population involved in the educational program, as registration in the early stages of basic education (6 - 15 of age) has reached 100%, this It should be noted that among the most important factors and conditions for exception are as follows:

- 1) **Escape from continuing study:** This is due to a number of reasons, for example, the student's inability to obtain and follow-up lessons, and to cope with these problems the open education programme has been released or evening study, as well as rehabilitation centers for girls, and adult education.
- 2) **Mentally retarded or handicapped:** As it is known in every society in the world there are categories of its citizens who can not integrate into the public educational programmes, as a result of special circumstances, and in The Great Jamahiriya as one of these countries there are groups who can not engage in public schools because of their health conditions, therefore, the State provided for them specialized centers operated by experts and specialists in a particular area of disability.

- 3) **Sentenced to prison:** those who have committed mistakes as a result of deviant behavior or have committed crimes, such people are given the opportunity to study as others either in special schools that are prepared for them in the rehabilitation center or in educational programmes prepared by prisons and the social and educational rehabilitation centers. The state also invited a group of experts to study the social and psychological problems of these people and address them in preparation for the development of a special kind of education directed to such social groups that are in the course of education.

2.2 Public Policies:

a) The current dimensions of the phenomenon of exclusion from and within education, indicators and data:

1- Forms of exclusions.

Exclusions take different forms; some are enforced and intervene with several political, economic or social factors, such as exclusion due to race, color or ethnic or tribal affiliation or because of religious or political belief. We may find in some countries that the exception was due to the inability of the state to shoulder the financial burden for a large proportion of those who came to the school-age or due to lack of places for study and training.

The Great Jamahiriya is characterized by the absence of such exceptions, it have even enacted laws and legislations that would enable all those who reached school-age, and comply everyone to enroll their children in schools, and the Great El-Fateh Revolution issued law no.(95) for 1975 concerning compulsory education until the end of the basic education (nine Years of basic education) and due to the poor conditions of schools and the limited apprehension in the fifties and early sixties of the last century, the revolution has built schools and even built mobile schools to hamlets and deserts where nomads live. The revolution also emphasized the education of girls and encouraged parents to educate their daughters, until enrolment rate in The Great Jamahiriya became the highest rate in the Arab world, and The Great Jamahiriya has gone beyond that in terms of the enrolment of children of non-Libyans, who reside in The Great Jamahiriya for the purpose of work, in Libyan schools and they were included in the decision of free education as "*knowledge is a natural right of every human being*" as stated in the Green Book, for these children may not have the opportunity to enroll in schools in their home countries therefore, they enjoy education and free education in The Great Jamahiriya .

Compulsory education and "Education for All":

The Great Jamahiriya began to apply the policy of education for all since the revolution in 1969 and education became a strategic objective of the Libyan State and a human right under the issued legislations, and then later a cornerstone of the Green Document for Human Rights that was issued by the General People's Congress, The highest legislative authority in The Great Jamahiriya. As a result of the tremendous expansion in the number of schools and its spread, as previously mentioned, throughout the Great Jamahiriya in cities and deserts, the enrolment rate has exceeded 90% as stated by the UNESCO itself, and even those who were unable to continue their studies for health or social personal reasons, they have the option to join one of the schools specializing in vocational and technical education and have the opportunity along with vocational and technical training to Learn theoretical subjects, by this The Great

Jamahiriya had completed all the objectives of Education for All that were adopted at the Conference of Dakar in 1990 ((Education for All)).

2- Exclusions and the privacy of the Libyan society.

Given the privacy of the Libyan society, as it is distinguished with its strong family relations that results in reduction and even the non-existence of marginalized groups, which appear very clearly in other communities, such as street children and other categories that suffer from extreme poverty. This Privacy gives an advantage to decision makers in The Great Jamahiriya *to easily apply the principle of education for all according to international standards*. In the Libyan society like other communities there are other categories not capable of attending regular schools, and at the same time they are not included in the category of the marginalized, these are the mentally retarded or those with low intelligence or who suffer from neurological or psychological disturbance, or those who are deaf or mute, all these attend specialized schools and centers that provide the experts and specialists to deal with such cases. The total number of schools for developing the mental capacity was 12 schools in the academic year 2006 and the number of centers for developing the mental capacity was 3 centers for the mute and 5 centers the deaf, and 7 care and rehabilitation centers for those with multi disabilities.

As for the youth at the correctional institutions who committed forms of erratic behavior towards their peers, these have the opportunity to pursue their studies as others in public schools, as they pursue their studies in the correctional institutions and teachers are dedicated to their teaching and specialists to address their psychological and social problems, but even there are groups these youth at these correctional institutions attend high school and have demonstrated high competencies and skills.

The General People's Committee for Education has fought for the trial of integrating those with special needs in public education, even if this experiment was with limited success, but the thinking of not marginalizing this category their integration into the educational process reflects, in fact, the seriously consideration of decision makers in the General People's Committee for Education towards these groups and the need to enroll them in education and reform their behavior to return to normal social life.

Exception within education and its causes:

The exception within education is limited to the category of young people who want with their freewill the early access to the labor market due to some personal conditions, this group constitutes a small percentage may increase or decrease with the increased need for additional financial resources to the family budget or an attempt by young people to be financially independent from the family to fulfill their needs was due to cultural surrounding where these young people are encouraged to engage in work and leave school. Some families consider education as a means to gain the skills of reading and it ends with the end stage of compulsory education without waiting to move to a higher stage of study, some researchers have attributed the phenomenon of exception to the difficulty of the curriculum and others favored the problem to the students' low level of learning, that prompted the General People's Committee for Education to continually review the curriculum, once using the help of UNESCO or other times by seeking other curriculum in developed countries. The phenomenon of the low level of students is also discussed in periodic meetings of the General People's Committee for Education, or by organizing workshops to discuss this phenomenon with experts and specialists. Since the eighties of the last century

to the present time the curriculum underwent several reviews and amendments, which aim was always renewing education and its inclusiveness for all members of the society, according to the development of the society and the requirements of the progress of civilization in the world.

Capacity building in education:

As we have said say the philosophy of inclusive education in The Great Jamahiriya since the revolution encourages innovation and creativity for all groups, males and females, this philosophy went beyond that to the individual freedom of choice for education that suits him (male or female), and the results showed that the adoption of such strategies in the unlimited expansion in education needs to be accompanied by building the capacity of teachers and raise their professional competencies. The Great Jamahiriya has used to implement this programme the expertise of national, regional and international experts, and established as previously stated a teachers training centre, among its basic tasks the implementation of specialized training courses before and in service and thousands of new teachers as well as those who have served for years in the area of teaching benefited from these courses.

Because this philosophy, vision and strategy that was adopted by the Libyan society and that contributed to the spread of education and its wide circulation, using all available means in addition to that the work by the compulsory and free education law that led to the increase of the rate of school-age to a considerably high record among the Arab countries, which made it necessary to focus on the quality of education and the upgrading of the capacity of teachers locally and abroad and provide an opportunity for all those working in universities and scientific centers and institutes of higher education as well as employees at various sectors to be deployed abroad for advanced training and to obtain master and doctorate degrees in various disciplines. The Great Jamahiriya witnessed a comprehensive new beginning in capacity building at various levels and increasing the demand for specialized technical cadres, which led to the adoption of a quick plan for capacity building for all segments of the society, in fact large numbers of Libyan cadres have already joined universities abroad the Great Jamahiriya from the current academic year 2007-2008. Locally, this plan included, in particular, the capacity-building in the sectors of public and higher education, in addition to the teacher training centers tasks in human capacity building and teachers' training in their areas of specialization and in modern teaching techniques.

Given the close relationship between public education and technical specialized education in the Great Jamahiriya, which is to accept students who have difficulty continuing their public education in vocational training centers, to meet the needs of the community for technical cadres and from the other hand, apprehend the numbers of students who wish to change their course of public education To vocational education. Thus, these centers contributed to in development programs in the The Great Jamahiriya by providing employment opportunities for young people who are making their way into the life of work and some even set up small and medium-sized private projects by the help of easy to pay loans provided by the State. In parallel the new educational infrastructure also plays an important role in the suitability between public education and specialized education and the educational infrastructure of specialized secondary education schools is based early specialization at the stage of secondary education so that the student continues to study in the same field in higher education.

Quality of Education:

Quality is a relative matter that can not be measured in terms of fixed standards, for it might be in improving teaching methods in some State or in other countries it might be in the development of the curriculum and or in the use and the integrating of information technology, but the goal always is to ensure access to quality of education to achieve a higher level of human development.

As an implementation of the recommendations of international and regional conferences and meetings on education for all, tasks were focused on one of the most important goals of education for all that is quality. The Great Jamahiriya as already noted the has established centers to prepare teachers and to raise their efficiency and in-service training, considering that one of the most important pillars of the quality of education depends on the efficient well-trained teacher, who can use of modern education technologies. The quality of education in The Great Jamahiriya mean:

- 1) Raising the efficiency of the teacher based on modern foundations, as the teacher is considered the most important element in the educational process.
- 2) Evaluation, auditing and continuous development of curricula and school subjects.
- 3) Study the curriculum of some of the developed countries which the Great Jamahiriya sees the reflection of the quality of its outputs compared with that of other approaches, whether in the Arab region or in other areas. The General People's Committee for Education has sought the help of experts from international organizations such as UNESCO or other counterpart regional organizations to review and evaluate the educational curriculum.
- 4) Training of teachers and pupils to use modern technology in education either through specialized centers or by the implementation of training workshops and courses throughout the school year.

Specialized secondary schools a step forward towards inclusive education:

Although the new education infrastructure project was adopted at a relatively early stage (1982), but the preparation for its application in secondary education level required continuous efforts continued until the year 2002-2003, and given the diversity of technical and vocational disciplines, and the development of specialized sectors that were not known in the old educational system, also this matter required a series of measures prior to the implementation process such as the introduction of new curriculums included all disciplines and academic levels of secondary education, the General People's Committee for Education has hired national experts in universities, research centers and experts from UNESCO to develop a new and modern curricula for these specialized secondary schools and take into account:

First: the requirements of the third millennium.

Second: the Libyan society's need to use modern methods and techniques.

Third: the Libyan society's needs of different scientific and technical disciplines necessary for its current development.

Fourth: the ability to apprehend all the formal pupils as well as dropouts and mentors for the purpose of rehabilitation.

E-Learning:

The use of e-learning is a step forward to achieve inclusive education for the benefit of all age groups, which have not been able to continue formal education or their circumstances prevented them from entering or continuing their education, especially higher education. Currently researchers are studying and evaluating the experience of virtual universities in the world and The Great Jamahiriya asked for more information about this type of e-learning and the possibility of acceding to the network of virtual university of Science and Technology "Ibn Sina". Through this kind of self-education many social groups will be capable from accessing higher education without leaving their countries, especially women, and The Great Jamahiriya will benefit from joining such universities if the local technological infrastructure is completed, which The Great Jamahiriya is now working hard to finish it as soon as possible.

With regard to the use of modern technologies in education, The Great Jamahiriya this year (2008) experimented the electronic exam in the specialized secondary education examinations, and the General People's Committee for Education has succeeded in this method. The results of these examinations have become available to all via the Internet. Given the application of this method for the first time, the General People's Committee for Education has commissioned a committee of experts to study this experience and evaluate it in the aim of future development to suit the Libyan society.

Indicators of the development of education:

The educational process in The Great Jamahiriya is characterized of being dynamic and effective and the secretariat of education has taken practical steps to achieve significant development in the "quality" of education, which became the largest preoccupation of decision makers and among these efforts; the adoption of the semester system in general education and this gives an opportunity for students to focus their efforts and organize their time, allowing them the opportunity to organize and plan their life in school and in their community, and to know how to distribute their time between study in school and other social activities whether at home or in the society.

c) The social groups considered to be the most vulnerable to various forms of exclusion from and within education:

The development of science in the modern era to an imaginative degree, given the achieved in the last four decades of the information revolution, and accordingly it became necessary for everyone in the community if he wants to live in this world to keep pace with these rapid changes, and not wait for the needed information and modern techniques to be submitted to him to facilitate his life and saves him time to accomplish other tasks, therefore, the following groups in the Libyan society are in need of further education and educational qualification to suit the modern era (an era of the knowledge society):

- 1) Those who dropped out of school at an early age and were unable to return to school due to personal conditions.
- 2) Young people released from education and who were unable to continue their studies.
- 3) Those who can not use modern means of education or information appliances such as computer science and the Internet.

- 4) Those who suffer from low academic achievement that leads them to drop out of school.
- 5) Some workers in free businesses and non-professional jobs and did not receive any kind of education.
- 6) The illiterate adult men and women who transcended the age of sixty, and these few in The Great Jamahiriya, representing about 5% of the total population (5.5) million.
- 7) The individuals who have no motive for self-education and association to educational centers where people today are being trained in The Great Jamahiriya on the techniques of modern information networks such as Internet and computer science and data processing methods.

The general trend prevailing in The Great Jamahiriya now that the citizens including the elderly will accept the self-rehabilitation in informatics and any one may visit internet cafes or computer education centers to see people of various ages train and learn the modern ways of social life.

d) Ways the current educational reforms address inclusive education:

Since the rise of the Great El-Fateh Revolution the Libyan society is witnessing major social transformations in all spheres of social, cultural, economic and political life, and education comes as one of these areas, which witnessed considerable development; education spread and free of charge to all males and females, and in all stages and levels. The illiteracy rate fell from 95% in the seventies of the last century to less than 10% today. The spread of universities and colleges and higher educational centers and scientific research centers, from one university in the middle of the last century to more than ten universities today, and more than 100 higher education institutes and centers, and more than 20 research centre currently in 2008. This is in addition to private and community education institutions which the state supports with various kinds of financial. All these educational and scientific institutions aim for the rehabilitation and training of specialists and experts in all fields of science and knowledge and technology needed in The Great Jamahiriya. They are also the national programmes to build a knowledge society and achieve the goals of sustainable human development in The Great Jamahiriya.

Thanks to the efforts and development projects in all sectors, the Libyan society is turning to a modern society, and was able to achieve high rates by all measures and indicators of social, human and economic development, which were reflected in the national, regional and international development reports. For example: The Great Jamahiriya is classified in the Human Development Reports of the United Nations (2005) in the international group of high achievement in human development indicators.

In the context of education and human development, The Great Jamahiriya such as other countries of the developing world, witness large shifts, led by the heavy knowledge production, and the accelerated development progress, and the rapid communications and transportation, and the development of the society and economy of knowledge, and the progress and development of technical uses, and the growth of industries in general. Against these major global transformations taking place in the world, The Great Jamahiriya as a developing country living the age and interacts with it, and even contributes to all cultural and humanitarian transformations, regionally and internationally, here it was necessary to link to the world and work to prepare and train Libyans to contribute to the progress and development of human civilization, especially as they belonged to an ancient culture, that is the Arab-Islamic culture, and have modern intellectual visions and approaches contribute to the advancement of the human and humanity in modern times.

To cope with these developments, and contribute in all rapid changes, there was a need to further develop the education system to interact with regional and international data, and to benefit from in the preparation of Libyan citizens and to interact with these changes, so as to enhance their cultural identity and civilization, and without losing self-esteem, and communicate and interaction with all the scientific and cultural developments in the world, enabling them to positively contribute in it. From here the Basic People's Congresses in The Great Jamahiriya recognized the need to accelerate the development of education for the preparation and creation of Libyan students and, consequently, the Libyan society, for a civilization of mankind that depends very much on specialized knowledge and minute advanced technology, by looking ahead to determine the progress and future directions, and a willingness to confront what is dictated by scientific developments challenges in the future society.

But the overall vision for inclusive education in The Great Jamahiriya today came from the above mentioned considerations and based on the conviction that The Great Jamahiriya is a country of new things in the fields of progress and civilization, and from this forward-looking vision an action plan emerged out of a philosophy based on faith in man and the achievement of his freedom and happiness in a society based on the principles of popular democracy, and the principles of justice and equality, and human dignity and liberty, and sponsored as a free, brilliant and creative citizen and capable of using his abilities and talents in everything that exists in his society including combined potential opportunities of affluent life.

To have the whole picture, and even launch such a plan from a strategic vision of the future, it was necessary to surround all aspects of the educational process, and look what has remained of the changes dictated by local, regional and international developments. It also was necessary for such a plan to deal with sectors of labor force and higher education and research centers, because they all form an integrated unit affect and are affected by each other, and form a ring centered on the formation of man, and aimed at achieving sustainable human development for all Libyans. **In brief, inclusive education is one of the most important plans The Great Jamahiriya has adopted and continues to rely upon, to prepare its citizens for modern civilization and scientific, social and cultural the requirements, which The Great Jamahiriya believes that, must be the civilization development, justice and peace, dialogue and global understanding**⁹.

In light of the foregoing, The Great Jamahiriya has put two types of plans for the development of inclusive education, namely they are the road map to achieve the development of its educational system, and achieve its goals in the third millennium, and these are:

First: reforms in the short term (remedial).

Second: reforms in the long term (developmental).

⁹ A previously mentioned source, see the document of **the strategy of education development in The Great Jamahiriya, future vision (2007)**, (unpublished technical document) the General People's Committee for Education.

First: reforms in the short term, and namely these are:

- 1-** Maintaining the spread of education and continue its inclusive spread for all, and with its current existing rates (2008).
- 2-** Curriculum development to suit the developments of science, knowledge and technology, and building a society of knowledge and communication, dialogue and global understanding, and the cultural, social and economic specificity of the Libyan society.
- 3-** Assessment of school exams systems, and take into account the scientific and social dimensions, and the composition of the various skills required for students in contemporary human society, that is not requesting an assessment of the student's cognitive aspect only but also in other aspects of his personality, such as social and cultural skills and the ability to think and deal with actual situations in life.
- 4-** Training and rehabilitation for teachers, through short and long-range training courses, and for this purpose, as mentioned before, a general center for teacher training was established with its regional branches in various regions in The Great Jamahiriya, and that center already started work by implementing these training courses for more than 15 thousand teachers throughout the country¹⁰.
- 5-** Selecting a group of teachers, inspectors and supervisors, and send them for training courses abroad in various scientific disciplines, so as to be future trainers in the mentioned above training courses.
- 6-** Develop scientific and educational conditions to take over the functions of school management and educational administration, and take these positions through national scientific competitions, and the marked superiority in the previous post.
- 7-** Development of a general department for educational planning and research within the General People's Committee for Education, to take over supervision of all the scientific research necessary to understand and follow some of the problems of education, or for the purpose of development research needed for the education sector.
- 8-** The formation of technical committees of specialists and university professors, to develop educational curricula and teaching methods compared to those of developed countries for use in the development and modernization of educational curricula in The Great Jamahiriya today, as will be later mentioned in the education reforms on the long term.
- 9-** Issuance of regulations and laws to allow special education, and allow the introduction of new patterns of education and disciplines that meet the needs of the Libyan society, and suit the educational developments in the developed world today.
- 10-** Formation of a permanent body of experts to follow up the development and modernization of education, and to make periodic proposals in the context of following-up the bridging of the gap between education and the society movement and development, particularly the rapid developments

¹⁰ See: (1) The General People's Committee decision no.(80) for 2007, concerning the establishment of the General Centre for teacher training.

(2) Decision of the Director-General of the General Centre for Teacher Training (No. 104/75) for 2007, dated 21/04/2007, on educational research and studies of the Study and Research committee in the Centre.

in the field of the use of informatics and communication technologies in education, and in inclusive education for all in The Great Jamahiriya¹¹.

Second: reforms in the long term (developmental):

These reforms were based on a long-term vision of integration between the community and education in the overall picture and dimensions, as perceived by The Great Jamahiriya in the foreseeable future, and for this purpose a mission has been entrusted to a national and international scientific team working under the auspices of the General People's Committee for Education, and the National Planning Council, to develop an operational map of this futuristic vision of inclusive education. The education reforms within this plan included the educational projects and programmes that will be implemented in the period (2008 - 2015), and these are as shown in table (6):

Table (6)
The educational projects and programmes that will be implemented
In the period (2008 - 2015)

Project No.	Project	Operational Programmes	Expected Results
1	pre-school education	Increase the proportion of enrolled students in pre-school education in the age group (4 - 6 years) by 50% by in 2015.	Expanding enrolment of children in kindergartens and with a different concept, so as the mother and family participate in the program (the child raised by its mother).
2	development of educational Infrastructure	Reformulating the educational infrastructure in the aim of eliminating negatives and the current imbalances, especially in the secondary, technical and vocational education sector (2008 - 2010).	Development of the educational structure and its content.
3	Basic education (primary and intermediate)	Continue to provide basic education (9 years) and develop its curriculum to suit the needs of the Libyan society and the Libyan children, and developments of knowledge and education in the world, focusing on the development of educational techniques for this educational stage.	Development of basic education according to modern standards.
4	The development of specialized secondary education	Building a national model for specialized secondary education, and work to raise	Development and modernization of specialized secondary

¹¹ See: a previous source; *the strategy of education development in The Great Jamahiriya, future vision (2007)*.

Project No.	Project	Operational Programmes	Expected Results
		the efficiency of teachers and develop teaching methods through in-service teacher training, and the assessment of the performance of its various elements, and evaluate its internal and external outputs (2008 - 2012).	schools and have interest in math and basic science and modern technology of informatics.
5	Technical education	Diversify patterns and routes of vocational and technical education, and develop new disciplines to cope with the technical sophistication in the world, and adopt the principle of continued development of curricula, and in-service training for teachers and trainers of this type of education (2008 - 2012).	Development and renewal of secondary technical education, and expand its proportion of acceptance so that it constitutes 60% of total enrolment in secondary education in The Great Jamahiriya.
6	Illiteracy and Adult Education	Eliminate pockets of functional illiteracy, expansion of education for the civilization illiteracy in 2015, particularly in the use of computers and databases and the Internet.	Link the society with the world of knowledge and the society of information and modern communications.
7	Teacher training and rehabilitating	the rehabilitation of unqualified teachers in service in the field of educational techniques and computer use in education and transform from an education which depends on Conservation and memorization to an education which depends on thinking and build the capacity of thinking format and problem-solving, 2008 - 2015.	Building the capacity and efficiency of the teacher to teach in modern schools, and according to modern educational methods that depend on the development of the student's intelligence and multiple abilities.
8	education programs for those with special needs	Develop education and care for children with special needs, and work as much as possible to integrate the majority of them who are capable in the levels of formal education programmes, while	Sponsor a special category of members of the society in ways and means commensurate with their personal and individual circumstances.

Project No.	Project	Operational Programmes	Expected Results
		providing the necessary facilities and adjustment within the classrooms, 2008 - 2015.	
9	Investment and use of information technology	Introduction of information technology at all stages of education, curricula and teachers training for this. Also make educational institutions suitable so as to achieve this purpose, and achieve the goal of education for life.	Link education and its institutions and programmes to the knowledge world, and the developments in information technologies and its use.
10	educational administration	Restructuring of the educational administration and emphasize administrative decentralization, and involve local communities in decision-making and control of educational institutions and participate in the development of schools, 2008 - 2012.	Decentralization of education and community participation in decision-making and educational policies of local and national levels.
11	Financing and partnership	Allocate a ratio of 5% of GDP spent on education and scientific research, and increase allocations by encouraging the private sector to participate in the financing of education and scientific research, through the establishment of community educational institutions and research centers that are subject to high standards of quality assurance and accreditation, 2008 -- 2015.	<ul style="list-style-type: none"> -- Building human capital. -- Building a knowledge society. -- Building the knowledge economy. -- Building a culture society. -- Building a society of informatics -- Building a society of technology.
12	Evaluation and follow-up	the development and adoption international indicators and standards of quantity and quality for the measurement and evaluation of educational attainment for students that adopt a continued systematic evaluation, and does not require reliance on final examinations, in addition to	<ul style="list-style-type: none"> -- Renewal and diversity of education. -- Quality assurance. -- The continued development. -- Link to international expertise and experiences.

Project No.	Project	Operational Programmes	Expected Results
		the creation of special sections for measuring the quality and performance of teachers and the functioning of institutions and the quality of educational output and its suitability with the needs of Libyan society and the requirements of contemporary society.	

Source: the document of the strategy of education development in The Great Jamahiriya, future vision (2007), (unpublished technical document) the General People's Committee for Education.

2.3 Systems, Links and Transitions:

a) The main barriers (economic, political, social) to inclusive education:

There are no legal, political or cultural or economic barriers whatever towards inclusive education, education is for all in The Great Jamahiriya, by virtue of the principles of the Great El-Fateh Revolution, and all its legislations, plans and programmes carried out since its inception and until now, there is no barrier to the right of education, but education is even considered a constitutional and civil right of citizens in The Great Jamahiriya, whatever their gender is; male or female, or color or region of residence or social and cultural background, for knowledge is a natural right of every human being¹².

Any Libyan citizen can prosecute any educational institution that refuses to accept his son or daughter for social or cultural or economic or family considerations what so ever, education with the power of the Libyan law is for all, and inclusive for all citizens in the Libyan society and thus all educational and social policies and programmes drive people to send their children to school, even the Libyan family is keen on its own to ensure sending their sons and daughters to school and obtain a greater degree of education and vocational training.

This trend is proof in itself to the growth of public awareness of the importance of education in the Libyan society, and this awareness is increasing and accumulating day after day, in view of the political will of the State in the Libyan society and the Libyan society's openness to the outside world and its intense communication and interaction with all of its personnel and its institutions and its various public and private agencies in the outside world. If there are barriers of a nature other than political or economic, they often are primarily subjective and social. For example, the student may leave school on his own, and his family is not trying to address this situation and to take him back to school or considering another method of education for him to commensurate with his individual and personal potentials and circumstances, and other examples might be that the student lies to his family by saying he is going to school and studying, but in reality he is not going to school, and due to the weak awareness of

¹² To consider the legal and legislative backgrounds of education in The Great Jamahiriya See: National Report of the development of education in the Great Jamahiriya that was represented to the International Education Conference session (46), Geneva, 2001, pp (5-6) English version. See also the national report: the development of education in the Great Jamahiriya that represented to the International Education Conference session (47), Geneva, 8-11 September 2004, pp (10-13) (Arabic text).

his family, the situation is not addressed. In any case among the outcome of a lot of educational research and studies carried out in the last five years¹³, it is clearly recovered that the most important barriers facing inclusive education appear in the following challenges:

1. Development of the relationship between the social environment surrounding the school (especially parents) to follow up their children and their educational level, and the school and its administrative and educational bodies.
2. Development programmes of elements of the educational process inputs are weak, and these development programmes do not depend on assessment field studies and evaluation standards and clear indicators revealing aspects of strength and weaknesses to be taken into account in planning and developing educational programmes, especially education inputs.
3. Weakness of integration and coordination between education planning, economy planning in particular with regard to the complementarity between the curricula and the study courses and the labor market.
4. The increasing large number of students, statistical studies confirm that 37% of the population of The Great Jamahiriya are pupils in schools and universities, without being offset by a marked increase in human and material resources, and therefore this constitutes a considerable burden on the public budget, and more than 20% of the annual general budget goes to the various stages of the education sector.
5. Total reliance on the general budget, which constitutes a considerable financial burden on the State and without a real contribution of the private sector in financing and dissemination of education.
6. The absence of diversity and differences between the institutions of general education and private education, all educational institutions (public + private) use the same textbooks and educational materials, and the same teaching methods.
7. Increase in the proportion of urbanization in The Great Jamahiriya, where more than 86% of the population of The Great Jamahiriya's 6 million people, according to the 2006 Census are living in cities and urban centers and the population density measurement refers to the existence of an imbalance in population distribution, that appears in the existence of more than half the population of The Great Jamahiriya in (6) shabiat (municipalities) of the total 32 shabia "municipality" in The Great Jamahiriya in the northern coastal strip. While the rest of the population is distributed in shabiat "municipalities" in the south and in the western mountains, spaced from each other, which constitutes a demographic imbalance reflected on education in the focus of educational services in the areas of population density and the need to provide educational services in communities scattered and distant

¹³ Examples of these studies See: Amina Ayad Lyas (2006), *family relationship and its economic and social levels with educational attainment for students from first grade of specialized secondary education in the area of Tajora*, a Master degree theses presented to the Faculty of Arts, University of Fatah, Tripoli, The Great Jamahiriya (unpublished Masters theses. See also: Jeterk (2007), *a strategy to reform education in The Great Jamahiriya: Vision 2025*, a study of under achievement.

and sparsely populated. These scattered groupings require the same educational services available in groupings with a high population density. For example, building a secondary school in a region with a population of 200 thousand inhabitants, it is necessary to provide the same high school in a region with no more than a population of about five thousand people.

Perhaps among the most important barriers facing the development of education are absolute not the political, economic or cultural aspects, but they are barriers that appear mainly from the advancement of knowledge, progress and development of educational techniques and the weak capacity of scientific, technical and human resources to apprehend and integrate them into the overall educational process, and to overcome these barriers preparation, time and rehabilitation are needed. The most important of these barriers include:

- 1- Growth and development of science, knowledge and informatics in all spheres of life and the weakness of the family's ability to apprehend this scientific progress and transfer it in the form of attitudes and behavior to their sons and daughters. Libyan families are still mostly traditional families, while the General educational and social systems are modern, and look forward to the era of modernity and inclusive change, and what apply s to the Libyan family applies the same way to Libyan schools.
- 2- The tendency of teachers and educators to rely on traditional methods of teaching and education, and the poor professional ability to recruit the modern educational progress in curriculum and teaching methods.
- 3- Predominance of the traditional character of curricula and educational programmes and the focus on conservation and memorization, without much attention to building skills, and modern teaching methods used in the developed world.
- 4- The weakness of education and teaching methods, due to the weakness of the teacher, and his scientific and educational qualifications, It follows from this that the student does not acquire the mental and behavioral skills that would enable him to continue his study, and to be prepared to contribute in *building a knowledge society, a knowledge economy* and *an information society*, because there is a large gap between *the school's methods of education and the reality and the ambitions of the Libyan society in the present and future.*
- 5- The weakness of the efficiency of school principals to manage schools, and their poor ability to deal with educational and social problems and attitudes of students, which leads to the student's unhappiness and the poor adapt to school, which leads to failure in studies or to leaving and dropping school, especially since the school is a group of young people and teenagers who often school principals and teachers are unable to deal with them in a scientific and educational suitable style, in addition to that many teachers, school administrators and supervisors do not have clear and organized ideas for *a student-friendly school or as a centre for reflection and thinking, human development, and theories of learning and knowledge society, and the difference between teaching and learning, and the difference between interactive learning and education in the abstract*¹⁴.

¹⁴ For more challenges and barriers to the development of modern education in The Great Jamahiriya you can refer to:

- 6- The weak benefit from the results and recommendations of scientific conferences and symposiums on the local, regional and international levels.
- 7- The slow movement of authoring, translation and publishing, which could form a tributary for the accumulation of knowledge in many fields including education.

b) The most important facilitators of inclusive education:

Among the general factors assisting education in the Great Jamahiriya are the following:

- 1- The democracy of education and the opportunities offered for all individuals and the facilitated access to a high quality and more inclusive education as considered being a central concept in the renewal and development of policies and programmes for educational change.
- 2- Compulsory education as a right and duty of all individuals and applying the policy of free public education, university education, technical and vocational training.
- 3- Education in The Great Jamahiriya is seen as a main economic and social policy and is characterized by justice, equality, competition and quality, and is spread evenly from childhood and even to higher education in order to achieve sustainable human development.
- 4- Educational institutions are implementing the appropriate strategies that serve the appropriate community and family circumstances to achieve effective participation in the educational process.
- 5- Preparation and development of the curriculum with emphasis on cognitive, emotional and creative capacities among students with the recruitment of the curriculum to promote tolerance, human rights and environmental conservation.

c) Approaches and measures adopted to make the education system more inclusive:

Among the most important measures that had been taken in order to achieve inclusive education include:

- 1) Pay attention to the teacher and put a new mechanism to rehabilitate the teacher and learner, and for this new sections were developed in teachers training faculties, such as a section competent for pupils with special needs and a section specialized in the children at the kindergarten stage.
- 2) Establish and equip school buildings that provide healthy and educational conditions necessary to offer an effective educational work.

Dr. Abdel-Nabi Abu Ghania (2007) *the reality of education in The Great Jamahiriya: priorities and challenges*, an unpublished work paper.

The General People's Committee for Education (2008), *the project to improve the quality of basic education and specialized secondary education in The Great Jamahiriya*, a report on the results of the partnership programme with the German Foundation for cooperation Gz3, implementation of the first phase (2007 2008), Tripoli, an unpublished technical report.

- 3) Set up training courses and rehabilitation male and female teachers and raise their professional efficiency.
- 4) Training and Rehabilitation of psychological guides to deal with problems that may face students and teachers inside and outside school to achieve the goals of the strategies of inclusive education.
- 5) Provide and supply schools with audio-visual and electronic libraries to develop the students' skills and address the individual differences among them.
- 6) Focus the attention on activity subjects, such as physical education, music and artistic education to develop the talents of students of different stages of education and refine these talents.
- 7) Conducting various studies and researches to study and evaluate the educational process and develop it according to modern educational theories.

d) Approaches and measures adopted to make the education system more flexible in order to offer additional educational opportunities to those who have dropped out or have not attained an appropriate level of qualifications:

The stage of basic education in the Great Jamahiriya is compulsory for all students who have completed 15 years of age, and these students are subject to evaluative examinations at each grade of the stage of basic education, in addition to an examination at the ninth grade that qualifies them to obtain a certificate for the completion of basic education stage. Naturally, not all students succeed from each grade to another in basic education or obtain the certificate of completion of a basic education, and to address this phenomenon, students who failed are granted more than one opportunity to study or to enter to the examination of the completion of the stage of basic education. Also an alternative route was provided for students over the age of 15, and did not get the certificate of the completion of basic education, that is the system of basic vocational training for one-year and students are trained on a profession in various areas the qualify him to join the labor market. These students also have the opportunity to continue their education at home and enter for the exam of the certification for the completion of basic education.

2.4 learners and teachers:

a) The new approaches to teaching and learning implemented to increase educational opportunities for all, improve student learning outcomes and reduce disparities:

Given the association between all state sectors with each other and especially with the education sector to address all these challenges successfully, and these challenges are in the growing impacts of advanced technical means to the environment and to major areas of work, and to the modern global organizations in national decisions of States, and perhaps the influence of modern technology to civilizations, cultures and humanity values is one of the most prominent of these challenges.

Only through development and modernization of the education sector could we address such challenges, to gain the ability to adapt and cope with international, regional and local changes.

Therefore, it is necessary to enable the learner to acquire the basics needed by the modern era, so as the schools teach the foundations of communication and problems-solving skills and scientific knowledge and advanced technology, which includes in its forefront modern sciences, mathematics and computer, in addition to international languages, local and global cultures, art and literature.

So that learners are able to cope with the changes and developments and deal with it, and the composition of a human who is capable of coping with rapid changes and assimilation, and to pass through the cultural gap and skip it, our educational system should reflect the modern concepts of teaching and learning, and we must strike a balance between quantitative and qualitative variables, and modernize education systems, and diversify its patterns to adapt to the changes of the scientific and technical rash, and with the nature and requirements of professions and skills of present and future. All this requires finding and providing the following media, methods and tools:

- 1- Production and introduction of technical means and modes in educational institutions.
- 2- Use communication systems and networks in education and distant training programmes.
- 3- Linking specialized and industrial education institutions with productive establishments.
- 4- The use of satellite channels in education.
- 5- Dissemination of scientific culture through science fairs, museums and others.
- 6- Achieve maximum benefit from international organizations and their publications on the international information network (Internet).
- 7- Reduce the need for teachers and collaborators, especially in remote educational institutions through distant learning and closed educational circuits.
- 8- Opening new horizons for students, teachers and employees of educational institutions for the start of a broader area of knowledge.
- 9- Equip labs in educational institutions with the necessary supplies and tools for scientific activity, and aids necessary to upgrade the level of its output.
- 10- The introduction of sophisticated laboratory techniques for educational institutions.
- 11- Maximum utilization of information provided by international organizations including support for educational institutions and the consolidating of cooperation between educational institutions.

To implement the above mentioned, administrative entities were established for this purpose, such as the educational means and media agency and the educational techniques agency for linking the secretariat and its sectors including schools to provide data exchange, telephone and Internet. This project is being implemented in phases, and the first phase of it was completed.

b) The design and organization of the curriculum to respond to the diversity of learners:

The curriculum was prepared in the Great Jamahiriya to coincide with learners in various stages of education especially for the stage of basic education (for First to Ninth grades) taking into account the age level and mental development of students, the curriculum also focused on a method of communication between the teacher and the student, and give considerable space to the activity and practical exercises, so that the student is the focus of the educational process.

The curriculum of the first stage of basic education (First, Second and Third grades) focused on reading, writing and learning the principles of math, and the curriculum of the second stage of basic education (Fourth, Fifth and sixth grades) dealt with the development of the skills of reading, writing and math, with the addition of subjects of geography and history, English and computer, and so is the matter for the seventh, eighth and ninth grades of basic education.

As for secondary education curricula, it focuses on early specialization, where the student chooses a discipline that commensurate with his scientific abilities and wishes and students at this stage are taught specialized curriculum, curriculum supportive of specialization and cultural curriculum.

c) Curricular time, number of instructional hours per year dedicated to learning reading in the early primary grades:

Seven classes allocated weekly to learn to reading for first to fourth grades of basic education, and these classes represent about 30% of the total timetable, and pupils are taught Islamic Education, which also whereby the student learns the principles of reading and writing, and thus the ratio of the number of classes allocated to reading and writing is more than 45% of the weekly timetable, and the number of classes allocated to reading at the fifth to ninth grades is between 6 / 5 classes a week plus three classes in the subject of Islamic education.

The number of annual classes allocated to reading in early elementary stages, is a total of 238 classes, in addition to 136 annual classes in Islamic Education, which supports reading skills.

The number of school years in which reading is primarily taught are 6 years (from first to sixth grades), but pupils are taught subjects that help them learn to read at the seventh to ninth grades.

d) Train teachers and equip them to meet the learners' diverse expectations and needs:

- 1) Developing the performance of all teachers and educational mentors and social workers and administrators and technicians working in the education sector through special training programmes and skills-upgrading courses, periodically and constantly.
- 2) Development of regulations of the educational process to ensure discipline and commitment within the educational institution and achieve the education sector's targeted human development.
- 3) Introducing the concepts of continuing education and training and lifelong education.
- 4) Development of legislative frameworks that specify the role, responsibilities and the efficiency and specifications of the teacher.
- 5) Well qualifying teachers in educational institutions and raise their efficiency so they can teach curriculum assessments efficiently and proficiently and to cover the deficit in educational institutions.

- 6) The upgrading and rehabilitation of supervisors to ensure the upgrading of their performance.
- 7) Raise the efficiency of school administrations and rehabilitate supervisors so as to achieve the development of the management of educational basic and secondary education institutions.
- 8) Raise the efficiency of social workers and rehabilitate them to raise the level of social services provided by educational institutions for students and teaching staff members.
- 9) Raise the efficiency of teachers and rehabilitate them to play an active role in educational institutions.
- 10) Develop technical and educational specifications and standards for each specialized discipline.
- 11) The establishment of sub-centers for the purpose of training the human cadres of educational institutions constantly, and these centers work under the supervision of the teacher training center.
- 12) To implement all that was mentioned the general center for teachers training has been since its establishment providing training courses varied in terms of specialization, duration and places of application and the targeted trainees.

e) The effective organization of the formal and non-formal learning environments in order to ensure the inclusion of all learners.

- 1) Develop educational institutions for those with special needs and the mentally disabled.
- 2) Plug the existing shortage of teachers especially in the institutions geographically distant from city centers.
- 3) Reduce the need for collaborated and hired teachers in general.
- 4) Create additional educational media that supports regular school educational media.
- 5) Diversification of educational environments and to give the educational process a new dimension to include education outside the school.
- 6) Contribute to the consolidation of the concept of continuing education, especially for the elderly of both genders and of those who dropped out of continuing their education.
- 7) Contribute to the eradication of illiteracy and offer education opportunities for all.
- 8) Dealing with students' problems and their complaints and find solutions.
- 9) Pay attention to students who find difficulty in coping with the academic climate.
- 10) Taking care of students who suffer from weakness in educational attainment.
- 11) Care the talented and excellent students in educational and sportive, cultural and artistic fields.

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