The Great Socialist People's Libyan Arab Jamahiriya

The Libyan National Commission for Education, Culture and Science
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THE DEVELOPMENT OF EDUCATION IN THE GREAT JAMAHIRIYA

A national Report Presented to
The International Conference on Education

Quality Education for all Young People:
Challenges, trends and priorities

Session 47, Geneva
8-11 September 2004

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Prepared by a Committee of Experts

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Tripoli, 2004

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Introduction

The Great Libyan Jamahiriya is honored to correspond to the request made by the International Bureau of Education to prepare a national report on the Development of Education in the Great Libyan Jamahiriya, to be presented to the International Conference on Education at its forty-seventh session, which will be held in Geneva-Switzerland, 8th to 11th September 2004. This conference will deal with ((***Quality Education for All Young People: Challenges, Trends and Priorities***)).

This subject requires dealing with educational issues at the beginning of the Twenty-First Century, especially concerning reforms, achievements and challenges, and education for social inclusion, gender equality and education for sustainable development. Led by the titles and main themes that were determined to prepare this report, the process of collecting the data for this report and its analytic contents took into consideration to give an accurate image of the development of the Libyan educational system, at the same time, making clear the efforts made to reform and develop education for the 21st century society. All of this was presented through two interrelated sectors; the first one considers the global development and the world trends as presented by UNESCO and all other international organizations working in the field of education, the second sector deals with the Libyan society's uniqueness considering social and cultural aspects. For the sake of this the educational policy in Libya always works to prepare young people to live together in a shared world, and prompt peace and cultural dialogue between peoples of the world, and discarding and forms of racism and wars. The Great Libyan Jamahiriya believes and emphasizes that education for young generations is the first steps in the way to world peace and sustainable human development.

This report has dealt with the presented subjects through two main themes or parts; the first one deals with the educational system at the Beginning of the Twenty-First Century: an overview, within this theme the report observes the main reforms which took place and achievements accomplished, also the major challenges and problems that need to be faced and over come more study, planning and work by planning and implementation. The second part has dealt with the quality of education given to young people in Libya, especially education for gender equality, and this goal has been proudly achieved in Libya, because practically in Libya today nobody speaks or complains of any gender discrimination to access education, and to make use of education in personal growth, social movement, improvement of living standards, improvement of life quality, enjoyment of culture, literatures and arts, access to better job opportunities. Also there is education with a social content, which is designed to educate and care for special social categories of the population that need more than just education but need a special kind of education. To increase the influence of education in social development Libya has innovated free community education financed and managed by citizens. This type of education composed of all forms of education and on all levels, to participate with the official public education in the spread of knowledge, culture and science among all people. Libya's main principle is that education and knowledge are natural rights for every human being,

and there is no law ever or anyone who can prevent a human to access education, culture and knowledge, for it is an eternal natural human right.

Libya is highly concerned with education and struggle for a better life, especially the modern life that is imposed by the developments of the society of knowledge, communication and information. Therefore, thousands of educational Libyan institutes are prepared to achieve this goal, to train the Libyan student to live actively and positively in the 21st century society, the society of globalization and knowledge. Libya also was concerned, as emphasized by this report, with education for sustainable development with all its present and future human dimensions and standards. Then the report presents Libya's efforts to encourage and emphasize the role of teachers in the innovation and re-qualification of education, for Libya believes and considers the teacher one of the main keys of human development, he is even the creator of this cultural transformation, and the builder of the future society in the 21st century. The teacher is indisputably prepares minds, guides feelings and builds values which are capable of building the 21st century with various knowledge production skills. Libya would like to express many thanks to UNESCO for its concern with education, science and culture, and urges UNESCO to organize a global conference on the Teacher and his role in the development of the 21st century civilization.

Dr. Bashir A. Said Lagga
Secretary-General of the Libyan
National Commission for UNESCO

Tripoli, 2004

General Introduction

This report mainly deals with the elements mentioned by UNESCO in its circular letter, No. (ED/BIE/Confented/47/RN), dated 30/9/2003, that was dispatched to all national commissions around the world concerning the preparation of national reports on education development for the 2004 International Conference on Education at its forty-seventh session, that will be held in Geneva-Switzerland during the period of 8 to 11 September 2004, and it will deal with ((*Quality Education for All Young People: Challenges, Trends and Priorities*)).

According to UNESCO's circular letter, this report was divided into two main parts; the first part deals with the Libyan Educational System at the beginnings of the 21st century in a comprehensive overview to evaluate all educational reforms that were accomplished during the past period. In the context of this analytic view the report mentions the main achievements and reforms that took place in Libya as an aim to develop and improve the educational system so as to go with the cultural and scientific development in the world, and serves the goals of the Libyan society to achieve sustainable and comprehensive development. In this context, the report presents the major challenges faced by education in Libya, either due to the uniqueness of the Libyan society and its development or because of the scientific, technological, economic and social transformations and developments that are witnessed by the entire world including Libya. Therefore, it was natural and logical for some problems and challenges to appear due to local and international factors, and Libya is working through various means of planning and managing to deal with these challenges, taking into consideration that Libya is a developing country that calls for human development and world peace, mutual understanding and cultural dialogue between all peoples, cultures and societies of the world, with respect to the national uniqueness of Libya and cultural differences. Libya's view is always a source of enrichment and human cultural creation. We should never look at life and culture from a one sided view, but we should consider it natural for life and culture to have multiple and various forms and types. Libya derivers this attitude from international United Nations declarations and agreements, thus, the Great Jamahiriya supports UNESCO in the use of education, culture and science for building a universal human culture that is flourish and rich with its multiple cultures, races and cultural and social systems, for the human being's variation in arts, sciences, literatures, customs, and traditions. Man is always a brother to man, loves him and supports him for the human relation and the shared living and work, for the good and welfare of all.

Libya's national report for the 47th session of the ICE has analyzed and presented a comprehensive overview of the development of the educational system at the beginnings of the 21st century, with special emphasis on the main reforms that took place and the quantitative and qualitative achievements accomplished and required continual development and reform of the educational system to go with the international trends and the uniqueness of the Libyan society. Libya realizes that any educational system has to achieve national development in the light of international development, and the need of shared living for all societies and peoples, in a world of peace, development, mutual understanding and cultural dialogue.

In addition to the mentioned above, the report presents the efforts made to make use of education for the social contents and social inclusion of all categories of the population, including the social categories that need a special kind of education, such as the handicapped and the deprived or those who need a special educational treatment due to their special position, such as women in rural areas or the children or young people who were dropped out of various educational levels. All of these categories are considered in the Libyan educational policy as part of the sustainable development efforts, which Libya aims to affectively implement. To accomplish this national report on education development in Libya states that all of these hopes and ambitions that appear at the horizon of the 21st century cannot become a reality unless the teacher fully takes the lead. The teachers are really the leaders of educational reformation for the 21st century. Therefore, Libya has initiated many plans to improve the teacher's scientific, social, economic, cultural and professional state, due to Libya's absolute belief in the teacher's role in achieving real education to build a better society for the 21st century.

The Great Libyan Jamahiriya would like lastly, to draw many thanks and appreciation to the International Bureau of Education for its faithful and creative efforts for the dissemination of knowledge and education among young people, and educating them to build a better society guarded by noble human values, these are the values of peace and mutual understanding and shared living between all human beings, what ever were their colors and cultures. We are as an old African proverb said (*All People are relatives and neighbors*). We live in a one global village, and we must all work together to make it the best village on earth.

* May Peace Be Upon You *

The Libyan National Commission for UNESCO

Tripoli, 2004

The Education System at the Beginning of the Twenty-First Century: an Overview

1-1 Major Reforms
First – General Basis of Education and Training in Libya:

Libya has realized the important role of education in speeding up the pace of human development of the society for a future that achieves the freedom and destiny of man, and in which the individual lives a happy life that is free from the overwhelming impact of illness, poverty and ignorance. Thus, the general philosophy of education in Libya included sublime and noble principles, among these are the following:

1- Education is the effective instrument to prepare human development needed to achieve social and economic development.

2- Knowledge is man's tool to better know his environment and to invest the secrets and gifts Allah has put in him, which proofs His Almighty existence.

3- Admitting the interchanging influence and impact with the environment, the fact which makes necessary for man to protect it, according to bases of understanding relations and wisdom.

4- Investment in the field of education is a long term investment in the human capital, and it is the best alternative for un-renewable natural resources.

5- Education is a tool for society development, so as to face its challenges successfully, and to fulfill its needs and to secure a foothold towards cultural progress and development.

6- Education is the way to highlight the positive role of the Arabic Islamic civilization in the human history, and what it has presented through history pace to enrich the universal civilization, also it is still capable of participating in building and advancement of the human civilization.

7- Education is the main tool to liberate the peoples' will and rescue them from all means of injustice, coercion and overwhelm inherited from the past eras of colonization.

8- Education is the way to highlight the shared aspects between Arab States, so as to achieve the Arab Unity that will ensure the progress of the Arabs and achieve their ambitions to live liberally on their land. Education is the way to achieve regional, international and human cooperation; such as the Arabic-African space or the Mediterranean space or the international space.

9- Education is the way to realize the transformations that occur on the global level, either those taking place in political, economical and cultural fields or those on the level of environment destruction resulting from the misuse of these transformations, thus, protecting earth and what ever living on it, and disseminate the culture of peace and tolerance among various peoples and groups of different cultures.

Second – Legislations, Decisions and Laws of Education

1) The Constitutional Declaration issued by the Revolutionary Command Council (RCC) on 11 / 12 / 1969.
2) The Third World Theory as presented in the Green Book.
3) The Education Law No. (34) for 1970 issued by the Revolutionary Command Council.
4) The decision of the Youth Minister No. (19) for 1972 concerning the organization of kindergartens.
5) Law No. (95) for 1975 concerning compulsory education.
6) Law No. (12) for 1977 concerning technical education.
7) The General People's Committee decision No. (11) for 1980 concerning the implementation of illiteracy and adult education programs.
8) The General People's Congress decision issuing the approval of the project of the new educational structure, 1981.
9) The General People's Committee decision No. (459) for 1984 concerning the Home Education bylaws.
10) The General People's Committee decision No. (670) for 1987 concerning the establishment of the Open University.
11) Law No. (5) for 1987 concerning the Handicapped people, the law states the handicapper's right in training, education, boarding and home services.
12) The General People's Committee decision No. (540) for 1992 concerning the Free Education Bylaws.
13) Law No. (317) for 1993 concerning the internal organization of the information and media secretary, which includes the establishment of the childhood culture department, subordinate to this department are the unit of childhood literature and the unit of childhood arts.
14) The General People's Committee decision No. (624) for 1993 concerning the bylaws of organization of free vocational education and training.
15) The General People's Committee decision concerning the establishment of the National Center for Education Researches and Training.
16) The General People's Committee decision for 1998 concerning the organization of kindergartens.
17) The General People's Committee decision No. (13) for 1999 concerning the reorganization of the National Center for Educational and Training Researches.
18) The General People's Committee decision No. (273) for 1999 concerning the determination of student density in schools.
19) The General People's Committee decision No. (278) for 1999 concerning the reorganization of Higher Teacher Training Institutes.
20) The General People's Committee decision No. (281) for 1999 concerning the restructuring and reorganization of Universities[1].
21) Other laws related to education from 2000 up to present time.

Third - The General Goals of Education and Training

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[1] These legislations were quoted from ***the Libyan National Report concerning Education for All for the year 2000,*** the Arabic Regional Conference on Education for All, the evaluation of the year 2000, Cairo, 24 – 27 / 1 / 2001.

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

1) Spreading and emphasizing the principles of the third universal world theory, so as to create a new public culture based on the society origins and the abilities of its citizens to embody a New World culture.

2) The educational system should contribute in the construction of the society, economically, socially and culturally, that is by focusing on the development of the individual's skills and abilities, to ensure his/her positive and active contribution in the progressive movement of the society.

3) Ensure the uprising of an enlightened generation aware of its rights and duties, capable of handling its responsibilities by developing its self-confidence and the ability of expression.

4) Education should lead to a deep feeling of the Arabic originality, and its ability of interaction, and develop the feeling of belongingness to this originality, a development that makes the individual proud of it, and works hard to achieve unity among its people by:

   1. *The development of feelings of national loyalty and the fateful connection and cooperation with the Arab nation.*
   2. *Emphasizing the grace of the Arabic Islamic cultural heritage, so as to be a motive for progress in the enrichment of the human civilization.*

5) Developing the feeling of geographical belongingness to the African continent, which the Arab world forms a part of it.

6) The individual should be free to choose his/her field of study, as means to develop his/her skills and talents so as to practice some job or vocation or to continue with his/her education.

7) The educational system should be open for all in all types of specialization, which will result in the transference between the various educational paths.

8) The educational system should lead after the basic education level to specialized job paths that prepare its graduates to take part in the fields of labor force and production, and the ability of social interaction or to continue with the specialization path.

9) The educational system should lead to the training of technical and vocational efficient cadres, who are trained to make use of scientific planning methods, and the use of modern advanced technical means and instruments, to develop knowledge and to discover new means and ways of production.

10) The technical and vocational education should be a basic part of the educational components at all levels especially the intermediate education level.

11) The educational system should ensure the promotion of the balanced construction of the society in terms of cultural patterns and technical means.

12) Arabic language should be the language of education at all levels, and promote this language's originality and aim for its development .

13) Teaching the Holy Koran and the study of Koranic sciences, and encourage the talented in this field, which will contribute in the spread of the reading and teaching of the Holy Koran.

14) Total elimination of alphabetical illiteracy, and fighting against vocational and technological illiteracy among all society individuals, who are at the work age, and spreading the technological culture on a wide range and by the use of all available means.

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

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

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

Fourth - The Administrative Structure of the Educational System in Libya
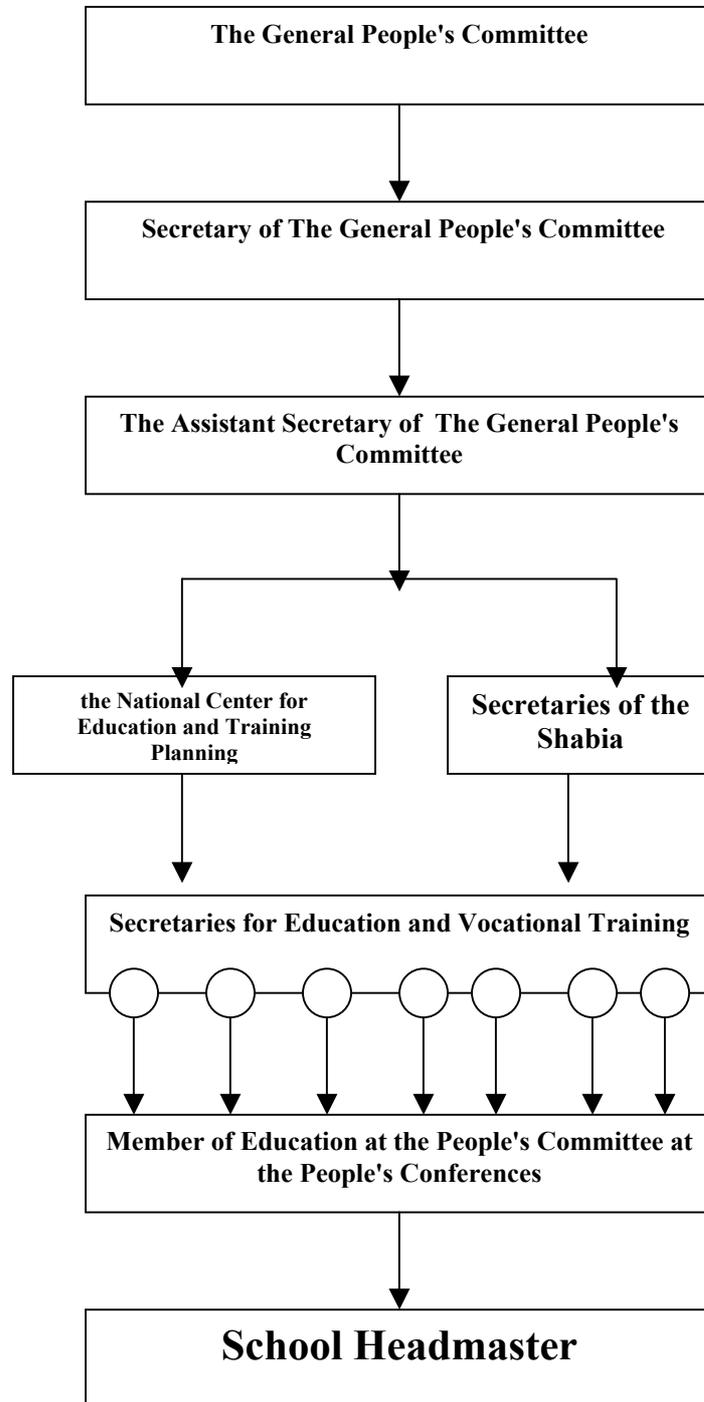
Education is managed through the people's committees in the District (Shabiat). Libya is made up of (32) Shabia (municipality), three administrative districts and (350) basic peoples' conferences. In each basic peoples' congress there is a member responsible for the management and follow-up of education and training within the administrative borders of his Shabia In each Shabia there is an assistant secretary for education affairs who is selected from among the members of education in the basic peoples' conferences.

These members and the assistant secretaries Shabiat form the General People's Committee for Education and Vocational Training. This Committee is headed by the Secretary, who is selected by the General People's Congress (the highest legislative authority in Libya). Since 2000, the General People's Committee for Education and Vocational Training has been annulled, and all of its responsibilities moved to the Shabiat, and meetings concerning education are now headed by the assistant secretary of General People's Committee.

The member responsible for education in the Basic Peoples' Congress is in charge of education follow-up and the implementation of educational policies within the administrative borders of his Shabia. On the other hand the Shabia's Secretary is responsible of the implementation of education and vocational training policy within the borders of his Shabia. Al Lillajnna Shabia Al-Amma, (the General People's Committee) is responsible of the implementation of educational policies in the Libyan Arab Jamahiriya. The

following figure (1) shows the Administrative Structure of the Educational System in Libya.

Figure (1)
**The Administrative Structure of the Educational System in Libya**

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│        The General People's Committee        │
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                      ▼
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│  Secretary of The General People's Committee │
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┌─────────────────────────────────────────────┐
│  The Assistant Secretary of  The General     │
│           People's Committee                 │
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            │                      │
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┌──────────────────────┐   ┌──────────────────┐
│  the National Center │   │  Secretaries of  │
│  for Education and    │   │     the Shabia   │
│  Training Planning    │   │                  │
└──────────────────────┘   └──────────────────┘
            │                      │
            ▼                      ▼
┌─────────────────────────────────────────────┐
│  Secretaries for Education and Vocational    │
│                 Training                     │
│   ○   ○   ○   ○   ○   ○   ○                  │
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   │   │   │   │   │   │   │
   ▼   ▼   ▼   ▼   ▼   ▼   ▼
┌─────────────────────────────────────────────┐
│  Member of Education at the People's         │
│  Committee at the People's Conferences       │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│            School Headmaster                 │
└─────────────────────────────────────────────┘
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Fifth – the Educational Structure in Libya

The Educational System in Libya includes five stages; these are:

1) **Kindergarten:** for two years and it enrolls children aged 4 and 5 years.
2) **Basic Education** is divided into three parts:
   - *The first part is for three years, enrolling the age group 7 to 9 years.*
   - *The second part is a three year course enrolling the age group 10 to 12years.*
   - *The third part is for three years, enrolling the age group 13 to 15 years.*
3) **Intermediate Education (Secondary)**: it extends for three to four years, and it includes specialized secondary schools and technical and vocational centers and institutes, enrolling the age group 16 to 18 or 19 years.
4) **University Education**, including universities, higher institutes and higher technical and vocational centers, the study period lasts from 3 for some higher technical institutes to 6 years for some university faculties.
5) **Post-graduate Studies** include M.A. (Masters) degree, and Ph.D. (Doctorate) degree, and an advanced diploma in various specialization areas.

The following figure (2) shows the educational structure in Libya

Figure (2)
The Educational Structure in Libya
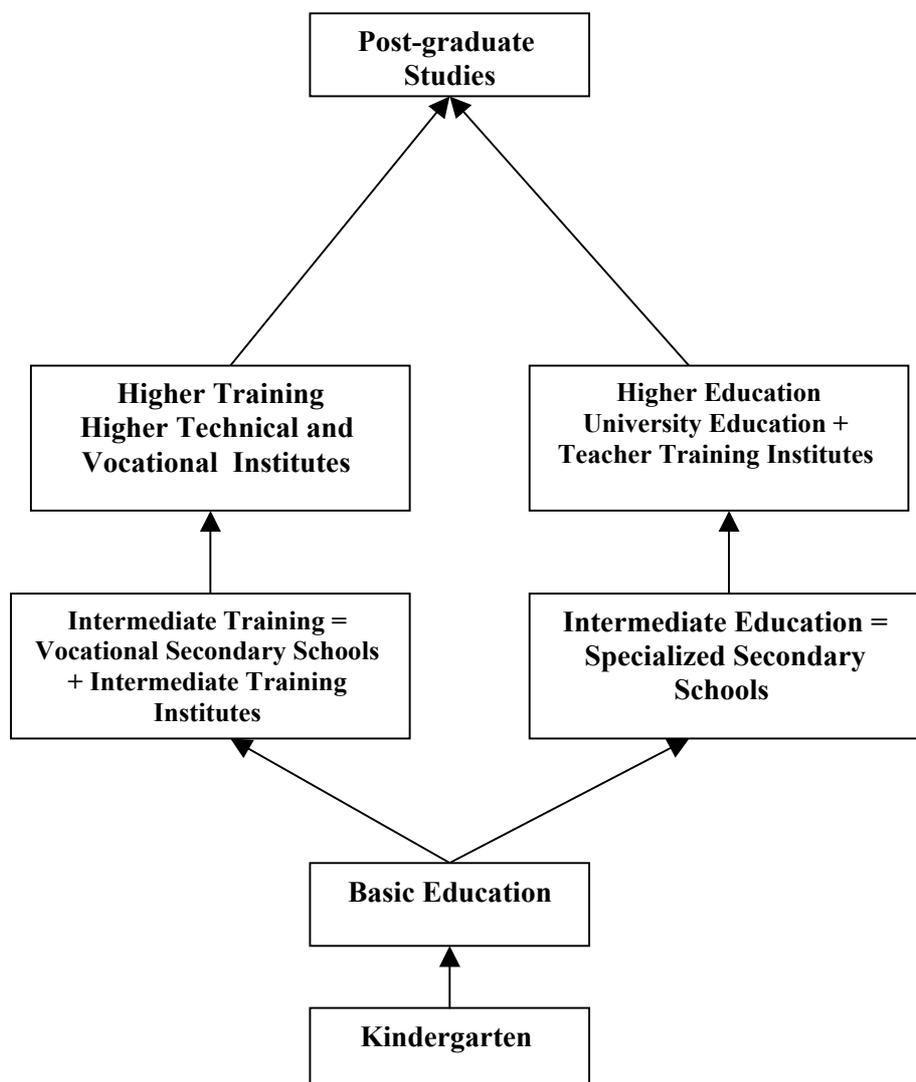
1- 2 Major Achievements

First – Kindergartens

All psychological and educational studies emphasized the importance of early childhood care in building the child's personality. This fact was proven to be right since the beginnings of the past century, when early childhood care started with encouraging the kindergarten movement by several educationalists and child psychologists.

The social and economic development of Libya has witnessed during the last half of the 20th century special efforts made and stress was put on education including illiteracy, adult education and technical skills. The development of the new educational structure during the early eighties of the past century resulted in kindergarten progress to become a basic educational stage in the public educational system, but due to Libya's geographical and economical circumstances during the nineties of the 20th century the spread of this kind of education was delayed. The Libyan educational authorities recognized the importance of kindergarten education, therefore, it became a basic educational level and formed a main step in the educational system of the new educational structure. Among the educational and developmental goals of kindergarten education are the following:

1- Providing suitable conditions for the child's growth and personality development.

2- Guiding the child's spontaneous activities to become an intentional systematic behavior.

3- Building up desired norms, values and behavioral habits in the child's personality.

4- Stirring up the child's curiosity and helping him to notice the natural and social aspects around him.

5- Enriching the child's intelligence and developing his educational and learning skills.

6- Developing and improving the child's linguistic abilities and making easy his access with the social and material environment.

7- Developing the emotional, behavioral and moral dimensions in the child's personality.

8- Preparing the child to enroll in the basic education level.

The legislative concern with the kindergarten level and early childhood care is quit distinguished from a theoretical view, either on the practical real level, where the rate of children enrolled is still very low compared to the population rates of the official age group, for the year 2000 the rate reached only 9.7%.

The following table (1) shows the number of children enrolled in kindergartens on the official base and also the number of educational kindergarten institutes, teachers and classes for the academic year 2002-2003

Table (1)
the number of children enrolled in kindergartens on the official base
and the number of educational kindergarten institutes, teachers and classes for
the academic year 2002-2003

	District	No. Kindergartens	No. Classes	No. Students	No. Teachers
1	Tripoli	125	-	10221	1299
2	Benghazi	62	701	12793	1126
3	Geriyan	2	2	25	199
4	Musrata	12	107	2318	171
5	Darina	6	45	572	82
6	Eygdabia	6	45	821	215
7	Al-Mirgib	12	67	1037	123
8	Al-Goufra	10	-	639	88
9	Wadi Al-Hia	4	7	145	13
10	Bani Walid	2	12	240	15
11	Al-Marg	5	40	697	64
12	Al-Jfara	18	173	2382	298
	Total	**264**	**1199**	**31890**	**3693**

The local community's contribution in the financing of education led to an increase in the number of children enrolled in private kindergartens to reach a total of 20,000 children.

Most kindergarten teachers at present are female teachers who used to be basic education teachers, this situation resulted in the development of higher teacher training institutes to include a sector for kindergarten teacher training.

Second – Basic Education Level

Decision No. (95) for 1975 concerning obligatory education in Libya states that all Libyan children, males and females, should enroll in basic education and continue to educate until the age of (15), and work or training is not allowed before this age. This law obliges the child's parents to register their child in school when he/she reaches the age of six, if the parents fail to do this, they face legal punishment.

Libya is considered on top of the list of third world countries concerning the rate of children enrolled in first grade of elementary education. The National Report concerning Education for All for the year 2000 states that the appearing rate[2] of enrollment in basic education (AIR) reached (99.3%), and the net enrollment rate reached (96.4%). Basic education is considered the base of the Libyan educational system, which forms its human inputs through the various educational levels. The child at this educational stage is educated with a group of basic scientific, cultural and behavioral subjects, including; Arabic language, mathematics, Koranic studies and basic of physical and biological sciences, also taking care of artistic skills and protective environmental education. Due to the latest international developments in the field of communication and information technologies, some new educational subjects were add to this level such as computer technologies, human rights and English language. Education at the first years of this level is concentrated on teaching the principles of sciences deriving from the public to the private with the progress of this level. The teaching of this level includes theoretical sides and other practical sides. The teaching methods and the setting up of the curriculum follow the strategy of the transfer from the simple to the complicated, and from the known to the unknown, and from the touchable and realized to the unrealized, especially at the start of this level.

The number of students at the basic education and training level has reached during the academic year 2002/2003 (1.080,834) male and female student, including (523076) female students, with a rate of 48% of the total number of students, and the number of male students is (557758) with a rate of 51.6% of the total number of students enrolled at this level.

The Basic Education Teacher

The teacher is considered the cornerstone of the educational process, he is an integral part in the educational structure, in terms of the curriculum or the educational means and equipments. He is also an extension for the family's educational role for the student during his/her stay at school. Teacher is capable

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[2] The appearing rate (total) is the total number of children newly enrolled in first grade elementary school, ignoring the age, expressed as a percentage rate of the population at the school enrollment age. The net enrollment rate represents the number of children enrolled at the official school enrollment age (6 years).

of diagnosing, and most of the time, solving the student's educational, social and psychological problems.

Basic education teacher training sector has witnessed a noticeable development. The public teacher training institutes (two years after elementary education) have been replaced with intermediate training institutes (five years after preparatory education), and lately these were also replaced with higher teacher training institutes (four years after secondary education). These institutes are being at present evaluated and developed in terms of its sectors, curriculum and the educational qualifications of the trainees enrolled, so as to suit the curriculum of the new educational structure. New specialized departments in the higher teachers training institutions were developed, including; kindergarten sector and a department for one class teachers to teach the first three grades of basic education.

The number of basic education teachers during the academic year 2003/2004 has reached (188553) male and female teachers, including (42864) males with a rate of 22.7% of the total number and (145689) female teachers with a rate of 77.3% of the gross total number of basic education teachers. The rate of teachers to students has reached 6 students to every teacher. This is from a numeric view of teachers and students, but from a realistic view some scientific specializations, such as; mathematics, physics and chemistry suffer from a severe lack in the number of teachers.

Third – Basic Training Level

This is a one type of education and it aims to train students dropping out of basic education. Students to enroll in basic training education should have reached the age of 15, because the law obligates the child to stay in basic education until this age. In addition to the inclusion of basic education loose of students, this educational level aims to end vocational illiteracy and training skilled labor forces.

The number of basic training centers has reached (65) centers, all around the country, these centers employ (496) male and female trainers, these teachers training (1157) trainees. The study courses include training on several hand craft, building and agricultural jobs, such as; the use of agricultural machines, clipping, grafting and the use of insecticides.

Intermediate Education and Training

First – Specialized Secondary Schools

Specialized Secondary Schools first became an alternative for the public secondary education since its approval by the new educational structure in 1982. this new structure came into existence on a time of many local and international transformations on all social, economical and technical levels. In

addition to the communication and information rise during the last decades of the 20th century that forced the international educational systems to develop and change to go with the requirements of the new era, in that focusing on technical specializations and increasing the qualifications of graduates so as to compete on occupations locally and internationally. This matter forced the Libyan educational authorities to develop the specialized secondary education system as a technical secondary education, leading to vocational secondary education (vocational secondary schools) and teacher training institutes on the university level.

Despite the approval of the educational structure in 1981 and its application on the basic education level since mid eighties, but the cost of developing and equipping specialized secondary schools, in addition to the difficulties faced in distributing its educational plan and the composition of its curriculums, delayed its start to accept students until the last decade of the past century. It started on an experimental base, and its real start was during the academic year 2001/2002, when curriculum text books were available for the first two grades, and text books for the third and fourth grades were prepared by the start of the academic year 2002/2003. (387) specialized secondary school were assigned to replace the public secondary schools, including (17) scientific specialization. In the geographical distribution of these specialized secondary schools several changing aspects were taking into account, among these are the following:

1- The demographical structure of the population.
2- The economical activities of the district.
3- The labor market requirements, especially the local one.
4- The requirements of Economical and social development.

Due to the fact that these specialized secondary schools need special scientific and technical experience, the Libyan educational authorities cooperated with the UNDP and UNESCO to supply (110) specialized secondary schools with computer workshops, teacher training programmes for this educational level and supporting the composition of curriculum text books. In addition, laboratory equipments were provided and operating materials for the practical educational programmes of the specialized secondary schools.

The educational policy forwarded 40% of basic education graduates to specialized secondary schools compared to 60% forwarded to vocational secondary schools. The students enrolled in specialized secondary schools are divided as follows:

1- Basic Sciences Secondary School   *10%*
2- Life Sciences Secondary School   *9%*
3- Social Sciences Secondary School   *5%*
4- Engineering Sciences Secondary School   *9%*
5- Economical Sciences Secondary School   *6%*
6- Arts and Media Secondary School   *1%*

These specialized secondary schools developed in number and equipments, for in during the academic year 2003/2004 the number of these schools has reached (1100) fully equipped specialized secondary school, educating (194490) male and female students.

Students at these specialized secondary schools study for (4) years during which the first two years studies general subjects, after these two years the student specializes for the third and fourth years according to the following table (2) that shows the specialization sectors of each specialized secondary school:

Table (2)
The specialization sectors of each specialized secondary school
in Libya (2004)

	Specialized Secondary School	Specialization Sectors			
1	Life Sciences	Medical Sciences	Agricultural Sciences	*	*
2	Basic Sciences	Biology-Chemistry	Physics-Math	*	*
3	Engineering Sciences	Building	Electricity & Electronics	Mechanics	Natural Resources
4	Economical Sciences	Administrative Sciences	Finical Sciences & Banking	Information & Statistics	*
5	Social Sciences	Arabic Language	Religious Sciences	English Language	Social Sciences
6	Arts & Media	Fine & Practical Arts	Medial Arts	*	*

Training of Specialized Secondary Schools Teachers

Due to the fact that public secondary school teachers were not trained to teach in specialized secondary schools, and that higher teacher training institutes could not develop specialization departments to go with the specialization departments of these schools, the educational authorities adopted the policy of holding several specialized training courses for graduates of higher education institutes, from various specializations, social and practical, aiming to forward these teachers to teach in these specialized secondary schools. These specialized training courses were scientific and vocational courses, and they lasted for (8) months, after which the teachers, who successfully pass these courses are forwarded to the corresponding specialized secondary school.

The educational authorities considered this a temporary procedure to be followed until the higher teacher training institutes are developed and improved to suit the teaching methods needed for the specialized secondary schools. On the other hand, the vocational secondary schools are specialized to teach graduates of higher training centers after their vocational training through short term courses, also as a temporary solution until suitable departments are developed at these centers to train their graduates educationally and vocationally.

Specialized Secondary Schools Administration

The school which includes nearly (100) students or less is managed by one of its teachers, and the school that has (101 to 300) students is managed by an assigned full-time headmaster, but the school that has (301 to 500) students is managed by a headmaster and an assistant, and this last type of school has the following administrative structure:

Headmaster	**Assistant Headmaster**	**Administrative Secretary**
Warehouseman	**Medical Supervisor**	**Social Work Specialist**
Librarian	**Laboratory Keeper**	

The specialized and vocational secondary schools are built according to modern structural standards, including health, recreation and service standards, in addition to the study classes which include:

A- Study Classes for General Subjects.
B- Study Classes for Specialized Subjects.
C- Laboratories and Workshops for General Subjects.
D- Laboratories and Workshops for Specialized Subjects.

Second – Vocational Secondary Schools

Intermediate education of the new educational structure is composed of specialized secondary schools and vocational secondary schools as an alternative to the public secondary school. The intermediate (secondary) vocational education is considered the most important development in the educational system in Libya, where most of its graduates are forwarded directly to the labor market to fill in the severe lack in the well skilled vocational and technical labor forces, and to improve the national production rates, also to decrease the number of students in higher education institutes. These secondary schools include five main vocational specialties, these are:

1- Mechanical Vocations, these include ten specializations:
    a- General Mechanics
    b- Welding & Steel Iron Works
    c- Elevators Technology
    d- Foundry
    e- Car Mechanics
    f- Agricultural Machines Mechanics
    g- Carpentry & Furniture Upholstery
    h- Heavy Vehicles Mechanics
    i- Manufacturing Tools and Equipments
    j- Air-condition Maintenance

2- Electricity Vocations, these include ten specializations:
    a- Computer Technologies
    b- Industrial Electrical Extensions
    c- Transformation & Distribution of Electricity Power
    d- Computer Software

e- Operation Control & Measuring Devices

f- House Electrical Extensions

g- Television & Radio Devices

h- Telephone & Telecommunication Devices

i- Electrical Tools Maintenance

3- Engineering Vocations, these include seven specializations:

a- Building, Bricks and Concrete

b- Paving & Tile-laying

c- Concrete Carpentry

d- Coating & Decoration

e- Plumbing & Sanitation

f- Architectural Design

g- Land Survey

4- Hostel Vocations, these include four specializations:

a- Hotel Management

b- Food Production

c- Frontal Circles

d- Serving Arts

5- Fishery Vocations, these include two specializations:

a- Fishing

b- Boat Building

The number of trainees at these vocational secondary schools has reached (59318) male and female students distributed on (345) vocational secondary school. These students are taught and trained by (10030) teachers (trainers). Concerning the managing of these vocational secondary schools they are controlled by the same conditions and standards applied in the managing of specialized secondary schools.

Educational Curriculum Development

The educational curriculum is a development tool for the individual's personality from various aspects, thus, it is an ever changing and developing tool, in that as the change and development of the personality. Time and place are the two main transforming aspects that form the personality through its developmental stages, accordingly, the educational curriculum also is a tool of impact and influenced with these two aspects of change. The educational curriculum is the outcome of the surrounding environment and its contents; the tangible, social or cultural components, or its ability to lead man to change the environmental elements tangibly, socially and culturally, because the environment reduced time with the reduction of distances, and it made man capable of performing many works that he was busy with for many years in a few minutes and with less effort. All of this and more puts the educational curriculum among the priorities of all international educational systems.

Transformation and change applies also for the educational curriculums in Libya. The educational curriculum started in Libya with borrowed curriculums from some other Arab States, especially from Egypt. These curriculums gradually developed during the years of the revolution, until completely new curriculums were developed for basic education with the start of the application of the new educational structure during the last two decades of the 20th century. However, concerning intermediate education (secondary) curriculums changed completely with the start of the new millennium, as a result of the deletion of the public secondary system and the development of the specialized and vocational secondary schools as an alternative that can go along with the scientific and technical developments, especially in the field of information and communication, which made the outflow of knowledge so great that it required early and accurate specialization, so as the learner can obtain the necessary skills and experiences needed for the future job and to compete on occupations. Following are some general aspects of general educational curriculum developments during the last two decades:

First – Basic Education Curriculums

With the application of the new educational structure and the consideration of the primary and preparatory education stages as one stage (enrolling 7-15 years of age) and was named the basic education stage. An amendment was made in some educational curriculums, among these are the following:

1- Sciences and Mathematics.
2- Development of technology subjects.
3- Developing the contents of some social subjects, including subjects such as history, geography and society.
4- Developing the content of the Arabic Language subject.
5- Developing the content of the Koranic education subject.
6- Adding the English language subject to be taught starting from the fifth grade of basic education.
7- Adding the computer subject to be taught starting from the fifth grade of basic education.
8- Adjusting science curriculums so as to deal with subjects of environmental education.
9- Adding subjects on human rights to Islamic education subject curriculums and reading subject text books and al-jamahiriyi society subject.

The mentioned above adjustments were made during the academic years (1984-1988). During the academic year (1989/1990) curriculum text books were recomposed and the content was totally developed of all study subjects of the basic education level. In the re-composition of these text books the experiences of teachers and education experts was taken into account,

especially concerning the content and its suitability with the pupils' skills and mental ages.

Based on the educational authorities' concern to maintain the best quality of the educational curriculums, cooperation concerning this matter was made with educational Arab and international organizations, such as ALECSO and UNESCO. Also workshops were held concerning these new curriculums, in which many education experts from these two organizations took part, in addition to text books authors and Libyan education experts, and the recommendations of these workshops were applied in concern.

Anyhow, the department of educational curriculums at the national center for education planning is continually following up the current educational curriculums, so as to be updated to go with the scientific and technical development, by continual evaluation of curriculums by education experts, also observing any passive factors appearing during its actual application in schools, through the permanent connection with teachers, inspectors and school headmasters, and receiving their notes and responding to them by organizing joint workshops with people of experience in this field.

Second – Intermediate Education (Specialized and Vocational Secondary Schools)

The intermediate specialized education aims to graduate cadres to either directly enter the labor market or continue their university education. In addition, this type of education polishes up the student's personality behaviorally, culturally and up raising his awareness of the world he is living in. The design and writing of such curriculums requires distinguished scientific skills and abilities, so as these study curriculums considers the following:

1- The requirements of the labor market concerning vocations, skills and qualifications, that enables the graduate to be vocationally trained.
2- The theoretical, knowledgeable and practical requirements that enables the graduate to join the higher academic education.
3- Improving the learner culturally, socially and behaviorally to be capable of presenting a balanced personality that makes use of technology as means not a purpose in its self.

In order to achieve the mentioned above goals, the composition of the curricular books for the specialized secondary schools went through many stages; it first started with the development of the lexis of the subjects in cooperation with UNESCO and a team of national experts, then reviewing the lexis by specialized technical, vocational and educational committees. The second stage was to write these curricular books through the scientific research centers, which will in turn contract with specialists including; experts and university staff members. The third stage was to carry out evaluative studies concerning these curricular books through the educational and teacher

observation department and the study curriculums department at the national center for education planning. These evaluative studies included many workshops during which all notes and criticisms concerning the curriculums were studied and the necessary amendments were made, either by correcting, deleting or re-creating some study curriculums.

Following are some examples of the standards that should be available in the curricular book for the education and training levels:

1- The book should conform to the society's philosophy and goals.
2- The book's contents should match the goals of each level and the general goals of the study subject.
3- The book should suit the students' abilities and their needs of knowledge, sentiment and skills.
4- The book's information should be updated and comprehensive.
5- The book should balance between theoretical and practical information through practical examples.
6- There should be a reliable list of basic references at the end of the book that can be used when needed.
7- The book's size should be suitable for the targeted age group and does not contain any monotonous repetition.
8- The book should be clearly printed of a good quality of paper, including the printing of figures, numbers and drawings.
9- The book should contain various types of practice exercises at the end of each of its chapters.
10- The book should contain suitable illustrations that is included according to the scientific subject and the age group that is studying this book.
11- The book should be written by an author, who is well known for his scientific and educational qualifications, and who is aware of the society's real life, the learners' needs and the goals of the educational level the book is written for.
12- The book's content should be gradual in order, logical and its subjects should be systematically related.
13- The book's content should be related and integrated with the study subjects that is horizontally and vertically related.
14- The book's content should clearly explain the general basic laws, facts and principles in a field of specialization.
15- The book's information should be accurate, updated and can be easily applied.
16- The teaching of the book should be based on simple educational subjects locally available if possible.
17- The author of the book should move on through the book's contents from the simple to the complex, from the known to the unknown, and from the tangible to the intangible.
18- The book should encourage the learner to use various training techniques, such as investigation, dialogue, the problem solving method

and other techniques used according to the nature of the educational level.

19- The book should encourage interactive learning, i.e. the learner active in the lesson scheme, and obtains knowledge by observation, experiment and application.

20- The book should encourage the development of the skill of knowledge acquirement, and to make use of it in facing daily life problems.

21- The book's illustrations should be clear, accurate, variant, updated and sufficient.

22- The book's illustrations should be directly related with the book's content and aims to simplify the book's subject and make it easy to comprehend and transfer to practical experiences.

Higher Education

First- Higher education, university and advanced study, is considered a significant and an important factor in supplying the educational, productive and research sectors with the highly qualified and well trained technical cadres, who are capable of leading the various types of society institutions by uprising their performance, improving their management and developing the quality of its services or products. Therefore, the higher education level is considered an important educational stage that is usually enrolls distinguished intermediate (secondary) education graduates.

The university and higher education level in Libya, as in other Arab states, is characterized by some properties that might prevent it from performing the desired functions. These properties are considered as obstacles facing this type of education. Among these properties are the following:

1- The increasing number of students enrolled in this educational level compared to the number of population is due to social, cultural and economic transformations, among these is the high-ranking social view of the value of a university education or an advanced certificate, despite its economic income or its role in up raising the rates of human development.

2- There is no need for so many for early enrollment in the labor market due to the well balanced economic aspects of the family.

3- The lower view of intermediate technical, vocational, and hand crafty jobs, despite its good economic income for the individual and the society.

4- The number of students enrolled in social and behavioral specializations has increased despite the accumulating number of their graduates who are searching for jobs (social sciences represent 65% of the university admission).

5- The educational acquisition has declined in some specializations due to the lack in the educational supplementary instruments, and the

unsuitable university interface for the processes of educating and learning.

6- Many of the university staff members are not educationally trained for the teaching process despite their specialized scientific skills that might be distinguished.

7- The lack of standards for choosing university teaching staff members and the need for increasing numbers of teachers due to the increasing number of students and universities, and the different study systems used by the different university faculties (i.e. the semester and the academic year systems), all of this and more led to the existence of some unqualified university teaching staff members.

8- The absence of fixed contracting standards with foreign teaching staff members opened a way for unqualified teachers to creep into the university teaching process.

Second- In the light of the above mentioned, concerning the importance of higher education and its role in the advancement of societies and the uprising of sustainable human development rates, the Libyan educational authorities at the end of the last century aimed to broaden the base of university education to include all parts of the country, thus, decisions were issued to establish department universities in most districts (Shabiat) in order to transfer knowledge sources to students where ever they were.

According to this horizontal broadening philosophy of universities fifteen universities were established under the name of department universities, in addition to six main universities and three universities of a special nature. The following table (3) shows the number of universities and their locations for the academic year 2003-2004.

Table (3)
The Number Of Universities And Their Locations
For The Academic Year 2003-2004

	University	Educational Interface	District (Shabia)
-1	**Seventh of April University**	Faculties	Zawia
-2	**University of El-Fateh**	Faculties	Tripoli
-3	**University of Gar-Younis**	Faculties	Benghazi
-4	**University of Sabha**	Faculties	Sabha
-5	**El-Tahadi University**	Faculties	Sirt
-6	**Omar El-Mukhtar University**	Faculties	Baida
-7	**Al-Mergib University**	Faculties	Khoms
-8	**University of Darna**	Departments	Darna
-9	**Gouba University**	Departments	Baida
-10	**Marag University**	Departments	Marag
-11	**Wahat University**	Departments	Adgdabia
-12	**Kofra University**	Departments	Kofra
-13	**Gofra University**	Departments	Gofra
-14	**Bani Waled University**	Departments	Bani Waled
-15	**Musrata University**	Departments	Musrata
-16	**Gfara University**	Departments	Gfara
-17	**Sakr Africia University**	Departments	Nalut

	University	Educational Interface	District (Shabia)
-18	**Subrata and Surman University**	Departments	Subrata & Surman
-19	**Ghyrian University**	Departments	Ghyrian
-20	**Yefran University**	Departments	Yefran
-21	**Nikat Kams University**	Departments	Zwara
-22	**Al-Hizam Al-Akter University**	Departments	Gydabia
-23	**Mizda University**	Departments	Mizda
-24	**Al-Masera Al-Kubra**	Departments	Boutnan
-25	**The Open University**	Special Nature	Tripoli
-26	**Al-Asmaria University**	Special Nature	Zlitan
-27	**Naser University**	Special Nature	Tripoli

Note: In June 2004, these universities were re-organized to become (9) public universities in Libya, in addition to one university that has special nature; specialized in Islamic Sciences (Al-Jama Al-Asmaria) in the city of Zlitan.

Third- The number of university students for the academic year 2002-2003 has reached (222976) among these are (115277) female students and (107699) male students. The rate of female students to male students in the main major universities has reached (51.8%) while this has reached in department universities (57.4%). It is believed that this increase of female students in department universities is due to the rate of students enrolled in fields of social and behavioral specializations, for female students desire to study such fields rather to study applied sciences. In all universities the number of students enrolled in social and behavioral sciences is higher than the number of students studying applied sciences, the rate of students who study social sciences, literature and law in the main major universities has reached (53.7%) while it reached (70%) of the total number of students in department universities.

The number of faculties in the main major universities has reached (74) faculty comprising (438) specialized department. The number of departments at department universities has reached (152) department comprising (15) scientific specialization.

Fourth- The number of teaching staff members at the public major universities for the academic year 2002-2003 has reached (6214), among these there are (54.5%) Libyan nationals and (20%) contracted foreigners, and (25.5%) Libyan and Non-Libyan corporative. The rate of teacher/student has reached (1/24) despite the scientific specialization.

On the other hand, at the department universities the total number of teaching staff members has reached (2986), among these there are (19.3%) nationals, (23.7%) foreigners, and (57%) corporative. The teacher/student rate has reached (1/17), and if this rate was restricted only to Libyan nationals the teacher/student rate will be (1/89), this rate applies for the total number of students and teaching staff members, but if we take the change of specialization into account this rate will extremely vary, for it will reach (1/133) in law specialization for example in some universities and it will reach (1/3) in agriculture in other universities.

The mentioned above rates and numbers show us how the expansion of university education was not based only on scientific studies in terms of the economic profit or the academic performance level, although the decisions issued in concern emphasize such a thing. For instance, these decisions determine the rate of students to enroll in scientific specializations at specialized secondary schools to be (15%) only for social humanitarian specializations compared to (85%) for applied specializations, but in many districts (Shabiat) this rate was not observed.

Fifth- Advanced Studies Programmes (Graduate Studies)

Libya adopts the advanced studies abroad policy for some applied specializations, in addition to the local advanced studies in most scientific specializations. The number of advanced studies students inside the country has reached (8013) for the academic year 2002-2003. These local advanced studies included a diploma called the advanced studies diploma, that is followed afterwards by research and thesis writing to obtain MA and MSc degrees, and Ph.D. degree in the field of social and behavioral sciences. On the other hand most advanced studies of applied sciences are carried out by experimental researches. The local advanced studies are restricted to main major universities only, which follows a qualifying policy called (interior dispatching) where students studying at various universities enroll in the advanced studies programmes of main major public universities only, because these universities provide the financial resources and the staff that successfully supports these programmes.

Higher Vocational Institutions & Centers

1- Teacher Training Institutions:

There are (37)[3] teacher training institutions in Libya, distributed on the various districts (Shabiat) in the country. These institutions comprise (15) scientific specialization; these are:

1- Arabic Language	*2- English Language*	*3- History*
4- Geography	*5- Social & Behavioral Sciences*	*6- Physical Education*
7- Artistic Education	*8- General Specialization*	*9- One-Class Teacher*
10- Kindergarten Teacher	*11- Biology*	*12- Chemistry*
13- Physics	*14- Mathematics*	*15- Computer*

The number of students at these institutions for the academic year 2002-2003 has reached (23252), (16.5%) males and (83.5%) females. The number of teaching staff members has reached (1174), (9.8%) only Libyans, (36.3%) foreigners and (53.9%) corporative. The teacher/student rate has reached

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[3] The mentioned information concerns (24) institution only.

(1/25), excluding the corporative teachers the rate will be (1/57), and if the rate included only the national teachers it will be (1/225).

Concerning the study curriculums, as noticed the scientific specializations are still aiming to graduate basic education teachers. Due to the development in the educational structure to specialized secondary education and its new curriculums, these teacher training institutions had to be developed so as to include vocational training for the new intermediate education interface. At present, many studies are carried out concerning the addition of an extra study year at these institutions during which graduates of various university faculties are educationally trained to teach at specialized secondary schools.

Concerning the number of students at natural sciences and humanitarian specializations, it is noticed that a rate of (24%) of students study at departments of natural sciences compared to (79%) studying humanitarian sciences, this will lead to an increase in the number of humanitarian sciences teachers at schools, and a decrease in the number of natural sciences teachers. The lack in the number of national teachers also is considered a negative indicator, because it is not ensured that the corporative and foreign teachers will continue to teach, they might leave at any time, and also they might not be well qualified to teach at these institutions.

Concerning the management of these institutions, it should be managed by highly experienced and qualified scientific and educational personnel, because these institutions are considered academic university institutions, where graduates obtain a BA or Bscien. degrees. The teacher is among the main elements of the school educational interface, he is an integral part for the gaps and lacks in the study curriculums or for and shortage in the educational environment.

Higher Vocational Centers

These centers are considered part of the higher education stage, and the study period at these centers extends to three years after which the graduate obtains a diploma in his field of specialization. During the years of study special emphasis is put on practical training, so the graduate can take place in the labor market. Graduates of trainers training centers are guided to train at intermediate vocational institutions.

These centers comprise three specialization fields; these are:
1- Inclusive Vocations centers
2- Specialization Centers
3- Trainers Training Centers

These fields of specialization comprise (19) specialization sectors in various technical sciences. The number of trainees at these institutions has

reached (40207) trainee for the academic year 2002-2003, (20%) in computer vocations, (18.4%) in electrical vocations, (15.3%) general specializations, (10.5%) mechanical vocations, (10.2%) administrative and financial vocations, (9.6%) building and architectural vocations, (3.5%) architectural design, and (12.5%) other specializations, among these are; tourism vocations and hotel services, fashion design and décor arts, vocational safety and fishery.

The number of teaching staff members at these centers has reached (886) of MA and PhD holders, (42.5%) nationals and (57.5%) foreigners. The number of trainers has reached (2683) trainer, (45.6%) nationals, (12%) foreigners, and (42.4%) corporative. The teacher/student rate has reached (1/45) and the trainer/student rate has reached (1/15). The study and training curriculums of these centers is not unified yet. These centers are well equipped. There are (14) centers to re-qualify trainers by carrying out training courses and programmes that enable them to train at those centers.

1- 3 The Main Problems and Challenges

There is no educational system that dose not face some obstacles and challenges, but the size or weight of such obstacles and challenges varies from one system to another, according to the country's social, economical and geographical circumstances. The Libyan educational system faces at present some various types of challenges; among these are the following:

1- Training the Efficient Teacher:

A- Considering the previously mentioned presentation of the Libyan educational system, the reader might notice the quantitative and qualitative shortage of national teaching staff members and trainers for the intermediate (secondary) education and higher education level. This situation led to the contracting with foreign and corporative teachers, thus, this resulted in unbalanced performance rates and exhausted the budgets of educational institutions.

B- The current teacher training institutions were mainly established to qualify basic education teachers, and graduates of the previously so called (education faculties) teach students at the intermediate (secondary) education level. However, after the omission of education faculties in Libyan universities, the responsibility of teacher training for all education levels in general was taken by the currently existing teacher training institutions, with out taking the necessary development procedures. This matter required the addition of some new sectors and departments to suit the training needs for the teacher of each educational level by its own.

C- The innovation of the specialized secondary schools system, with new curriculums and specializations, added a new challenge facing

the teacher trained to teach according to the current teaching curriculums, this required a total review of the teacher training programmes.

D- Approximately (80%) of the number of basic education teachers who acquired intermediate training qualification, or who are specialized secondary school graduates, this situation required the re-qualification of these teachers to improve their performance.

2- The number of students guided to join the educational institutions according to the targeted specialization is not observed, this resulted in the an accumulation in the number of students studying humanitarian sciences on all levels, thus, this led to the accumulation in the number of unneeded graduates. This situation needs to be solved by severely applying the official decisions issued in concern.

3- Due to the innovation of department universities and higher teacher training institutions and other higher education institutions in an averagely short time, the buildings assigned for those institutions were not originally designed to be higher educational institute, thus, the educational university environment needs a lot of improvement.

4- Although a lot of money, presenting a high rate of the education budget, was spent to buy, settle and maintain the supplementary equipments and instruments for the educational process, but some institutions are still suffering from shortage in this concern.

5- The teaching strategies adopted by higher education institutions in Libya is still restricted to the traditional teaching methods such as (the traditional lecture) where often the method of dialogue and dissection can not be used due to the accumulating number of students at some specializations such as social sciences and literature.

6- The educational map is in it self forms an obstacle, because the desired specialized secondary school might not be possible to be available for the student who wants to join in.

7- the increasing number of students enrolled in higher education led to the increase in the number of universities, thus, this exhausted the education budget.

Community Education (Private) in Libya

First- Libya is considered the luckiest country among the third world countries in the field of education, Libya was capable since the rise of the revolution of providing basic education for all of its children. Intermediate Education paths

were varied, so as to enable all children to enroll in the specialization that suits their desires and abilities. University education opened its doors for students until the rate of students enrolled at the various university education levels (49.2%) of the total number of population of the year 2000, which are in the age of university education (16-24 years).

This increase in the rate on enrollment in education in Libya is considered a positive development indicator, but this became not enough to judge the performance and quality of the educational system, because the type of education and the quality of its outputs and the efficiency of performance of its institutions are the main standards approved to judge the performance of the educational systems. UNICEF states that last two decades of the 20th century witnessed a revolution in the field of education on the international level, it states that:" this revolution was based on two main pillars, and these are the access to a good quality of education… and that any view to the quality of education should not be restricted to the lesson plans prepared by the teacher, and supplying the class rooms with equipments, but the view extends more further than that, and it is linked with issues concerning gender equality, health and nutrition, also linked to issues dealing with local community and society involvement in the management of the educational system in its self……". These are the results of globalization. The quick appearance of new political, social and economical changes, and the vast development in technology and means of communication immensely influenced education, due to this the responsibility of education can not be totally handled by only one party, even if this party was the government it self. Partnerships in this field became a necessity, and the government's role is restricted only to ensuring the child's right to basic education, the other higher levels of education the government is responsible only to provide educational efficient personnel and to develop policies and standards, to clearly express the national view that is linked to a system of values, heritage and cultural uniqueness.

The changes mentioned above by UNICEF and other local, regional and international changes encouraged Libya at the early nineties to open the way for the community higher education, among these changes are the following:

1- The financing of education became an over burden to the government alone, due to the   increasing number of students enrolled in education.

2- The freedom in educational choice requires the development of some educational programmes and scientific specializations that can not be provided by the official educational institutions, especially that Libya is a country with a vast area where the number of students in one class room in some distant places is so small, which leads to an increase in the education values, and the educational map of the specialized secondary schools proves this.

3- The official education institutions adopt the education of generations' policy for life and to face the labor market, which made the educating of some specializations not among the goals of official education.

4- The globalization of the economy and the knowledge and information revolution forced all the international educational systems to develop and change. Private education is considered a step in the economical and educational restructure in countries of centralized educational systems. The private education is distinguished by the low number of students and the good choice of administrative and educational cadres, which results in graduates who are technical distinguished cadres and can compete to obtain job opportunities regionally and internationally, and this is an aspect that marked the history of private education in most other countries.

Second-   The General goals of Community Education in Libya

Community education is considered an integral part of the public educational system in Libya, thus, it aims to achieve the same goals of the official educational structure. Education in Libya is a central system, therefore, the community education can widen the verity of knowledge choices for the learners, such as adopting the teaching of some sciences or languages that are not taught in the public education institutions.

Third-   A Historical Overview

The so called (Free Community Education) in Libya means those education and training institutions that are financed and managed by the private sector, and ruled by laws and regulations issued by the government presented by the official educational authorities, thus, we can notice two types of private education; the first one is that free public educational system represented by Koranic schools and study groups and all sorts of ways and means of knowledge transformation that were commonly used in Libya after the eras of foreign occupation, thanks to this type of private education that maintained our Islamic Arabic identity.

The other type of private educational system is (free community education) that we are dealing with in this context. Legislations and goals of this type of education were supervised by the government and it is financed and managed by private institutions. We can follow the early beginnings of this type of education since the late fifties of the 20th century, when the ministerial decision No. (70) for 1958 was issued concerning private education. This decision included all that concerns this type of education; curriculum, management and education, also the environment of the educational institution and its working staff, and teaching and examination methods.

With the rise of the Great EL-Fateh Revolution in 1969, the view to education has totally changed. The revolution aimed to distribute education among all inhabitants, these aims were included among the laws of compulsory education and their regulations, and the most important of these laws was law No. (95) for 1975 concerning compulsory education, in addition to gender equality in education, and the opening of intermediate and higher education types for all.

At the time of generous expenditure on education during the seventies and early eighties, and the consideration of this type of education as being a distinguishing aspect among the social groups, private education diminished in Libya, excluding the those institutions that enroll foreign communities or those teaching languages. With the change of the economic conditions in Libya during the mid eighties and early nineties, the decrease of Oil costs and the noticeable increase in the number of learners, also the new international developments, Libya reviewed its private education principles and issued several decisions and laws and bylaws for the innovation and organization of what we call today free community education; among these decisions and laws are the following:

1- The General People's Committee decision No. (540) for 1992 concerning the bylaws of private free education.

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

3- Law No. (6) for 2001 issued by the General People's Congress concerning the Cooperative System in the field of education and health and its executive bylaw.

4- The General People's Committee decision No. (190) for 2001 issuing an executive bylaw for law No. (6) for 2001 concerning the Cooperative System in the field of education and health.

According to the mentioned above laws and the decisions issued by the districts (Shabiat) as being the local educational authorities, many individuals established schools in the form of an enterprise or community educational projects on the level of basic and intermediate education, in addition to some kindergartens, technical and vocational institutions and intermediate teacher training institutions. In a relatively short time hundreds of schools, institutions and universities were established, because many government authorities issued licenses to practice this job including; local peoples' committees and the community education department, however, higher education institutions and universities emerged during the early nineties of the 20th century. Due to the reason that the student can easily graduate from these schools and due to the difficulties facing many students when enrolling in the government's

universities (because students are ascribed to universities according to grade rates) and many students failed to finish their university education, these private schools became very common and found a profitable market, meaning that many students studied at these schools after their failure in government universities or due to the difficulty of enrollment due to their low study rates. These private universities became a shelter for many weak educational level students. The government now is doing its best to prepare a plan to treat this situation by reviewing these private universities and the reorganization and the supervision of these universities technically and scientifically. Last June 2004 many resolutions were issued, by which private higher education was re-organized, and followed certain standards, and rules in students' admission and other educational programmes.

The following table (4) shows the number of higher education institutions and the number of its students and their locations according to districts for the year 2002 in Libya.

Table (4)
The Number Of Community Education Institutions And The Number Of Its
Students And Their Locations According To Districts
For The Year 2003 In Libya

	District (Shabia)	Educational Stage	No. of Institutions	No. of Students
1	Tripoli	Higher Teacher Training	9	219
		Higher Institutions	96	1307
		Universities	25	3444
2	Benghazi	Higher Training	6	900
		Universities	2	231
3	Ghyrian	Higher Teacher Training	4	103
		Higher Training	8	886
4	Musrata	Higher Training	3	902
5	Nalut	Higher Training	2	110
6	Adgdabia	Higher Training	5	282
7	Guba	Higher Training	2	204
8	Mizda	Higher Training	5	196
		Higher Teacher Training	3	75
9	Merghb	Higher Training	7	650
10	Gufra	Universities	1	0
		Higher Teacher Training	4	294
11	Wadi Al-Heya	Higher Training	3	520
12	Subrata & Surman	Higher Training	3	425

	District (Shabia)	Educational Stage	No. of Institutions	No. of Students
13	Butnan	Higher Training	1	170
14	Murzg	Higher Training	1	39
15	Sirt	Higher Training	2	1148
16	Zwara	Higher Training	4	1414
		Universities	1	57
17	Gifara	Higher Training	16	1728
		Universities	1	56
	Total		214	15360

Also table (5) shows the number of trainees at various education and training levels in Libya for the academic year 2003.

Table (5)
The Number Of Students and Trainees
At Various Education And Training Levels In Libya
For The Academic Year 2002-2003

Stage	Education	Training	Total
Kindergartens	30603	*	30603
Basic Education & Training	1080834	1157	1081991
Intermediate Education & Training	257006	59318	316324
University Education	222976	40207	263183
Teacher Training Centers & Higher Institutions	23358	*	23358
Local Advanced Studies	6237	*	6237
Advanced Studies Abroad	3522	*	3522
Higher Community Education	27900	*	27900
General Total	1652436	100682	1753118

* the number of students of the public community education is not included in this table.

In summary, the main problems and challenges faced by the educational system are:

1- The increasing demand on education that requires continual development in educational utilities and its equipments.

2- The improvement of education quality so as to cope with problems usually resulting from the increase in quantity.

3- Ensuring the financial resources and expenditure on education for its improvement and development.

4-	Continual training to face the developments in the educational process and the development in knowledge and sciences.

5-	The balance and link between the labor market needs and the students' necessary desires[4].

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[4] Some corporative activities in education, which were mentioned in Libya's national report for 46th session, 2001, such as home education, public classes and satellite educational channels. These activities were integrated due the development that took place in community education on all levels of education, from kindergarten to university and higher education. However, other activities still exist.

Quality Education for All Young People: Challenges, Trends and Priorities

2- 1 Education and Gender Equality

Based on the equality principle in providing opportunities for all people in various fields of life, and to achieve the principle of education democracy, and considering education as a natural right for all male and female citizens, as stated by the valid educational legislations, Libya has adopted an educational philosophy that aims to train and employ all human and material capacities and skills to serve development and the qualitative transformation in the Libyan society.

Law No. (20) for 1991 concerning the promotion of freedom, plainly states in its first article that citizens in the Great Libyan Jamahiriya, males and females, are free and enjoy equal rights. The Green Charter for human rights stated that the Jamahiryi Society is a society for creation and brilliance, each of its individuals has the right of free thinking, invention and creation. The Charter also states that education and knowledge are a natural right for each human being. Each human has the right to choose the type of education that suits him and the knowledge that he likes with out any restriction or obligation. Concern increased as for the issue of gender equality in education and training, especially issues concerning woman education and her equality with her brother man, therefore, the educational policy aimed to activate the woman's role and highlighting her importance as a necessary basic human investment for any successful development national plan.

Accordingly, efforts were made to cope with the traditions and customs that were restricting the woman's activity and ability to intrude labor market and occupy jobs that suit her nature and structure. Also there were aims to change the real state that dominated for a long time, which restricted the woman's role on family and social affairs and house work only, and cope with the view that believes that woman education is unrespectable and spoils her manners and drives her faraway from her basic role to give birth and raise children.

In order to achieve gender equality in education and training, the Libyan government adopted a long term educational strategy based on the following:
1) Ensuring that education stays free of charge for all stages and levels.
2) Emphasizing the obligation of education for the basic education stage.
3) The horizontal distribution of educational institutions on all parts and districts of Libya.
4) Variation of education and sub-dividing its specializations and improving the teaching methods and curriculums so as each learner

finds the subject that suits him and harmonizes with his nature and abilities.

This new educational policy made a great leap and a distinguished quantitative improvement in the rates of enrollment to education and training on all stages and levels for both genders.

Public Education

In this concern, statistics show the apparent increase in the total school enrollment rates among the school age group (6-24 years of age). These rates increased from (64%) in 1973 to (77%) in 2001. The gender enrollment rates also achieved some noticeable improvement, because the new educational policy has succeeded to close the gap that used to exist between the male school enrollment and female school enrollment. Tables (6,7,8) show the development and increase in enrollment rates, especially concerning female enrollment rates, where it is noted that female enrollment rate to basic education to the total number of students has leaped from (34%) in 1973 to (49.1%) in 1995, then to (48.40%) in 2002-2003.

Table (6)
The Development In The Number Of Students At the Basic Education Level
According To Gender And Rate Compared To The General Total Number

| Years | Males | Females | Total | Rate to Total | |
				Males	Female
1973-1972	219268	116118	335386	%65.38	%34.62
1996-1995	744805	715617	1460442	%50.99	%49.1
2003-2002	557758	523076	1080834	%51.60	%48.40

The rate of female enrollment has also increased in intermediate education compared to the total number of students enrolled, for it raised from (34.50%) in 1973 to (57.90%) in 2003.

Table (7)
The Development In The Number Of Students
At the Intermediate (Secondary) Education Level
According To Gender And Rate Compared To The General Total Number

| Years | Males | Females | Total | Rate to Total | |
				Males	Female
1973-1972	18976	10049	29125	%65.15	%31.50
1996-1995	111246	166868	278114	%40.00	%60.00
2003-2002	107944	149062	257006	%42.10	%57.99

The situation does not differ a lot concerning higher education levels, because female enrollment rate in main public universities and department universities leaped from (13.27%) in 1973 to (51.70%) in 2003.

Table (8)
The Development In The Number Of Students At the University Level
According To Gender And Rate Compared To The General Total Number

Years	Males	Females	Total	Rate to Total	
				Males	Female
1973-1972	7129	1091	8220	%86.73	%13.27
1996-1995	40049	32805	72899	%54.94	%45.06
2003-2002	107699	115277	222976	%48.30	%51.70

These figures and rates clearly show the rapid quantitative development in the number of male and female students at all education levels. Also these statistics show the great growth that took place concerning female enrollment rates at educational levels compared to male enrollment rates. It is noticeable that the female enrollment rate at the intermediate and university educational levels has increased compared to male enrollment rates since 1995, this is due to the economical and social conditions that force some males to join the labor market and leave school before they finish their study[5].

On the other side the delay in the marriage age concerning the girls(compared to marriage age in the past time), and their inability to join the labor market before they obtain and intermediate of higher qualification, made them persistent to continue and finish their study.

Higher Teacher Training Institutions

Teaching is the most suitable job for the Libyan woman and the most wanted vocation in the Arabic and Islamic societies, therefore, as an application for the approaches aiming to femaleize (females only) the teaching job for basic education level, teacher training institutions were developed and improved, horizontally and vertically. Intermediate institutions were replaced with higher institutions distributed on all parts of Libya. The number of these higher institutions has reached more than (37) higher institute, contain more females compared to males. Statistics for 2003 show that the number of students at these institutions has gradually increased to reach (23358) students, (3820) males and (19530) females[6], and the rate of females at these institutions was (83.16%) of the total number of students.

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[5] Refer to the following:
    1- *1973 population census*.
    2- *1995 population census*.
    3- The National Center for Education and Training Planning (*the Evaluation and Development of the Educational System in Libya*), 2003.
    4- *Statistics of students at various educational levels*, The National Center for Education and Training Planning, 2003.
[6] *The Evaluation and Development of the Educational System in Libya*, The National Center for Education and Training Planning (2003), p 65.

Technical and Vocational Centers

As a variation in education and training programmes and sub-dividing its specializations, and widening the fields of work and to ensure that both genders contribute in the economic activity, a great number of technical and vocational institutions and centers were opened and developed to comprise more than (15) specialization and vocation, including; accounting, administrative and computer sciences, mechanical engineering, electrical engineering, industrial and electronic engineering, refrigerating and air-conditioning, hotel and tourism Economy…est. These institutions also contain a considerably large number of students, that reached in 2003 (40207) students. The rate of female students at these institutions has been (40%) of the total number of students[7].

Special centers for woman training were also established. The number of these centers was more than (191) center at various parts of the country. These centers train women on various specializations and crafts.

2- 2 Education and Social Inclusion

Among the most important purposes of education in Libya is its social and cultural inclusion, meaning the spread of education among all social groups, categories and communities, in addition to the employment of education in social inclusion and social movement in the Libyan society. On top of the population groups are the education age group (6-24 years of age), actually education has spread among this group with a registration rate that nearly reached (100%) for basic education for the group age (6-15 years of age). Educational achievements in Libya can be determined as shown in the following table:

Table (9)
Educational Flow Rates in Libya
1995-1999

Indicator	Year	Rate	Notes
Kindergarten Admission Rate	1999	9.7	
Kindergarten Enrollment Rate	1999	3.8	
Basic Education Admission Rate	1999	99.3	
Basic Education Enrollment Rate	1999	96.5	
Secondary Education Admission Rate	1995	99.0	
Secondary Education Enrollment Rate	1999	44.9	
Secondary Education and Technical Schools Students	1998	11.4	
University Education Enrollment Rate	1995	14.2	
Enrollment Rate for all Educational Stages as a rate concerning the group age (6-26 years of age)	1995	77.6	

Source: The National Authority for Information & Documentation (1999), *Libya: Human Development Report 1999*, Tripoli; The National Authority for Information & Documentation Publishing, p. 195.

Considering the 2003 statistics it is noticed that inhabitants holding secondary education certificates (as a percentage for age 15 years and older)

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[7] Ibid. ***The Evaluation and Development of the Educational System in Libya.***

reached (24.2%), (19.4%) are females, and inhabitants holding higher education certificate (as a percentage for age 23 years and older) reached (6.3%), (1.0%) are females[8].

The technical and vocational education has also witnessed great development and growth during the last decade of the 20th century. This type of education helped young people a lot to integrate in the social life and to access job opportunities at various job, production and service institutions in the country. Concerning woman education, it is clearly noticed from studies and statistics that registration percentages are equal for males and females, it is even noticed that female registration percentages are more than those of males in secondary and university education. Concerning educators and teachers, women fully occupy teaching and educating jobs of the first part of basic education (Elementary Stage), and partially contribute in the teaching and educating of the second part of basic education (Preparatory Stage). Generally speaking, education has accomplished great achievements in its social, cultural and economical dimensions, and all development and improvement plans implemented in Libya during the last decades are considered as a social tool for social development and inclusion of various social groups, and as a means for social nurture, and youth inclusion within the social and economical development movement in the country. All social and economical development studies state that education was and still is a very successful strategy for the inclusion of various population groups in the process of development and the uplifting of the living standard, and the transformation of the society with all its social groups to the world of modernity, and the society of the 21st century. This view gave the Libyan educational system new educational approaches of social content and meaning, among these are:

1) Assuring principles of learning and systematic analytic thinking before dictating and learning by heart.
2) Assuring the link between education and its social dimensions and contents.
3) Assuring the employment of education to nurture and train the individual to be aware of his rights and duties in the society.
4) Assuring the principle of cultural understanding and dialogue among the communities of the society, and with the outside world with all the various cultures, civilizations and beliefs, as an aim to prepare young people to live in the society of the one global village. In this context, education for the 21st century in Libya assure tolerance and rejection of racism. Libyan schools either at present or in its future plans accept all students apart from their, race, gender, color or social and cultural conditions.

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[8] The National Authority for Information & Documentation (1999), *Libya: Human Development Report 1999*, Tripoli; The National Authority for Information & Documentation Publishing. Also The National Authority for Information & Documentation (2002), *Libya: Human Development Report 2002*, Tripoli; The National Authority for Information & Documentation Publishing, pp. (73-74).

5) Building a society of knowledge and producing and employing this knowledge socially on the widest range in the society.

6) The improvement of sustainable development and fighting against poverty and low life standards.

7) Achieving the education for all principle using all modern educational technologies and methods such as; communication means, educational circuits, educational packages, self-education, continual education, intranet networks, conferences, workshops and study groups in educational institutions, job institutions and civil society institutions.

8) Assuring the contribution of education along with other means of communication in solving social problems resulting from the inconsistency and difference between the social values presented by the contents of the international means of communication and media, and local cultural and social values, especially for young people such as; films, stories and novels that present different social and cultural values and inconsistent compared to those values believed and followed by the Libyan society deriving from its religion, culture and view of man, his nature, social and moral behavior.

Facing these contents and values the Libyan society grasp tight to its social and cultural uniqueness, which is translated in its educational philosophy and the nurture of its children. However, the Libyan society respects the others and their cultures and uniqueness, and it is ready to work and live with the others in an international society and in one human civilization, sharing common divisors and fate, respecting the human dignity, assuring democracy, justice and equality, and building a peace society for all with the efforts and cooperation of all.

Before we deal with the weak, neglected and deprived social groups in the Libyan society and their relation with education and social inclusion, we would like to note that the Libyan education does not face any problem at all to pass on education to all social groups or categories, in terms of the psychological meaning dealt with in many other countries around the world. Education in Libya is for all and by all, it is a democratic right for each human being. Education laws in Libya assure that education is free of charge for all, apart from any social or economical states or conditions of the inhabitants, either they were poor or rich, living in the city or in rural areas. Education in the philosophy of development in Libya is a strategic tool for social inclusion, it is a natural human right, and a mean to improve cultural, economical and social standards of the individual, family and community.

The challenges that face the Libyan education are from another different nature. These are challenges deriving from the student's abilities, the family's condition or the weak awareness of the individual or the family of the importance of education, especially in rural areas, and in social communities of weak cultural awareness. This means that the challenges are basically of an

educational and technical nature and not of a social nature, meaning that the limitation of education and its spread and its relation with various social groups is an ideological situation towards any social category. Education in Libya is near or has achieved the International Jomitian Educational conference recommendations, held in Thailand in 1995, which stress the necessity of registering at least (75%) of those at education age at schools by the year 2000 internationally, though it is near 99.7% in Libya..

Education, its spread and transformation among all population groups, are considered clear achievements of human development in Libya, and this is officially registered regionally and internationally. Though this education still needs more updating and improvement, especially its qualitative and quantitative measures. This is a technical problem in the first place and needs time to be solved, it is not a social issue meaning social content or inclusion. Any how by studying and analyzing some of the challenges related to social content or inclusion of education, we find that they mostly seem to appear among the following challenges:

1) Infiltration, there are many young people who dropout education and do not finish their secondary or university education, this is mostly due to family related reasons or some personality aspects such as; disinterest in school and study and turning to work, they lose motives for study. Infiltration rates at secondary education stage, especially among males is estimated to be (20%) of the total number of students registered at this stage, whereas it is noticeable that this rate is so low among females, this situation needs to be considered and studied. Maybe primarily, it might be explained by the females' strong motive to continue their education, while this motive is weak for males. Nearly the same situation seems to appear in university education stage, infiltration is estimated to be (15%). For instance, it was noticed from a study carried out in 1996 on infiltration at the university educational stage, that the infiltration rate reached (17%) of the total number of students registered each academic year. Failure is one of the main reasons of infiltration, but there are many students who leave and dropout education for one reason or another. This situation forced the educational authorities to study and look for reasons for this condition. As a result, afterwards, educational curriculums were reviewed and teacher training programmes at education faculties and teacher training institutions were reorganized, to avoid the unsuitability of the teacher's teaching qualifications for the educational work with young people. The National Center for Education Planning, which is a national educational institution, was assigned for the study of this problem and asked to present solutions to treat it. It is expected that in the near future a new educational national plan will be set to cope with this educational problem of social and economical unstableness origins.

2) Among the other challenges facing the issue of social inclusion is that many fathers do not allow their daughters to continue with their higher studies,

especially in rural areas if their higher education study required them to leave their families and transfer to live in students' boarding houses. This situation is related to some traditional culture rooted deep in the Libyan father's mind, which concerns his view of the woman and the necessity to protect her. However, this social and cultural situation started to totally vanish and in its way to end form the Libyan father's mind and from the society in all, by virtue of education spread itself, and awareness that is carried out by public communication media. Also the situation is better now due to the girls themselves who have a greater desire to educate and continue their studies. As it was mentioned before the females registration rates in the Libyan universities is very high compared to males rates or it might in some universities be equal in half. In addition to the previously mentioned conditions, it is noticed that when the woman is educated and joins the labor market, a social movement is formed, which attracts other females to education and work and play an active role in the society. Despite all the mentioned above, the problem still has another side, and that is the remaining number of illiterate old women who did not enroll in education due to some historical conditions and their old age. These women are estimated to be (25%) of the Libya society of the total number of women according to the 2002 population census. To solve the problem of this population group several educational strategies were set to face situation; among these solutions:

1) Illiteracy educational programmes.

2) Education by membership programmes.

3) In-service educational programmes at work institutions.

4) Vocational and craft educational programmes at civil society institutions and Non-governmental organizations (NGOs).

5) Educational programmes at religious marinates and mosques.

6) Open university for workers who desire to finish their university education, men and women.

7) qualification and re-qualification programmes at work institutions in specified fields of specializations.

3) There are some students especially males who dropout education, either for personal reasons such as the inefficiency and inability, or for far living conditions in the rural areas or in semi desert areas. This situation only applies for higher or technical or vocational education, where the educational institution, sometimes, is far away from the student's home, the student then is forced stop educating. These conditions exist only for some cases, and to solve this problem educational programmes are innovated and financed by the government such as; open education and education by membership, i.e. the student does not go to a regular school, but instead he/she studies by him/herself and joins final examinations with other students at the end of each academic year. This procedure takes place especially in the secondary and university education stages.

4) There are also some social conditions and family situations where a limited-income family with a big number of children form a challenge for education. In cases like this such families encourage their children to stop educating and go out for work, either within the family's economical activity frame or within the labor market to improve the family's income. Usually this happens on a very limited range socially and geographically. Opposite to this social group, the student is always encouraged to educate either in vocational basic education centers or in vocational intermediate education centers. For girls there are women training centers that train girls on crafty vocations and jobs such as; weaving crafts, domestic economy, décor and beauty arts and traditional industries, also there are qualifying courses organized by job or self-education institutions. What ever the conditions were, the mentioned above happens away from the basic education range, meaning that the student tend to dropout education after finishing the basic education level (6-15 years of age) or at least the first part of basic education (6-12 years of age). The government attempts to make an end to this situation by various means and ways, specially that Libya considers education obligatory with the force of the law, the child must finish the basic education stage at least, meaning that the father or parent is obligated by law to send son or daughter to school during the basic education stage, otherwise, he is faced by legal punishments. Also the Libyan labor law forbids any work or job institution to employ any person who is less than (18 years of age), which is the legal age of employment in Libya.

5) Another challenge faced by Libyan education within the scope of social inclusion is the students' desire to leave education after basic education and go in the labor market. May be this is explained by the difficulty of the educational curriculum and its high level of abstraction, which forms an obstacle facing the student, because he can not comprehend this curriculum and can not succeed to pass from one educational stage to another, therefore, he leaves school and turns to work. This problem a present is under continual research and planning to make the educational curriculum suitable and fulfills the student's individual needs, and suits the national society's considerations culturally, socially and economically and the Libyan labor market's considerations and needs.

6) Finally, may be among the most important challenges that confront the issue of social inclusion of education is that Libya is trying in the past few years to renew and develop its educational system, especially on the level of curriculums and educational technologies. Here emerges the problem of finance and the expensive costs of equipments for educational institutions such as; computers, laboratories, workshops and information networks, especially that Libya is wide in the geographical area and the population is distributed on distant places. Also, it is estimated that (37%) of Libya's population are students at various educational stages, and from here the problem of finance and equipping becomes, in an indirect way, a main obstacle facing the achievement of the desired social inclusion for education. Despite all this,

education at all levels is available for all in Libya, also since the nineties of the last century the community and the private sectors have contributed in the investment of education and the opening of schools, universities and technical and vocational education centers. With this the private sector became a government's partner in the finance and distribution of education in the society, such a procedure became a strategy and an active mechanism to achieve social inclusion for education presented by the distribution of education and the inclusion of all social categories and groups in the efforts of development and the make use of its social and economical fruits and incomes.

Before we mention the groups that are considered weak and the most likely to face weak social inclusion and use of social contents in education, we must clarify that Libya is constantly working to provide education with a wide social content, and that this education is spread among all social groups, whatever were their social, economical or cultural status or their habitat and living location in the country. As it is known, in Libya there is a special education system for groups with special needs such as; the deaf, the blind, the handicapped and those who suffer from some special mental conditions. These groups acquire an education that suits their conditions, and usually they are educated within the places of their accommodation or within the institutions they gather in. If their personal conditions are abnormal and they are living in, for instance, lodging houses, in this case they go to study with other normal students in official schools, as an aim to include them within the society, and keeping off any feelings of deprivation or loneliness because of their special social conditions. Anyhow, among the weak social groups that need more care and assurance of social inclusion via education are the following social groups and categories:

1) Illiterate women especially those in oases and desert areas.

2) Students who dropped out of education before finishing the secondary level, and those who are educationally rudimental, meaning those students who could not succeed the final exams and pass on from one educational level to another higher level.

3) Young people in desert areas who have no access to schools. This applies only for secondary and university education where the secondary school is destinatent from students home or the university is far from his living quarter. Usually such cases are solved by living in university students boarding houses or by staying with relatives living near by the secondary school or university. Noting that Libya has started during the last ten years to distribute university education in rural areas and small villages by establishing university faculties and higher technical institutions at various parts of the country. In addition, the government gave the permission to establish private university faculties and higher technical institutions at various parts of the country including small rural villages.

4) The children of some families of law cultural and social awareness, thus, they do not estimate the importance of education, so they encourage their children to leave school and turn to the labor market or to work within an economical project for the family itself. This case, as mentioned before, applies only in villages and rural areas or in within social groups of weak cultural awareness in towns and cities.

5) The children of some families that face some case of divorce or the separation of the parents, thus, the child either lives with his mother or his father or with some of his relatives. Here the family setting is lost and the suitable social environment for study and education is no more available, therefore the child leaves school or he fails to finish his study and drops out education or does not attend exams, and he will be deprived of education. Usually at this case the community institutions afford some help by providing various types of education. According to the Libyan society's traditions in such conditions, the child's relatives offer help for him to finish his education and provide social protection for the deprived child.

Among the most important procedures carried out to make education suitable to include members of these weak social groups, we can in the light of the social analysis conducted for the purpose of this report, determine the following procedures and programmes:

1- Developing a special type of education to suit members of these groups. For instance, there are vocational education centers (basic + intermediate + high) that offer programmes through which members of these groups learn jobs and vocations that help them to integrate in life and find job opportunities in the labor market. This type of education is fully managed and financed by the government. In addition to this there is a similar type of education that is less in the number of study years. It is an education that is managed and financed by the private sector, and it is performed within the framework of industrial education. This type of education (public + private) achieved great successes and it was widely favored by young people who have given up education (males and females). Such young people via this type of education were capable of finding job opportunities and integrating into the social and economical life. Even many of them were capable of establishing small work projects in partnership with fellow young people; projects such as, electronics and mechanical machines workshops, transportation corporations, international and local tourism agencies, trading and commerce institutions, small farms, tourists' hotels in desert areas in the southern parts of Libya.

2- The educational programmes that are presented by the private sector or the local community in the form of private, community and corporative schools. This type of education is not bounded to the common traditional educational types in Libya and in the rest of the other Arab countries, rather it is presented

through courses and training and qualifying programmes that correspond to the various needs of students and young people who did not continue their study, and desire to go into life and the labor market.

3- Industrial education is an unofficial type of education, which is usually carried out according to an agreement set between the student and the industrial work institution, and often it is of a personal and subjective nature. The person who receives this type of education is offered an experience certificate that is approved by vocational associations and syndicates. It is an education with historical social roots in Libya, because it was and still it is part of community education through which the student learns a vocation or craft with the help of owners of workshops, small factories and traditional industries. It is still as we said part of the Libyan industrial system especially the traditional industries in capital cities such as Tripoli, Benghazi and Sabha.

4- In Libya there is a type of education that is called education by membership, and it is set for those people who are working and want to continue their education. Such students can attend final examinations each academic year with regular students, and can continue with their study in universities or institutions with regular students, because the certificate offered to them are approved and exactly the same as the certificates offered to fellow regular students.

5- Mosques and religious minarets (religious schools), and these are religious educational institutions that offer sciences and education that tends more to teaching the Holy Koran and its sciences and literatures. Students studying in these mosques and religious minarets (religious schools) usually are those who want to learn by heart the Holy Koran, and widen their knowledge in Arabic language studies and literatures and the Islamic culture.

6- Educational and qualifying programmes offered by the various work institutions to its workers and employees. This type of education aims to strengthen and qualify and re-qualify the abilities of employees in some specializations or learning new vocations and methods of work, production, manufacturing, management and international commercial and technical relations. This type of education has achieved great successes in Libya, for within its frame many working young people were trained and specialized, or have been re-qualified for new jobs. This type of education was even encouraged and prompted by work institutions by offering material and moral incentives. Some work institutions make a condition for its employees to pass such training and qualifying programmes to be promoted or given higher ranking jobs in the job structure of the institution. Mostly, work institutions depend on such training courses when introducing new methods and arts into its work and economical actions. This type of education has achieved great success in uprising the vocational efficiency of employees and workers and in

improving performance and production rates. It is more favored by young workers who compete in succeeding and passing such courses.

7- Education and qualifying programmes offered within the frame of social care and reform institutions or within educational institutions special for a certain social group or a specific age group, such as; education and qualification programmes at juvenile and jail care institutions. The aim of such programmes is to educate and qualify these people for social life and the labor market, and to integrate normally within the society after leaving these institutions. Some studies carried out lately concerning this sector showed that this type of education has great contributions by eructating and training members of these social groups on crafts and jobs that helped them in social inclusion and to harmonize with the social life. This education turned them into socially and economically active citizens within their communities.

8- The educational and qualifying programmes that are offered by institutions that lock in drugs abusers, where the recovering person is treated first from the problem of drugs addiction or abuse, then he is qualified through guided educational programmes to learn jobs needed in the labor market, or programmes that aim to recondition these people with the normal social life within the society by teaching social and cultural skills necessary for a normal life. Many official, unofficial and community social institutions join in offering and running such educational programmes, and usually the United Nations Programmes and other concerned international organizations contribute in such programmes.

9- Educational and cultural programmes offered to HIV/AIDS patients during their session of treatment in specialized institutions, or during their long term treatment stay at special clinics. These programmes are conducted in cooperation with the patient's family, and other medical and social institutions in the society. The Thajoura center (located at the eastern suburbs of Tripoli) is one of the most successful Libyan National centers that offer such educational programmes, that are conducted in an educational and scientific method that suits and fulfills the AIDS patient's needs and requirements.

10- Educational programmes that are offered by different institutions for social groups of special needs. These programmes are carried out through qualifying courses, scientific forms, discussion groups or personal or group therapy sessions offered according to each person's or groups' needs and conditions.

11- Educational programmes that are offered through local TV and Radio broadcasting stations to aid certain social groups as an intention for social awareness and protection or social inclusion. Also these programmes aim to create more social integration and human development of certain social groups such as the unqualified or unemployed young people, or those searching for a

job, or girls who need educational and vocational re-qualifying to enter the labor market.

12- The open university; this is considered as one of the Libyan universities. At its first start it was financed by the government, but today after more than 25 years of its establishment, it became independent and has its own financial incomes from study fees and books publishing and printing. The study system at this university resembles what is called the education by membership system, meaning the student joins in to obtain a certain certificate and attends final examinations, during this period he/she can contact teachers and professors concerned for preparing graduation research projects or for consultation related to the study subjects and lessons. The number of students registered at this university for the academic year 2003 is about (25,000) male and female student. This university has (14) branches distributed in various parts of the country. The open university has contributed in the qualifying and re-qualifying, in various jobs and vocations, of many of its students who are real workers at the labor market. Also this university has fulfilled the needs of many young males and females who were not capable of finishing their university studies on a regular daily base due to their personal conditions. Many of this university's graduates continue their studies to obtain MA and PhD degrees. In addition, this university has contributed in the dissemination and publishing of hundreds of study and reference books that are used by its students and other students at other universities and educational institutions in Libya.

It is noticed that the education with a social content in Libya is:
1- An education of special type and a special function for these social groups, but has a shared base with the public education that is the inclusion of social groups and categories of special conditions in the society and its movement, and make use of its development and treating any kind of ignorance for such groups in the society development and building process.
2- This type of education is designed to have a less study period concerning the study years and teaching hours. For instance, the study years at the academic specialized secondary schools is four years while in vocational and technical secondary schools it is two to three years only.
3- The curriculums of this type of education is adjusted and directly employed to serve the social needs of the groups of special needs, those who are targeted for social inclusion, but these curriculums share some subjects with regular curriculums such as subjects of social, civil education and general culture training.
4- Teachers of such an education are trained to teach specialized subjects and educational technologies that differ in methods from those technologies used in regular academic schools.

5- Schools and institutions offering this type of education are not obliged to the time content determined for the other schools in the educational environment.

6- Schools and institutions offering this type of education are not obliged to the regular time context, the student can continue his/her studies even after along time of separation from education, the desire for education is the most important issue.

7- Some schools for this type of education, which is socially guided for special considerations to youth and children, has a special administration in the educational structure. This administration supervises, plans and follows up issues concerning this type of education within the private and the community sectors.

8- Some children who live in lodging houses attend normal schools with fellow students, but children who need a special kind of education attend a special school that is established within the lodging houses in which they live or they move into a school that gathers all such children in each housing district.

9- There are no minority groups in Libya that need special education, but rather there are schools for foreign communities settled in Libya, mainly for work. These foreign communities' schools are managed according to their own methods and curriculums. The Libyan government offers only some technical assistance or educational aids that these schools might need. Libya requires these foreign schools only is to integrate within its curriculums some subjects and lessons concerning the Libyan society's life, so students at these schools would know more about Libya, the social life and the administrative systems.

2- 3 Education and Competencies for Life

The success of the educational process in the intermediate and higher educational levels is linked to the extent this process fulfills the needs and requirements of the labor market, therefore, many countries are reviewing their educational plans and training programmes to achieve such a goal, by setting down and conducting short term plans and other mid term and long term ones, by the help of national and international expertise that offers advice and necessary experience to implement such plans. Of course, developing countries are looking forward to make use of the experts' advices, especially those experts assigned by international organizations such as UNESCO and other specialized regional organizations that play a basic role in uprising the educational level in those countries, by offering suggestions and scientific views, to enable these developing countries to improve educational plans and programmes, and set strategies that help member states to achieve the best performance in educational and scientific fields, considering these organizations as a house of experience, due to its capability to provide international, brilliant and distinguished experts in all fields of specializations required by these states. Also these organizations offer technical support for

some needy countries within the limits of the programmes and budgets adopted by the executive boards and approved by the general conferences of each regional and international organization.

In the Great Libyan Jamahiriya the educational system has been reviewed several times, according to the local and international developments. These reviews included the educational system with all its levels, especially the intermediate educational level. The concerned Libyan educational authorities sought the help of national and international experts. For this purpose, permanent technical committees were formed to review plans and educational programmes at the intermediate educational level by the help of a number of national and international experts who agreed on the adoption of the specialized intermediate education, which emerged in its final form as a new educational structure that aims to offer an educational and vocational training for the individual so he is qualified to enter the labor market from an early stage so as to obtain a dignified source of living equipped with a job or craft that enables him of diving into the waves of life to compete for a fine living standard.

The new educational structure was completely applied and implemented since the beginning of the academic year 2003-2004. The application of this new system was gradual through the few past years. The specialized secondary education in the new educational structure (four years after finishing the basic education level) replaced the traditional intermediate (secondary) education.

The new educational structure is mainly based on the idea of the specialized technical and vocational education at the intermediate education level to fulfill the society's needs of specialized cadres to cover the requirements of the labor market of both the public and private sectors. In our previous report on the development of education that was presented to the 46th session of the International Conference on Education, it was mentioned that the economical and social development that took place, especially in the eighties, led to the serious thinking of reviewing the quality of education that was common in Libya before that period. For this purpose, as it was mentioned before, technical committees to review the philosophy of education and its programmes before changing its routs either on the level of philosophy, management or equipment. This review process included curriculums in general, to make them suitable for the amount of economical and social development, and achieve the goals and hopes of the developmental plans on all fields. Consequently, this will encourage whoever ended the specialized secondary education level to join the labor market and work with the technical skills he acquired during his study at the specialized intermediate education level, which enables him to live and be capable of working and sharing the implementation of developmental plans in Libya. If the graduates of this level wanted to continue with their university education, the new educational

structure offers them a higher university education study in the same field of specialization, without the need for changing their specialization paths.

If we revise the goals determined by the new educational structure, we will find that concerning the enrollment to specialized intermediate (secondary) education level the goals are focused on the following:

1. Qualifying the student for a specialized technical and vocational educational stage that suits his scientific abilities. The new educational structure is distinguished by its multiple specialization fields that were not available in the old educational system, therefore, the student's failure possibility is so weak.

2. The new educational structure offers the student the freedom to choose the type of education he/she likes to continue without any obligation to choose a type that does not suit his/her scientific abilities and skills, as the case was in the old educational system.

3. The specialized intermediate education level prepares its graduates to join the labor market in an early age according to the specialization the have chosen, thus, they can continue with their university education. Here we should mention that graduates of the intermediate education level, according to the new educational structure, are expected to fulfill the shortage in intermediate education technical cadres that are needed by the labor market.

4. The specialized intermediate education level provides technical efficient young people who are well trained to use the newest required technical and scientific instruments. Such efficient human power is needed for developmental projects, in big numbers, the vocational training institutes might not be capable alone of supplying the local labor market with this number of workers, that it used to import from aboard.

If we take a look at the general goals of the new educational system through the new educational structure, also the general goals of training centers, based on the laws and legislations implemented, we will find that both contribute in:

1) Achieving the comprehensive human development by qualifying specialized national cadres.

2) The new educational structure provides developed scientific instruments and equipments, so to ease the ability to obtain information and data using the modern technical means of communication that are provided at the specialized schools and institutes.

3) Making use of international scientific experiences by signing scientific and cultural agreements, with specialized regional and international organizations, concerning the development of the educational and training systems, and the scientific advice and

training courses inside and outside Libya offered by these organizations.

4) The existence of new specializations, specially in the service field, that were not known before, fulfilled the labor market's requirements of these new specializations such as higher centers for hostel jobs and fishery and marine vocations.

5) The new educational structure demolish the inferior view towards some specializations, because this system provides highly scientific qualified cadres, especially in the use of modern technology, thus, the graduates of this system are well qualified to occupy the job opportunities available in the modern Economy.

Accordingly, it is quite apparent that the new educational structure has achieved the ambitions of human development and also fulfilled the needs of the local labor markets for specialized technical cadres, so as to accompany the latest economical approaches, which resulted in the establishment of joint stock companies and specialized corporative institutions in various fields of specialization. Also to accompany the transformations that took place in the whole world, that are considered a new challenge not only for Libya but also for the whole world, especially the developing countries. Therefore, the specialized intermediate (secondary) education has given the individual new skills, he/she would not have acquired, had it not been for the new educational structure and its multiple specialization fields.

In addition to the fact that the specialized intermediate education became one of the main bases in technical and vocational training of its students, also experts and specialists have realized the importance of the flexibility in choosing the vocation of craft favored by the student, according to the various and multiple opportunities offered by the educational system for the needed specialization to qualify the student for the labor market. The new educational system has also emphasized the necessity of development to accompany the qualitative improvement of the technical and vocational education in terms of values, human principles and international conventions, especially concerning issues of human rights, tolerance and dialogue among cultures and societies. The process of educational reformation, which has been carried out according to the suggestions of the specialized technical committees, aimed to achieve a number of goals, among these are the following:

1- Emphasizing the aims of tolerance, and understanding principles that are part of the Arabic-Islamic culture of the Libyan society.
2- Emphasizing the statements of the Great Green Charter for human rights and the promotion of freedoms law that were issued by the General people's congress.
3- Introducing the universal principles issued by the United Nations and integrating these principles in the curriculums of the various

educational levels, especially basic education and the specialized intermediate (secondary) education level.

4- Participating in regional and international conferences and meetings, especially those organized by international, Islamic and Arabic organizations in fields of education science and culture, and that aim to integrate human principles and values such as tolerance, dialogue of cultures and religions, respecting the uniqueness of the cultural identity, and trying to make use of the recommendations issued by those conferences and meetings by the specialized technical committees when authoring educational curriculums for various levels, especially for the intermediate education level.

2- 4 Quality Education and the Key role of Teachers

During the past three decades education in Libya has witnessed a noticeable quantitative development. The number of students at various educational levels has increased greatly more than the expected. Libya during these past years was capable to guarantee a place for each pupil and student wanting to study at all educational levels. Libya has taken many great steps in the expansion procedure of the base of public education on the basic education stage, so this level could take in all pupils and students of the age group for this stage (6-15 years), and providing education for them at their home residence. The percentage of pupils enrolled in basic education is nearly (100%) of the total number of children at school age (6 years), and enrollment rates at the various educational levels for the age group (6-24 years) has reached (75%)[9].

The 1995 human development report states that about (38%) of Libya's population are involved in some way or another in the educational process, either as a student or as a teacher. Furthermore, in 1996 the amount of expenditure on education was about (16.7%) of the general budget and about (6.6%) of the development budget[10].

However, the number of teachers in Libya has formed about (19%) of the working force during 1999 (economically active population), while this number has reached nearly (23%) in 2003. Females form a high percentage of the educational cadre at pre-university educational levels, in basic education it was (80%) and in intermediate education it was (65%).

To correspond to the increasing demand on education during the last three decades, the government has widened its base of teacher assignments, so the teachers development rates were quite more or near compared to pupils development rates at basic education (17% - 12.3%). While at the intermediate education level (secondary), the teachers growth rates were lower than the students' growth rates during the seventies and early eighties (24.5% - 27.3%),

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[9] The National Authority for Information & Documentation, 1999.
[10] Ibid., 1999.

but these rates changed by mid eighties, the teachers growth rates started to rise and became more than the student growth rates. However, the nineties witnessed enormous leaps in the number of teachers of intermediate education stage with rates more than the growth rates of students (23.0% - 7.4%)[11].

This wide expansion required the provision of education opportunities for all children in Libya, in addition to the provision of school buildings and equipments, and the assignment of a greater number of teachers for the various educational levels. As a result, the educational authorities had to be permissive concerning the teachers' qualifications and their efficiency to perform such an important role in front of the increasing number of students.

The number of teachers for the basic education level during the academic year (2002-2003) has reached (188552) male and female teachers. Females formed a percentage of (77.3%) of this number. By applying the performance rates used in Libya concerning teachers of basic education, and by considering the need for about (20%) of the teachers for this level as reservists, we will find that there is an unneeded number of teachers at this level. Statistics show that the gross total of teachers at the basic education level is today formed of intermediate teaching diploma holders, the percentage of these teachers is (69.3%) of the total number of teachers at this level. If we add to the previous number the number of teachers who hold specialized secondary education certificate (secondary of basic sciences), who's percentage has reached (10.3%) of the total number of teachers, we will find that nearly (80%) of the teachers at this level hold an intermediate qualification certificate[12].

Concerning the intermediate (secondary)education level, the number of teachers during the academic year (2002-2003) has reached (47268) male and female teachers, females formed a percentage of (64.7%) of this number.

Similar to basic education, we find unneeded number of teachers at this level also. Statistics concerning the qualifications of intermediate (secondary) education level teachers show the following:
- *42.8%*   *hold a licentiate in Social Sciences and arts*
- *30.9%*   *hold a bachelor in Sciences*
- *9%*   *hold an intermediate teaching diploma*
- *10%*   *from Arab Countries*

Field studies also show that a big number of university educated teachers need more qualifying and training, especially in teaching methods and educational technologies necessary for the specialized secondary education that has been lately introduced in Libya.

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[11] Ibid., 1999.
[12] The National Center for Education & Training Planning, 2003.

The educational authorities in Libya are recently working to start with qualifying courses for those teachers needed for the new specialized secondary schools, training them particularly in fields of educational technologies, and some other new specialized subjects and issues that are included within the curriculums of the new specialized secondary school.

Statistics show that the rate of teacher / pupil in Libya is about   1 / 6 at basic education and intermediate (secondary) education levels, while the international rate is about (1 / 20-25), this shows some positive aspects in the educational status in Libya. Despite these encouraging rates specialized secondary and technical schools still suffer from intense shortage in some scientific specializations such as; mathematics and chemistry, or some new specializations introduced by the new curriculums of the specialized secondary education. This situation led educational authorities to seek help of teachers specialized in such subjects and new fields of specialization from different Arab countries, to face the shortage in these specializations.

The development of the qualifications of the teaching staff of the educational system, provides basic assurance that the educational institution is performing its active role in the development of the individual and the society. In addition to the improvement of the qualitative aspects of education (betterment of the quality of education) which is linked with the existence of well qualified teachers who can assist their students to acquire the desired knowledge, skills, and attitudes. Based on the mentioned above Libya is willing through the development of its educational system to highly consider teacher training at various educational levels. This training process is distinguished with its variation in levels according to the variation in the educational stages. Basic education teachers training (primary + preparatory) is carried out by the specialized teacher training institutions, while the intermediate (secondary) education teachers training is done, in a more advanced form, by university faculties, especially by faculties of education, faculties of science and faculties of literatures. The development that took place in the basic education curriculums requires the training or re-qualifying of most of the teachers of this level, so as they could, from one side, accompany this development and the educational innovations in multiple fields such as psychology and teaching methods, and from the other side to go with the modern educational technologies and evaluation.

The introduction of the specialized secondary schools as a replacement for the general traditional secondary system (scientific + literal), and that is composed of six specialization fields comprises (17) sectors (sub-specialization), has put the issue of teachers training or qualifying on the top of the list of priorities of the educational policy in Libya, in order to achieve the goals of the educational system and improve its outcomes. The specialized secondary schools have created new conditions and challenges for the educational system that were not known before. Among these challenges is the

early choosing of the specialization field after ending the basic education level, and the necessity to help the pupil at this age level to choose the specialization suitable for his capacities and abilities from one side, and goes with the developmental goals of the society on the other.

This situation requires a teacher who is fully aware of his new role, and who is highly qualified, so as to play his role by developing his abilities to discover the capacities, interests and abilities of his students, and develop these abilities and guide them.

Based on the mentioned above considerations, it is viewed that teachers should be trained and qualified in specialized institutions, known in Libya nowadays as higher teacher training institutions. These institutions are closely linked and fully cooperates with various universities, either by seeking the help of the teaching staff members to teach in these higher teacher training institutions, or by conducting researches and studies, or reforming programmes, or preparing study curriculums. The number of such institutions has reached (37) higher institution distributed according to needs, population density and the geographical distribution of this population.

In addition to the new philosophy of teacher training in Libya to fulfill the requirements of a new era, an era of science, technology, specialization, the integration of these specializations with the Libyan society's needs and its demographical, social and geographical uniqueness, Libya also is implementing the recommendations of the 45th session of the International Conference on Education (Geneva, October 1996): the promotion of the teacher's role in a changing world. This appears in the national policy concerning the teachers role and their training and qualifications, this educational policy and its approaches and priorities have been translated and led to a series of procedures and programmes to develop and improve teacher training and qualifying programmes, either those teachers who are being trained in the higher teacher training institutions, or those teachers who are really working in schools. These new programmes can be summarized in the following aspects:
1- Involving teachers, educational guiders and university staff members in the evaluation of basic and intermediate education curriculums.
2- Assuring the assignment of national qualified personnel of rare specializations.
3- Encouraging teachers to work at distant regions far from their residence places that suffer from shortage by offering them financial merits.
4- Increasing the teaching allowance to equal half of the actual teachers' salary at basic and intermediate education institutions.
5- Evaluating the status of higher teacher training institutions, and revising the specializations it includes, and its role in qualifying graduates of universities and higher institutions to be teachers according to the development that took place in the educational structure, while this report is prepared, these higher

teachers training institutions have been integrated into universities, and became university faculties, each institute is integrated with the closest university.

6- Qualifying about (8500) male and female teachers from all over the country, who hold bachelors certificates or higher diplomas in fields such as; computers, engineering, medicine and medical technology, or those teachers holding license in Arabic or English languages, so as they can be assigned to work in the education sector according to the required necessities, and the development that took place in the curriculum of specialized secondary education.

7- Setting a plan to make use of the recently exceeding number of teachers or managing without some of them, but keeping their rights and trying not losing the ambitious and qualified among them. These teachers should be either guided to other jobs corresponding to their specializations, or encouraging them to create small economical projects of their own or jointly with some other colleagues. Actually, many of these teachers started to establish private schools in a form known in Libya as (basic and secondary educational corporative schools). From a quantitative point view, these corporative schools have positively contributed in the educational system, but from a qualitative point of view these schools need more improvement to develop the efficiency of its graduates.

For more development of teachers training programmes and the uplifting of their scientific and educational efficiency, so as they can contribute in the improvement of education and learning, under the transformations that appeared in the Libyan educational system from one side, and from the other side the challenges facing them in various fields of knowledge, communication technologies, knowledge production and globalization challenges. The educational policy and planning in Libya are doing their best to achieve and implement the following educational programmes and activities:

1) Draw a plan for scientific programmes to re-qualify teachers holding the intermediate teachers training institutions (an old previous system in Libya) to acquire a higher university certificate (license or bachelors).

2) Form intensive programmes for training university certificate holders in psychology and educational technology, who are not educationally qualified. They are qualified only in the fields of specialization needed by the education sector.

3) Transferring the unqualified teachers in the fields of specialization that are not needed by the education sector to other types of jobs corresponding to their specializations.

4) Reducing the number of higher teachers training institutions to a suitable number, so that they can be supplied with the necessary capacities (buildings, teaching staffs, equipments and administrations) and limiting its role to the training of basic education teachers only.

5) Conjoining higher teachers training institutions with universities, to become faculties for teachers training, and providing the necessary

building facilities, teaching staffs and equipments, and limit its role to the training of teachers in certain specialization fields for basic and intermediate education levels, and qualifying university graduates educationally in some recently needed specialization fields in the specialized secondary schools. This will enable these faculties from playing its role in conducting educational studies and researches related to educational research, post-graduate studies in the field of education and educational planning and teachers training and qualifying programmes in science and knowledgeable specializations that emerged as a result of the scientific and technical development in the world today.

6) Concentrating on the applied aspects in teachers training and qualifying programmes rather than the theoretical aspects, and allowing more time for field practical training (practical teaching), and developing the teachers' abilities in conducting educational researches and applying its results in various aspects of the educational work.

7) Apprenticing education so that the continuity of teachers working in the teaching field it is not obligated to obtaining a certificate only, rather teachers evaluation tools should be developed, in addition to the necessity of teachers involvement in qualifying and in-service training courses, and in courses held on their fields of specialization, in order to observe the results of scientific research and all that is new in their specialization fields in cooperation with universities, and specialized scientific organizations in the country.

8) Organizing for holding special national meetings, workshops and conferences for teachers, and developing their scientific and educational abilities, and allowing for the most suitable conditions for them to uplift their efficiency and performance at work.

2- 5 Education for Sustainable Development

Development is the process that results in intended positive transformations in economical, political, social and cultural life. Sustainable development on the other hand means the continuity of these positive transformations in various fields of life. It means escorting development and actively corresponding to the era's demands, and uprising the peoples scientific and civil cultural standards and achieving welfare.

Due to the importance of development, the United Nations had extreme concern toward this issue, and put down a number of measures that should exist to achieve sustainable development, among these are the following:

1) Uprising the standards of education and linking it with development.
2) Achieving democracy.
3) Enabling women, by demolishing gander inequity in education, to take her part in work fields and in the political and social life activities.

4) Achieving acceptable living standards and fighting against poverty.
5) Conserving the environment and creating positive trends to control the production and consumption process.
6) Assuring longer living rates of citizens during which they are in good healthy shape.
7) The sound participation in the public life of the society.
8) Handling and coping with obstacles facing sustainable development, such as ignorance, poverty, disease, unemployment and drugs and alcohol addiction.

Education and Sustainable development

The Rio de Janeiro report (1992) emphasized the importance of education in achieving sustainable development. Sustainable development is based on the development of human resources, and the development of human resources depends on good quality education and training. The Arabic human development report (2002) call attention to the importance of education, which is considered the main factor for the spread of knowledge that is the spine of development. Knowledge is a public utility piece of goods that supports economies, political environment, societies and to spread among all aspects of human action. The report adds that the value of knowledge for the purposes of development depends on the active application of such a development. Therefore, to establish a society that is based on knowledge we have to achieve integration between the apprehension of knowledge and its acquirement and distribution, through the establishment of connecting links between education and training systems and the labor market demands. Undoubtedly, this situation requires the development of education and its quality. The report also decides that education systems reform expanses might be quite large, but the cost of ignorance and illiteracy has no limits.

The relationship between education and sustainable development is a really close and strong one. Today's students will lead the development of tomorrow and will work to develop the development they inherit.

The United Nations General Assembly's decision (2003) stresses the fact that education is an element that we can not cope without it in achieving sustainable development. Also the Dakar conference (2000) highlights the role of education in achieving sustainable development through the following:
1) Widening the scope of care and education offered for early childhood stage.
2) Assuring the offering of an opportunity to obtain a good education for all.
3) Assuring that everybody's needs for education are available.
4) Reducing the rates of illiteracy.

5) Eliminating gender inequity among pupils and students.
6) Improving all issues concerning the quality of education.

Education and Sustainable development in Libya

The education's interest in sustainable development will be evaluated through its contribution in the mentioned above goals, and its interest in sustainable development issues, and integrating these issues as dependant subjects to be included among the interdisciplinary study curriculums.

We consider that the education's contribution in sustainable development is positive one, because education was concerned with the following issues:

1) Interest in health awareness issues and making young people getting used to healthy habits and sound healthy food, and fighting against cigarettes smoking, drugs and alcohol addiction.
2) Environment protection.
3) Fighting crime, corruption and social pathologies.
4) Supplying young people with knowledge and renewable information, and preparing them to face the globalization challenges. Also supplying them with methods to acquire knowledge and develop creative ways of thinking and solving problems.
5) Widening and developing the extent of care and education offered for childhood stage.
6) Assuring that everyone obtains educational opportunities of a good quality.
7) Stressing and implementing the principles of education for all, young and old, males and females.
8) Avoiding gender inequity in the availability of educational opportunities.
9) Implanting positive trends towards continual education, and infuse development values and personal understanding.
10) Improving living standards.
11) The natural peoples' participation in the public decision making process and in public life (democracy).

Education's success in corresponding to these demands means education's success in serving sustainable development. So, How far is education in Libya corresponding to these demands, and measures?

1- Education and the efficient knowledge acquired by Young People's:

Education in Libya has supplied learners with basic and advanced knowledge that enables them to actively take part in the development process, and participate in the social and Economic life of the society. The basic (primary + preparatory) and intermediate education levels have provides

students with knowledge that enabled them to reach the university level and achieve success, either these universities were Libyan universities or universities abroad. The university has also supplied the Libyan society with qualified university teachers, doctors, engineers, teachers and craftsmen, also education supplied university students with knowledge and information that enables them to continue with their advanced studies in various universities around the world, and could achieve success in such universities.

Efforts are still made to improve the standard of education from a knowledgeable side, by continually developing curriculums, updating and variation of education. At present there are multiple intermediate education programmes and multiple specialized secondary schools. This achievement agrees with UNESCO's demand that draws attention to the necessity of various educational programmes.

The evaluation of the knowledgeable content of the Libyan curriculums assures the education's interest to supply students with knowledge and information to an extent made some teachers and parents think that the knowledgeable content of curriculums has exceeded the learners' abilities.

Perhaps one of the challenges of education in Libya is that curriculums tend to be higher than the student's age, the curriculum is also very abstract and theoretical.

Undoubtedly, this problem is an obstacle facing the development process, because the student can not make use of knowledge in the his practical daily life.

2- Learners' Acquirement of Methods to Obtain Knowledge:

Despite the fact that research methods is a subject included among other subjects for some specialized secondary schools, and that students study the subject of research methods in universities, and they prepare graduation projects and studies, but the efficiency of these curriculums is limited in making students acquire skills and methods to obtain knowledge. Also there is some insufficiency when introducing information resources to students and training them on how to use and make use of it when conducting researches and self-learning. To this day, we find that education on various levels does not qualify the student to use information networks, except for some limited specializations, or for certain faculty programme.

The learners' loss of acquirement of methods for obtaining knowledge limits the capability of self development and the continual performance improvement. Therefore, education in Libya needs more development and updating in order to implant positive approaches towards continual education and self-education, and consider the ending of the learner's relation with educational institutions is the ending of his relation with education.

In this era of knowledge explosion and globalization, education should be capable to supply learners with methods to acquire knowledge more than being interested in supplying them with information. This is what education in Libya needs, to give it more effort and work.

3- Education, Innovation and Creation:

The continual progression of the society and its development depends on its citizens' ability of invention and creation, so to what extent education in Libya was capable of developing this ability?

Education in Libya has a traditional character in methods and schemes. It is interested to supply students with information, but it does not care much for the scientific thinking methods. Undoubtedly, the assurance on information learning by hearth, for which the learner is awarded with high grades for it is one of the obstacles of innovative thinking, and preparing students to knowledge production.

We can say that education in Libya needs more effort and work to develop the innovative thinking. Education in Libya has a wide scope for programmes escorting public education, and special institutions for creators and inventors to enroll in, also activity and scientific clubs within schools which is still limited, thus, this limits the development of the creators' abilities.

4- Adults and Young Peoples' Learning and the Reduction of Illiteracy:

Education in Libya has succeeded in enabling Libyan and Non-Libyan children, who are at school age, to enroll in schools, and education became obligatory until (9) years of basic education, but adult education still need more care and concern, especially in the area of cultural and technological illiteracy.

If adult illiteracy is considered one of the obstacles facing development, then an education of a good standard for children will have positive results when achieving sustainable development, and it will lead to the elimination of alphabetical illiteracy, as well as cultural and technological illiteracy.

5- Education and Health:

A longer life and a good health status are indicators of the success of the development process. In this respect, education has succeeded in some aspects, and still needs more work and effort in other aspects such as warning students of the bad effects of cigarettes smoking, and the bad health and social impacts of drugs abuse. In addition, education needs more intensive efforts to socially, psychologically and culturally qualify students to live in the modern world, and educate them of its various problems and instabilities. Education in Libya has supplied the Libyan society with doctors, nursing staffs and technicians

working in the health medical field. Also it has provided learners with good health knowledge and information on diseases and protection against them and on the healthy nutrition. Health information was introduced into the curriculum of basic education and in the intermediate (secondary) education.

The education's inability to create and implant anti-approaches to face such a phenomenon will make them a burden on the development process, and education becomes inefficient to achieve the conditions of sustainable development, and these are good health, longer life and balanced social environment.

6- Gender Equality in Education:

Female education has developed, quantitatively and qualitatively. The percentage of females on all education levels has increased to even exceed the percentage of males in university education. From a qualitative point of view, females have enrolled in all university specialization fields; engineering, medicine, agriculture, veterinary, economy, in addition to arts, media and literatures.

The offering of educational opportunities for women, quantitatively and qualitatively, has positive results on the development process. In this respect, education in Libya has succeeded to offer opportunities for women to actively participate in the development process and to develop their personalities as individuals.

7- Education and Democracy:

The education's active contribution in achieving democracy is considered a success in achieving one of the main conditions for sustainable development. Libya performs people's democracy that requires educating all the society's citizens, so they can participate in the public life of the society and participate in the decision making processes in the country.

The democratic system in Libya is a direct popular democracy, where the people lay out issues of their interest in lists to be discussed during the sessions of the basic people's conferences. These issues are discussed and suitable decisions are made. Therefore, education is extremely important, because the people should be educated in order to determine the issues of their interest, thus, they can make decisions for their benefit.

Undoubtedly, the spread of education in Libya has help to develop this aspect. Among the positive indicators of education's contribution are the leading posts held by university graduates within their basic people's conferences, also many of them hold technical and executive positions in the general peoples' committees.

8- Environment Conservatism and the Creation of Positive Approaches in Production and Consumption:

Although, education in Libya is really interested in the issue of environment cleanness and protection through lessons included within the curriculum subjects, but education could not create positive consumption approaches, in fact, the wasting and exhaustion of natural resources really have apparent effects on the environment. In addition to the reduction in water levels in some parts of the country, which was partially treated by establishing the Great Man-made River, that supplies water for the population in the northern parts of Libya from underground tanks existed in the south eastern and south western parts of Libya. The pipes of the Great Man-made River through which water is transformed extend for an estimated distance of 4 thousand kilometers. The expenses of this project are more than 15 billion US$. It is planned to establish developmental agricultural projects all along the pipe lines of the Great Man-made River, from the south to the north of Libya.

9- Education and Power Consumption:

Although, education in Libya has emphasized the importance of power and the importance of its protection, in lessons included within the curriculum subjects, but education could not create positive consumption approaches, in fact, the common transportation mean is the individual private vehicle, and the misuse of electricity and gas supplies is quite common among the Libyan communities. This, undoubtedly, forms an obstacle facing development and the exhaustion of power resources is on the expense of the long term of the development process and its sustainability.

10- Improving Economical Standards and Eliminating Unemployment:

The improvement of the citizens' educational level led to the improvement of their economical standards and their standard of living. A great number of them were employed and got jobs, or were vocationally qualified to obtain a better job opportunity. In this concern, education in Libya has actively participated in the sustainable development process, and improved the economical standards of citizens and the society as a whole[13].

It is worth mentioning that Libya is continually working in order to follow up the implementation of the sustainable development goals, and the evaluation of the achievements and the determination of challenges and problems, and finding practical solutions to treat them. Therefore, the

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[13] The National Authority for Information & Documentation (2002), *the National Human Development Report (2003)*, Tripoli, the National Authority for Information & Documentation publications.

concerned authorities are holding meetings, and forming consultative scientific teams to evaluate the achieved sustainable development goals, arranging for the setup of plans and the allocation of money necessary for the continual work in the future sustainable development goals. Libya has determined its sustainable development plans for the next ten years. These plans included the fields of education and human development. The necessary resources were set to implement and transform these future goals into work projects resulting in economical and social benefits for all the population communities, males and females, young and old, living in the rural areas or in the city.

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