

# VOCATIONAL EDUCATION AND TRAINING IN LIBYA

Facts and figures

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# PREFACE

In Libya, three years after the deep political crisis that led to instability in the country and despite a renewed escalation of an armed internal conflict, stakeholders have requested the European Training Foundation (ETF) to facilitate a wide-ranging discussion on how to improve the quality of vocational education in the country. This report is the result of a series of subsequent workshops conducted under the auspices of the Ministry of Education. These workshops were led by the ETF over the course of 2018 and attended by representatives from various Libyan institutions across all regions, such as the National Board for Technical and Vocational Education, the Ministry of Labour and Rehabilitation, the trade unions, the Chamber of Commerce and the municipalities. In the workshops, the participants engaged in a structured discussion on the state of vocational education and training (VET) in their country, collected relevant evidence and agreed on its interpretation.

This report reflects the outcome of this process. It is meant to serve as a point of reference for decision makers, the international community and anyone else who is interested in Libya and its VET system and requires up-to-date information that is as reliable as possible and vetted by a representative selection of national stakeholders: VET professionals, beneficiaries and decision makers. Its drafting is the result of the joint effort of a team comprising Mokhtar Jwaili, Abdulhameed Alkoat, Issa Younis, Ahmed Magtouf, Mohamed Abaid, Khalifa Fatnasa, Mustafa Abdulhafith, Amal Fares, Samira Bani, Salahaldeen Mohammed, Walid Alsharif, Ahmed Emgaig, Ismail Abumeniar and Nasr Hazawi under the overall coordination of Mokhtar Jwaili, with substantive inputs and guidance by Mihaylo Milovanovitch, ETF Senior Specialist, and Mounir Baati, ETF Senior Specialist and Country Coordinator for Libya.

The report and the series of consultations that led to it were informed by the Torino Process – a biannual review of policies for VET in all partner countries of the ETF. The analysis and its presentation are aligned with the analytical framework of the Torino Process, which covers various dimensions of VET policy and the socio-economic context in which VET takes place.

Chapter 1 of this report starts with an overview of the country and its geography, economy and labour market. Chapter 2 introduces Libyan VET and discusses its state at the time of the consultations in 2018, with a focus on teachers, learners, quality assurance and reform priorities. Chapter 3 discusses the main challenges confronting the Libyan VET system. These include external (contextual) challenges, such as fragmentation of governance, internal migration, problems with inter-institutional coordination and labour market challenges. They also include internal challenges, such as human and financial resource shortages, problems with the quality of provision and teaching and with the attractiveness of VET as a study choice. Finally, Chapter 4 summarises the major donor-led interventions in the area of VET at the time of the consultations.

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# INTRODUCTION

The technical and vocational education sector has been of great importance in supplying the economy with technicians and skilled workers, and it is the cornerstone of the applied professions. Plumbing, forging, carpentry, construction and other crafts are not only important now, or limited to one labour market, but they are the basis of any growing, developed or advanced economy.

Training is defined as ‘any attempt to improve current or future employee performance by increasing an employee’s ability to perform through learning, usually by changing the employee’s attitude or increasing his or her skills and knowledge<sup>1</sup>.’

The combination of training and education improves the individual’s ability to perform his or her work effectively and efficiently. It also speeds up the process of gaining knowledge and information as a result of practical experience that is based on observation and experimentation. Finally, it helps the individuals to adapt to the problems they encounter and to find solutions, thus becoming more capable and specialised in specific areas.

Responsibility for VET in Libya falls under two different ministries: the Ministry of Education, which is responsible for initial training and supervises (through a board) technical and vocational educational institutions, and the Ministry of Labour and Rehabilitation, which looks after continuing training. The VET system remains supply-driven, with weak links to the labour market and other stakeholders active in the market; there is no real coordination between vocational schools and employers. The quality of training provided in vocational schools is relatively low due to outdated curricula, an absence of continuing professional development and poorly equipped schools. This has a negative effect on the attractiveness of the system and does not encourage local companies to recruit graduates from vocational schools.

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<sup>1</sup> [www.slideshare.net/tanujpoddar/hrm-training-development](http://www.slideshare.net/tanujpoddar/hrm-training-development)

# 1. COUNTRY OVERVIEW

## 1.1 Geography and political developments

### Geography

Libya, officially the State of Libya, is a country in North Africa bordered by the Mediterranean Sea to the north, Egypt to the east, Sudan to the southeast, Chad and Niger to the south and Algeria and Tunisia to the west (see Figure 1.1).

**FIGURE 1.1 MAP OF LIBYA**



Libya is the fourth-largest country in the African continent and, with an area of 1 600 000 km<sup>2</sup>, ranks 16th in the world in terms of size. It also has a coastline that measures 1 900 km in length, which renders it the longest among the countries bordering the Mediterranean Basin.

Its population reached 6 374 616 in 2017, 50.73% of which are males and 49.27% females. It ranks No 106 in the world in terms of population. It is also considered a young state. According to World Health Organisation (WHO) data published in 2018, life expectancy in Libya is 71.9, which gives Libya a World Life Expectancy ranking of 104. Some 90% of Libya's population lives in less than 10% of the country and is spread over the four main cities along the coast due to the better job opportunities there.

Libya's annual population growth rate slowed from 2.2% in 2007 to 1.06% in 2012. Rapid population growth over two decades beginning in the 1990s led to demographic 'inflation'. Children under the age of 15 make up nearly 30% of the population. This requires substantial government investment in education, health, employment, housing and infrastructure. The percentage of the working-age population (15–64) continues to increase (65%), while the share of the 65+ age group is small (4.88%).

Libya was part of the Arab Spring, which started in Tunisia in January 2011 and soon spread to Libya. The Libyan uprising began in February 2011 with peaceful demonstrations demanding changes to the economic and political situation. This was met with military power, resulting in the intervention of the United Nations and the international community and ultimately leading to the overthrow of the Gaddafi regime, which had lasted for over 40 years.

Optimism for an economic recovery after the Revolution of 17 February did not last long. In late 2012, the conflict began to affect oil production. By July 2013, most of the oil facilities were shut down, and exports dropped to less than 200 000 barrels per day by April 2013. This means that oil production decreased to one-fifth of the previous production volume, which led to a deficit in the general state budget and a decline in oil revenue of about USD 2.25 billion, unprecedented levels in Libyan economic history. In its report on Libya in 2017, the World Bank indicated that the Libyan economy was on the verge of collapse. In the second quarter of the 2014 financial year, during a session of the House of Representatives, the Governor of the Central Bank of Libya in Al-Baydha city disclosed that the treasuries of commercial banks in the Eastern region were almost empty. 'We do not have money. Libyan funds are subject to political control and militia power. We do not have a panacea over the short term. Yet, we believe that technology and knowledge are the means to resolve the economic problem,' he said<sup>2</sup>.

This statement indicates that the bank has medium- and long-term solutions. He also pointed out that the rent-seeking economy has dire consequences and that alternatives must be sought.

In terms of social, political and economic developments, the political divisions that have been apparent in Libya since 2014 have led to a break in the social structure. They have also resulted in the displacement and migration of families and even entire cities. Thus, the situation requires comprehensive national reconciliation to prevent the fragmentation of the conservative Libyan society and to ensure the peaceful coexistence of the people living in it.

Under such circumstances, it is also difficult to implement any economic plan at the moment, knowing that such plans do not have the right tools nor is there an appropriate environment in which to implement them.

## Politics and government

A nation's economy depends on its political system. Libya suffers from a political system that led to the deterioration of its economic status vis-a-vis the rest of the oil states and delayed the pace of development in the country by adopting a single-commodity approach, i.e. relying solely on oil as a source of income. However, the country has enjoyed periods of economic growth and recovery.

After Libya gained independence from Britain and France following the Second World War, a constitutional monarchy was established in the country. It had a parliamentary government that operated in a quasi-democratic manner. However, after the Revolution of 1 September 1969, Libya was virtually under the sole control of Colonel Muammar Gaddafi for more than 40 years. The 17 February Revolution in 2011 overthrew Muammar Gaddafi and his regime. Following the formation of the National Transitional Council on 27 February 2011 and the official declaration of the end of the war on 23 October 2011, Libya entered a transitional period during which a new constitution and a new government were established. The General National Congress was elected on 7 July. Power was

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<sup>2</sup> Documented meetings with officials and decision makers in Libya and their official statements in the mass media.

handed over to the congress on 8 August to run the country for a year and a half. On 4 August 2014, the Libyan parliament, elected on 25 June 2014, dissolved the outgoing legislature.

## 1.2 Economy

### Structure and performance of the economy

The Libyan economy depends on oil and gas as the main sources to support the general budget of the state, despite the diverse income streams that are marginalised and untapped, such as tourism and the agro-food industry<sup>3</sup>.

In 2017, Libya ranked No 1 in the world in terms of its domestic income growth rate of 55.1% and an estimated income of USD 63.14 billion, an increase of USD 22.42 billion compared to 2016. Despite this great leap, the budget deficit for 2017 fell to -18%, while the inflation rate reached 32.8% during the same year, leading to higher prices<sup>4</sup>.

Oil, processed petroleum products, natural gas and chemicals are Libya's main exports. Its main imports are machinery, semi-finished goods and consumer products. Like other developing economies, the Libyan economy is plagued by a heavy legacy resulting from the dominance of the oil industry as the main contributor to GDP and export volume. This was detrimental to other productive activities, especially industry, and led to a relative downturn in those activities. It also resulted in poor productive efficiency in the area of labour (a scarcity of skilled labour). This allowed the services sector to absorb the bulk of actors in low-margin or non-productive activities.

The country has not yet fully recovered from the pitfalls of its revolution. It is undergoing a transitional phase that is making the political and security situation even more critical. The ongoing conflict has led to an economic downturn and made it difficult for successive governments to carry out economic and comprehensive reforms in the labour market. This in turn has resulted in more frustration and disappointment among people, especially young people<sup>5</sup>. According to a report published by the Libyan Audit Bureau for 2016, the overwhelming majority (about 85%) of the active workforce in Libya (1 530 636 employees) works in the public sector, which is quite a high percentage even by regional standards. Before the revolution, the labour force in Libya, which has a population of six million, was composed of 2.6 million workers, almost 50% of whom were foreigners. During the revolution, nearly one million foreign workers fled Libya. According to the 2012 statistical data, Libya currently has a labour force of about 1.9 million with a remaining population of five million. The actual percentage of women in the active labour force does not exceed 34%<sup>6</sup>. The number of employees working in the public sector in Libya is 1.5 million. While the majority of these employees are active in the public sector, workers in the oil sector and in agriculture represent no more than 10% of the labour force. Due to the predominance of the public sector as the major employer, the level of job security is particularly high among those aged 45 and over, as this is the age group that usually works in the public sector<sup>7</sup>.

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<sup>3</sup> World Bank report for 2016.

<sup>4</sup> United Nations reports on the State of Libya.

<sup>5</sup> ETF, *The challenge of youth employability in Arab Mediterranean countries: The role of active labour market programmes*, 2015.

<sup>6</sup> World Bank, *Labour market dynamics in Libya*, 2016.

<sup>7</sup> Data obtained from the Libyan labour market: Information and Documentation Centre, Ministry of Labour and Rehabilitation, 2017.



The country also suffers from high unemployment rates combined with a, despite the high rate of higher education enrolment. The overall unemployment rate increased from 13.5% in 2010 (before the revolution) to 19% in 2012. Youth unemployment is almost 48%, and the female unemployment rate is 25%. Given the overemployment in the public sector, these patterns reflect, first and foremost, the low number of private sector jobs available to Libyans, be they skilled or unskilled workers. Other factors that are responsible for the high unemployment rate include the inefficient transition from education to work, long waiting times for jobs in the public sector, and the lack of willingness on the part of Libyans to accept professional or manual jobs. This reflects the low desire of Libyans to work in the private sector, mainly because of the absence of regulations and job security, which has resulted in foreign workers, often low-skilled, occupying such available jobs in the market.

Non-Libyans also occupy highly skilled jobs. Some 30% of companies complain about the difficulty in hiring qualified Libyan nationals. In fact, companies employ Libyans to meet the regulatory labour quotas, while at the same time employing foreign workers with different skill levels to meet the actual needs of the company.

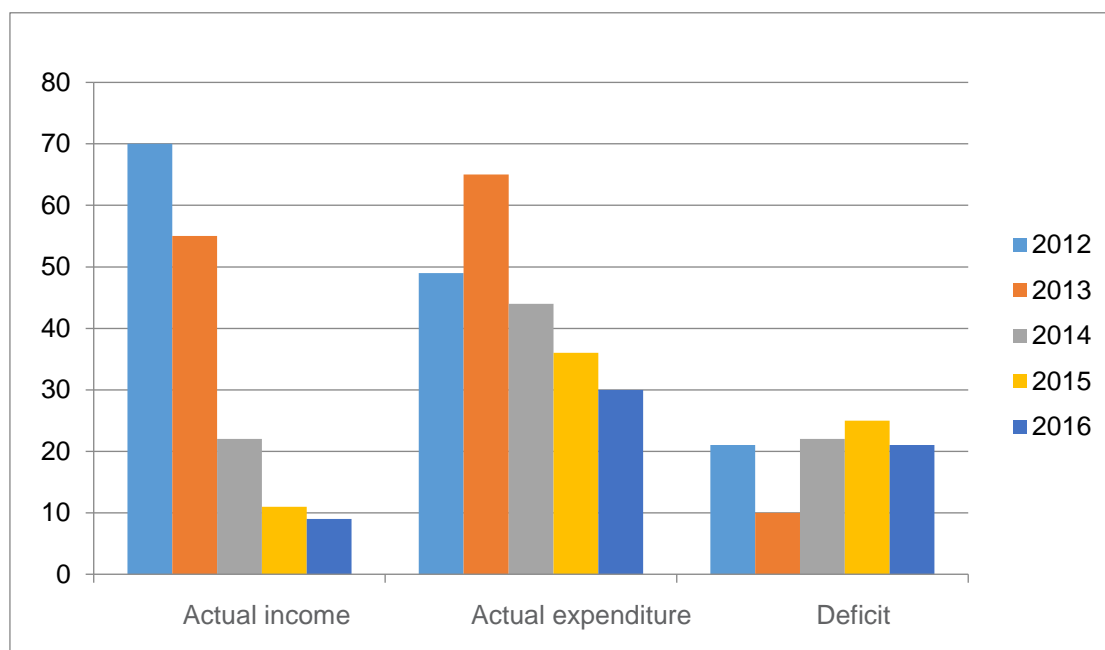
In the recruitment process, companies also give greater weight to previous work experience rather than educational background. This pattern indicates the need to design labour market programmes aimed directly at building job-related skills. Job seekers in Libya are divided into various classes. Higher education graduates who have some knowledge of their area of specialisation represent between 15% and 30% of the total Libyan workforce. Their chance of finding a suitable job is increased if they are granted assistance in basic work training and job seeking. In the case of the rest of the unemployed population, targeted interventional procedures and apprenticeship programmes need to be designed for skill development, vocational training and rehabilitation.

### **Economic and demographic factors influencing the national economy and the market demand for skills**

The modern Libyan state is still in the process of overcoming the pitfalls of the revolution, which makes it weaker in handling the allocation of budgets to support the plans and policies of the Ministry of Education and the Ministry of Labour and Rehabilitation. This is mainly due to the Libyan state's dependence on oil to support the state budget and the lack of any other income sources that could be used as an alternative source to oil in the near future. This demonstrates the importance of the oil sector and its economic impact, especially after the fall in prices compared to previous years and the decline in export rates as shown in Figures 1.2 and 1.3. Indeed, we notice a decrease in Libyan state revenue between 2012 and 2016, which amounted to 70 billion dinars in 2012 and only 9 billion dinars in 2016.

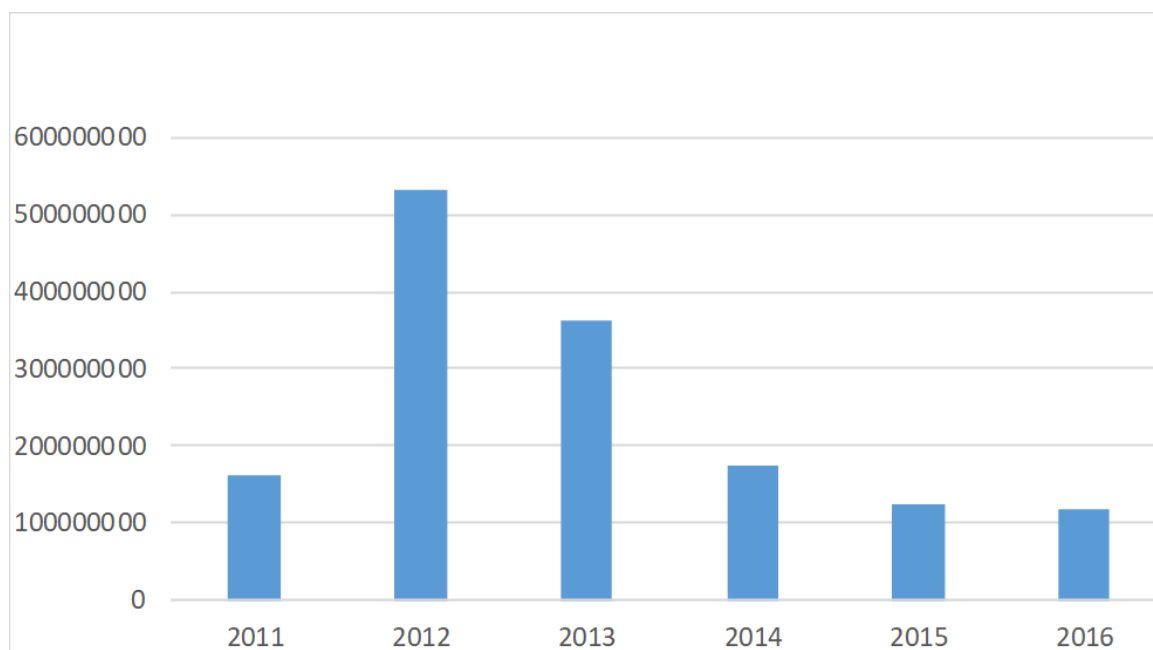
The increase in inflation in the Libyan market is one of the economic factors that is affecting and will continue to affect the national economy for several years. This is due to the absence of political consensus in the country, which has resulted in turbulence in the Libyan market. According to the statistical data available from the Department of Statistics, the increase in inflation has also weakened the Libyan citizen's purchasing power. This data includes a detailed explanation of the inflation rate from 2012 to 2017. In 2012, this rate was 6.1%, which is low compared to that recorded for 2017 when it stood at 28.5% as shown in Figure 1.3.

**FIGURE 1.2 STATE REVENUE AND EXPENDITURE (BILLION DINARS)**



Source: Libyan Audit Bureau's report for 2016

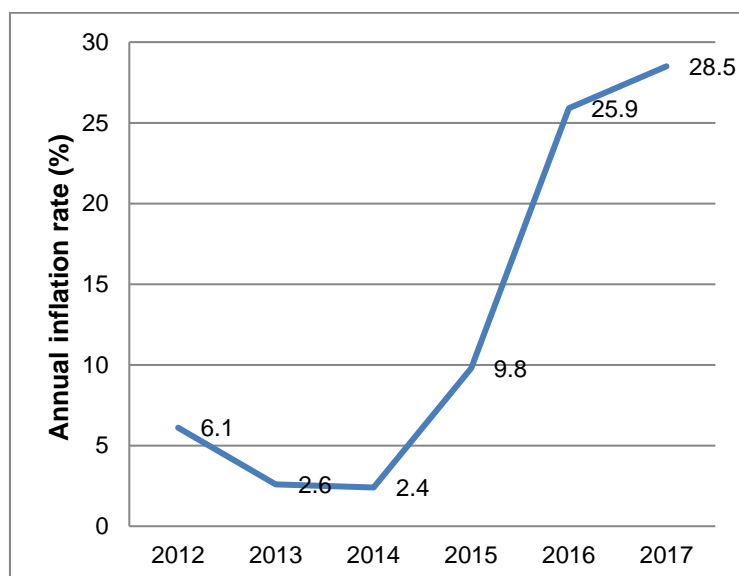
**FIGURE 1.3 STATE OIL ANNUAL PRODUCTION (BARRELS)**



Year	2011	2012	2013	2014	2015	2016
<b>Production in barrels</b>	161 739 910	530 697 677	362 527 682	175 161 756	124 537 408	119 134 030
<b>Percentage change (%)</b>	–	14	41	52	29	3

Source: Libyan Audit Bureau's report for 2016

**FIGURE 1.4 LIBYA'S ANNUAL INFLATION RATE (%)**



Source: Bureau of Statistics and Census

### Employment and unemployment: patterns and trends

There is no recent and comprehensive survey of the labour force and the Libyan labour market currently available. According to the International Labour Organisation's (ILO) main labour market indicators, the economically active population represents 48% of the total population, 61% of whom are males and 34% females (World Bank report, 2015). International reports estimate the unemployment rate at 19%, distributed between 15.9% of total males and 25.1% of total females. The youth unemployment rate (age group between 15 and 24 years) is 48.7% (World Bank report, 2015), with 40.9% unemployed males and 67.9% unemployed females.

**TABLE 1.1 UNEMPLOYMENT STATISTICS FOR 2012 (%)**

Indicator	Male	Female	Total
Labour force participation rate	61.0	34.0	48.0
Employment rate among population	51.0	25.0	39.0
Unemployment rate	15.9	25.1	19.0
Youth unemployment rate	40.9	67.9	48.7

Source: World Bank Expert Accounts and Bureau of Statistics and Census, Libyan labour force survey 2012

The statistics provided by the ILO show that the proportion of activity levels was around 48% in 2012, with an obvious disparity between men (61%) and women (33.7%). According to the same source, the employment rate was 51% among men and 21% among women in 2010, while the national employment average had stabilised at approximately 39%.

The most significant aspect is the relatively high proportion of women's participation in the labour market compared to the Arab Mediterranean countries. This may be due to employment in the public sector, which attracts significant numbers of women, especially in the areas of health and education, as such fields are socially acceptable.

Unemployment primarily affects newcomers to the labour market, i.e. young people, including those with high levels of education.

Higher education enrolment rates in Libya are extremely high, which results in tens of thousands of higher education graduates entering a labour market with limited employment opportunities. Although the public sector provides jobs for most of the labour force, its ability to support these large numbers of university graduates remains limited.

**TABLE 1.2 CLASSIFICATION OF YOUNG JOB SEEKERS WHO REGISTERED WITH THE INFORMATION AND DOCUMENTATION CENTRE AT THE MINISTRY OF LABOUR AND REHABILITATION IN DECEMBER 2017**

Age group of job seekers	Number			Percentage of total registered (%)
	Male	Female	Total	
18–22	2 609	1 494	4 103	5
23–27	12 205	12 248	24 453	28

Note: Data in the table shows only the number of job seekers who were registered as such. The data therefore does not include those who did not register with the labour market services.

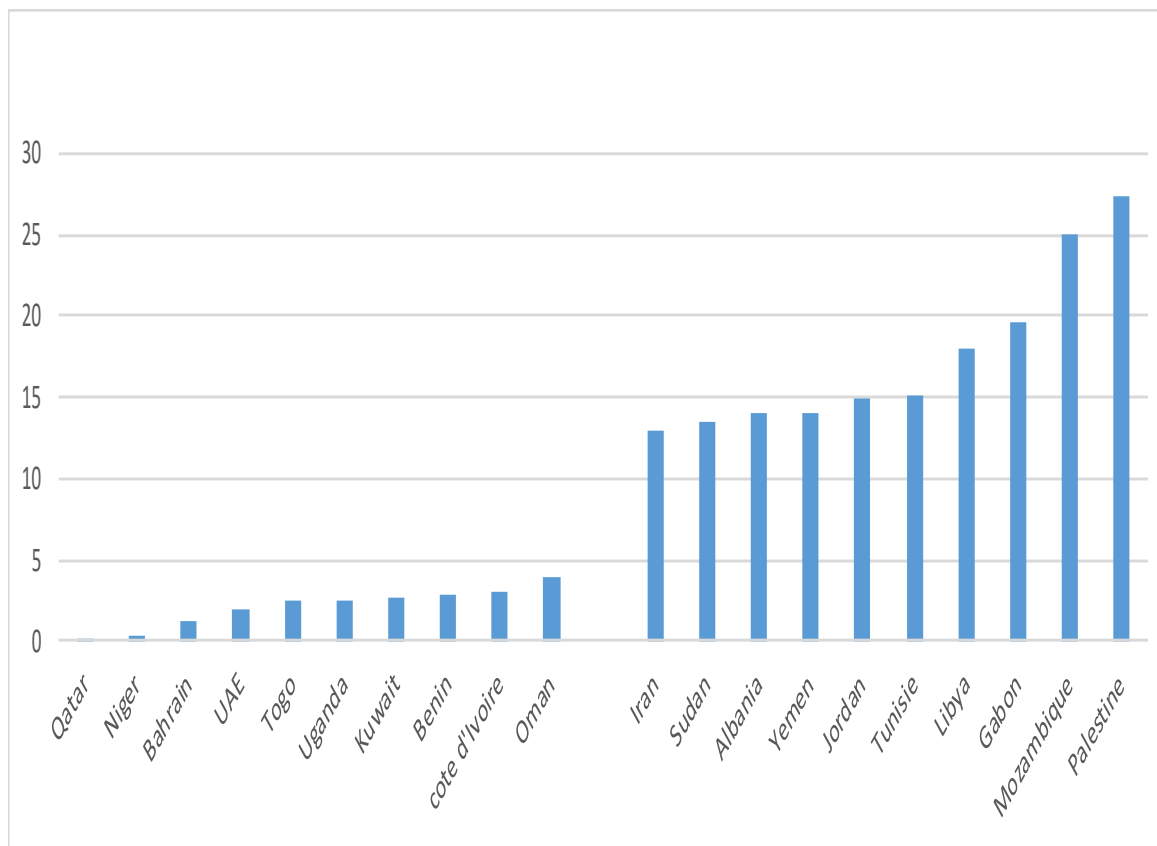
Source: Ministry of Labour and Rehabilitation, Report on job seekers in the Libyan regions except the East, 2017

As shown in Table 1.2, the report issued by the Ministry of Labour and Rehabilitation on unemployment in 2017 shows that young people between the ages of 18 and 27 account for 33% of job seekers. Males represent 52% and females 48% of the total number of job seekers.

Figure 1.5 shows unemployment rates in countries belonging to the Organisation of Islamic Cooperation (OIC), as stated in the OIC Economic Outlook (2017). It is noted that Libya has a high unemployment rate compared to the rest of the OIC countries.

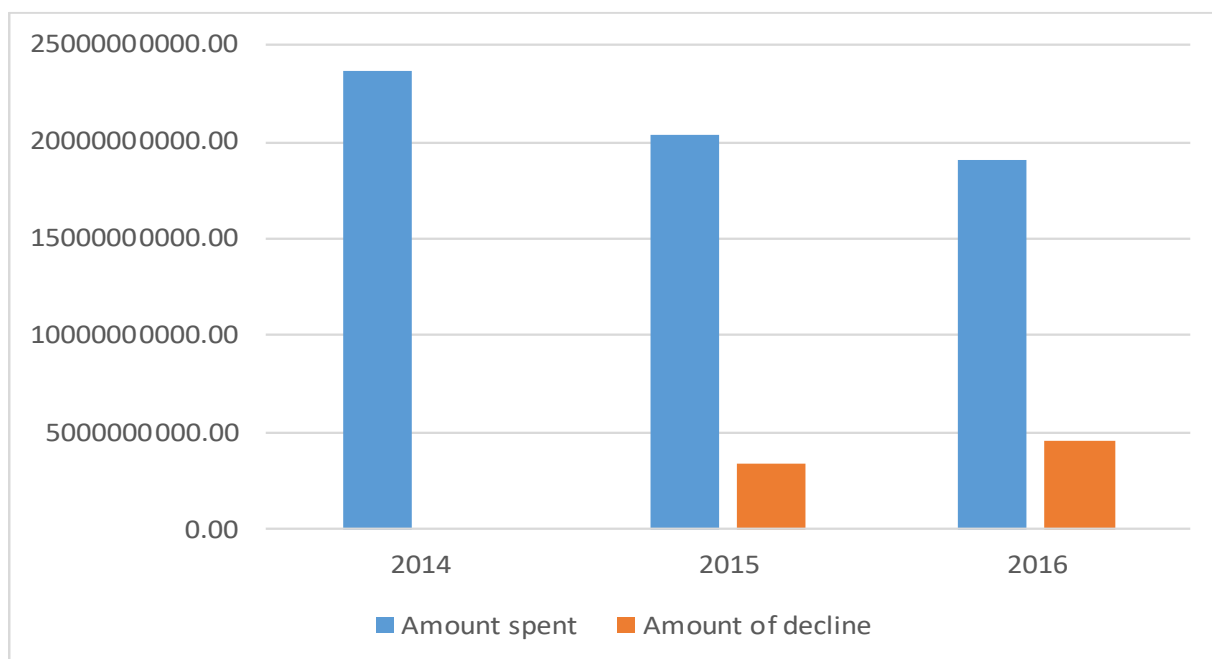
Multiple employment, where one person is employed at more than one place of work, is also one of the major problems facing the modern Libyan state. This is a result of not following the recruitment criteria in the employment agencies in areas covered by the Ministry of Labour and Rehabilitation. In fact, most recruitment decisions are made on the basis of personal and regional connections. The elimination of duplicate employment is one of the policies that helped reduce the waste of public money through the implementation of the national ID system. Proper registration through the ID system has led to a decrease of 379 314 841 Libyan dinars in monthly salaries paid between 2014 and 2016, which means that the equivalent of salaries of over 365 000 employees were paid illegally.

**FIGURE 1.5 UNEMPLOYMENT RATE IN LIBYA COMPARED TO OTHER OIC COUNTRIES, 2017 (%)**



Source: Data set on key indicators of the labour market for the ILO, 2017

**FIGURE 1.6 DECREASE IN EMPLOYEES' SALARIES AFTER THE IMPLEMENTATION OF THE NATIONAL ID SYSTEM (LIBYAN DINARS)**

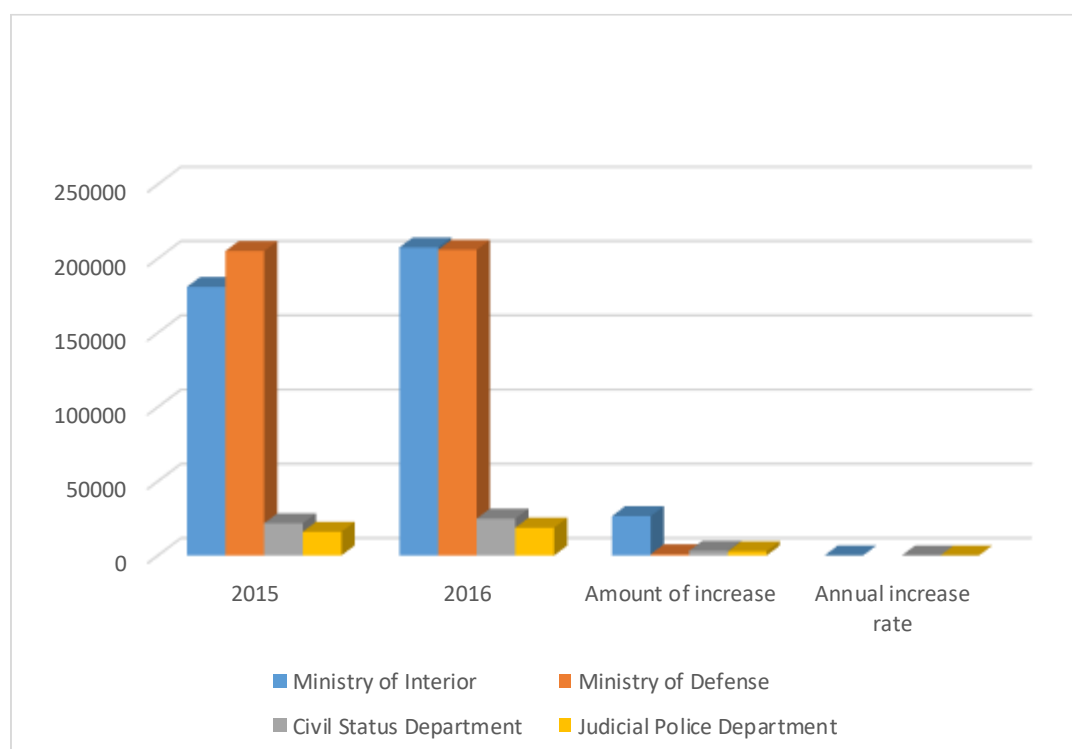


Year	2014	2015	2016
<b>Amount spent (Libyan dinars)</b>	23 632 203 093	20 307 241 686	19 080 425 153
<b>Amount of decline (Libyan dinars)</b>	–	3 324 961 407	4 551 777 940
<b>Rate of decline (%)</b>	–	14	19

Source: Libyan Audit Bureau's report for 2016

Libyans prefer working in the public sector because the recruitment measures are simple and flexible. Supervisory, administrative and financial authorities do not always comply with regulations and disciplines that oblige all entities to adhere to the staffing recruitment procedures. Figure 1.7 shows that the number of employees in some public sector areas, such as the Ministry of Interior and the Ministry of Defence, has increased with no reference to budgetary allocations. This puts an extra burden on the government in relation to expenditure on salaries and related items.

**FIGURE 1.7 INCREASE IN EMPLOYMENT IN EXCESS OF BUDGET IN SOME AREAS OF THE PUBLIC SECTOR, 2015–16**



Entity	2015	2016	Amount of increase	Annual rate of increase
<b>Ministry of Interior</b>	180 888	207 441	26 553	12%
<b>Ministry of Defence</b>	205 119	205 919	800	Continuous increase matched by retirement
<b>Civil Status Department</b>	21 693	24 883	3 190	14%
<b>Judicial Police Department</b>	15 927	18 703	2 776	17%

Source: Libyan Audit Bureau's report for 2016

In 2017, the total number of job seekers registered in 54 employment centres operated by the Ministry of Labour and Rehabilitation was 137 800, i.e. the percentage of job seekers decreased by 9% in 2017 due to the fact that multiple employment cases identified through the national ID system resulted in a reduced number of job seekers.

The low economic activity rate of the young population, whose number is increasing, is a clear indicator of the state's inability to benefit from the demographic opportunity provided by its young people. As shown in Table 1.1, they are unemployed and do not contribute to the national well-being. The overall youth unemployment rate is 33%.

Accordingly, it is necessary to focus on the employment of young people to reduce the unemployment rate among the members of this segment and benefit from the demographic opportunities that they offer. This can be done by identifying the required skills in the labour market and conducting training courses in the areas of specialisation required by the Ministry of Labour and Rehabilitation based on the state's strategies and orientations. However, this may be difficult to implement, especially if the number of trainees is greater than the labour market needs.

**TABLE 1.3 YOUTH ACTIVITY AND UNEMPLOYMENT RATES BY GENDER, LATEST AVAILABLE DATA (%)**

Country	Activity rate		Unemployment rate			
			Total		Youth	
	Male	Female	Male	Female	Male	Female
Algeria	68.9	14.2	8.1	19.1	19.1	38.1
Egypt	78.2	23.9	8.9	22.7	22.5	53.2
Jordan	61.3	14.1	10.4	19.9	25.2	48.8
Lebanon	73.0	23.0	5.0	10.0	21.5	22.3
Libya	76.8	30.4	Total: 19.5		Total: 33.0	
Morocco	73.6	24.7	8.7	9.9	16.6	17.4
Palestine*	61.2	17.4	23.2	27.1	36.8	49.6
Tunisia	68.7	24.8	11.3	18.8	Total: 42.3	

(\*) This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual position of the Member States on this issue.

Source: ETF, *Youth employment: challenges and policy responses in the Arab Mediterranean countries*, 2013 – based on data from national statistical offices: Jordan, Morocco and Palestine 2012 data; Algeria, Egypt and Tunisia 2011 data; Libya data from ILO (2011); Lebanon figures are estimates from 2009 as there has been no labour force survey since 2004.

### 1.3 Labour market: current situation and major challenges

Despite the economic, political and security volatility in Libya, the labour market situation is stable, based on the employment rate indicator. This is used to calculate the employment rate by dividing the number of working people by the number of people in the same age group. According to the Libyan Audit Bureau's report for 2016, the number of state employees is 1 530 636 and the number of people belonging to the same age group is 3 300 000. Thus, the employment rate is 46.4%, which proves the stability of the labour market situation.

The competent ministries have not identified any definite plan for the optimal employment of labour market outputs; nor have they developed a specific and clear system for accepting and distributing the outputs of the technical education process in alignment with labour market requirements. For example, there is no clear action plan between the Ministry of Education and the Ministry of Labour and Rehabilitation to determine the actual needs of the labour market and to prepare a prior analysis of this plan. A field visit undertaken by the Torino process team to the Libyan Ministry of Labour and Rehabilitation revealed that no plans have been prepared to specify the different public sectors requirements so the higher educational institutions (universities, technical colleges and higher technical institutions) could redirect their programmes in line with such plans, nor has any action plan been utilised in an optimal manner on the basis of labour market requirements. Indeed, there is no information documenting any strategic plans aiming to benefit from the technical and vocational education outputs to meet market needs.

One of the most significant challenges facing the Libyan labour market is to provide logistical and financial support and encouragement to the private sector to enable it to partner with the supply side in the labour market and to organise the available job opportunities. Support is required as long as the project favours state objectives and has a productive purpose, i.e. providing job opportunities in the labour market and contributing to the national economic recovery.

### Developments since the last Torino Process (2014)

No progress has been made since the implementation of the previous Torino Process due to the failure of the mechanism for integrating these results into the ministry's plan. This failure is mainly the result of the deterioration in the country's economic situation as well as the lack of budget dedicated to this matter. This is shown in Figure 1.2, which shows a decline in state revenue. In addition, the continuous turnover in the designated officials in the ministries, bodies and administrations has affected compliance with and commitment to any strategic plans.

### Demand for and supply of skills in the local market

There is no strategic plan combining the efforts of the Ministry of Education and the Ministry of Labour and Rehabilitation and those of the private sector and other ministries, bodies and organs that contribute to the recovery of the rate of working capital turnover in the country. Moreover, the vision does not aim clearly and specifically at serving the national economy and achieving the highest possible rate of employment. Thus, it is hard to assess the nature and degree of interdependence and integration between the demand for and supply of skills in the local market because they do not correspond to the input or output volumes, which frustrates the educational process before it starts.

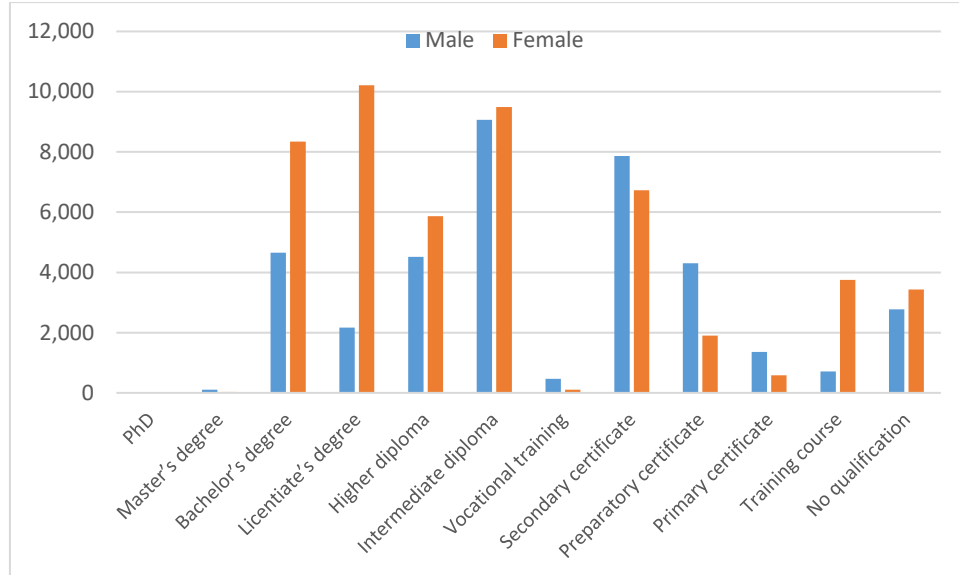
### Solutions to identify the demand for skills

The demand for skills in the Libyan labour market is not specified, which is proved by the absence of a career guidance system. In recent years, however, the Libyan state has started a programme to classify, organise and count the number of job seekers in all sectors. It has also adopted a central compilation system that encompasses all the outputs of general and technical education with all their disciplines to be distributed according to the actual needs of the labour and employment market. The failure to adopt the budgets allocated for this purpose led to the non-completion of the designed programme. This is reflected in the contribution made by the National Board for Technical and Vocational Education to the survey of the annual number of graduates and the supply of this data to



the Ministry of Labour and Rehabilitation. This is illustrated in Figure 1.8, which shows job seekers' classification by sex and qualification.

**FIGURE 1.8 JOB SEEKERS CLASSIFICATION BY TECHNICAL QUALIFICATION AND GENDER**



Qualification	Male	Female
PhD	7	3
Master's degree	110	35
Bachelor's degree	4 653	8 344
Licentiate's degree	2 171	10 213
Higher diploma	4 514	5 865
Intermediate diploma	9 063	9 486
Vocational training	463	108
Secondary certificate	7 859	6 722
Preparatory certificate	4 300	1 906
Primary certificate	1 361	587
Training course	710	3 746
No qualification	2 778	3 428

Source: Documentation and Information Centre, Ministry of Labour and Rehabilitation

Among the solutions undertaken by the Libyan state to reinforce the connection between educational outputs and the labour market is the national ID system, which eliminated duplicate employment and provided more job opportunities for unemployed persons, as shown previously in Figure 1.6.

One of the solutions for matching the demand for skills with market needs is the establishment of a Centre for Quality Assurance in the Ministry of Education, which reports to the National Board for Technical and Vocational Education. This could help to identify outputs and ensure the quality of skills. Moreover, the Ministry of Labour and Rehabilitation and the Ministry of Education have

issued many decisions regarding the organisation of training courses inside and outside Libya. Their aim is to match as effectively as possible the skills and competencies resulting from the outputs of initial VET (IVET) and continuing VET (CVET) with those required by the economy and the labour market.

A number of factors hinder graduates of technical training programmes, namely:

- the absence of a mechanism or database that includes vacancies in the Libyan labour market, whether in the public sector or private sector, and the absence of career guidance, based on a report by the Work and Rehabilitation Office Director in Zintan;
- the absence of training and rehabilitation programmes to qualify graduates in a specialisation that will enable them to engage in the labour market. If they even exist, they are limited, according to the World Bank report on labour market dynamics in Libya for 2016. This report pointed to the ineffectiveness of the transition from school to work and the unwillingness of Libyans to accept professional and manual jobs. In fact, 30% of companies complain about the difficulty of hiring qualified Libyan nationals. Furthermore, the state was not particularly interested in establishing small and medium-sized enterprises in general between 2014 and 2016 due to the budgetary deficit.

However, there are also some factors that facilitate access to employment for VET graduates. These factors include the departure of expatriate workers, who had come to Libya from neighbouring countries. According to the World Bank report mentioned above, their departure resulted in many job opportunities, both technical and non-technical, for Libyans. In fact, the report indicates that one million expatriate workers have left the Libyan labour market. Another factor that makes employment opportunities accessible is the state's enactment of Law No 23 of 2010 (Commercial Activities Law).

## Career guidance

Career guidance and counselling are defined as a service that provides information about academic and working life. Guidance and counselling services aim to help individuals of different ages and at any stage in their lives to choose their educational, training and professional paths and to manage their professional lives. Following field visits to the Ministry of Labour and Rehabilitation office in Tripoli and the Labour and Rehabilitation office in Zintan, it was discovered that there is no competent office for career guidance within the organisational structure of the ministry. This is also the case for other offices.

## Entrepreneurship

Entrepreneurship is the willingness to manage, organise and develop projects that involve risk in order to generate a profit. Entrepreneurship is based on the initiative to create a new business by making use of available resources, labour and capital, all of which contribute to profit. Entrepreneurship is also defined as launching an activity with a view to establishing diversified businesses in order to make a profit while assessing the risk involved.

The examination for the technical education curriculum revealed the absence of entrepreneurship as a separate school subject in the country. Instead, some aspects of entrepreneurship are taught within the framework of small projects. It is also introduced in the form of awareness campaigns, especially during Global Entrepreneurship Week.

## Migration and demographic developments

Libya is one of the main corridors of illegal immigrants, especially those heading to Europe. It is also an attractive destination for workers from neighbouring Arab countries as well as migrants from neighbouring sub-Saharan countries during the stability period. Despite the lack of accurate data and statistics, it is estimated that up to 2.5 million foreign nationals were living in Libya before 2011 (IOM, 2011).

According to UN estimates, illegal immigration accounts for 12% of the population, while the labour force accounts for 1 114 000 out of the overall population. The unemployment rate among illegal migrants is 20.74%<sup>8</sup>.

## Social integration agenda

Several factors dominate the social integration agenda, including the internal displacement crisis caused by turmoil and violence in Libya. The International Organisation for Migration estimated the number of internally displaced persons in the country at 217 000 as of September 2017. In 2015, the conflict generated a greater number of waves of displacement and constrained humanitarian access to almost 2.4 million people. In this context, the number of internal displacements nearly doubled in one year, affecting 435 000 people (OCHA, 2015).

The above factors affected VET and its services. The spiral of violence led to displacement of the population from one area to another, especially towards the capital. This in turn led to an increase in the number of VET students per class, a decline in the quality of education and a failure to provide training resources for the various professional disciplines required for all students. Displacement also resulted in an excess in the number of educational and training staff in some relatively stable areas and a shortage in the more dangerous locations. This contradiction led to a dysfunctional educational process in terms of the institutions' organisational structure, the students' academic performance and the division of the National Board for Technical and Vocational Education, the main body in charge of technical and vocational education and training.

All of these factors have both negatively and positively impacted the labour market. The departure of expatriate workers triggered a severe shortage in skilled labour, forcing employers to seek the alternative of local labour, even if they lacked the requisite skills. It was a chance for local workers to go for the experience and improve their skills. Once again, the shortage of labour in the Libyan market highlighted the importance of VET. It focused the attention of decision makers on the necessity of concentrating more on this area to increase the efficiency of labour in Libya by matching VET outputs and labour market needs.

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<sup>8</sup> Department of Economic and Social Affairs Population Division

## 2. OVERVIEW OF VOCATIONAL EDUCATION

In Libya, vocational education is considered to be a pattern of formal education, aimed at preparing individuals and providing them with the manual skills and vocational knowledge that qualify them to access the labour market. This type of education is carried out by regular vocational education institutions that welcome students who have completed the basic (preparatory) education. At the level of higher technical education, their role extends to skilling graduates from secondary education and intermediate vocational education with the practical skills required to qualify them as technicians to be able to perform in the labour market.

### 2.1 VET provider network

#### VET providers in Libya and their governance

The VET system in Libya is the responsibility of the National Board for Technical and Vocational Education, which functions under the auspices of the Ministry of Education. The Ministry of Labour and Rehabilitation is responsible for vocational training. The political divide that emerged after the 2014 Torino Process led to the absence of a unified strategy and vision for the Libyan state, a devaluation of the Libyan dinar and a rise in the exchange rate against foreign currencies. All these conditions led to the deterioration of the economic situation. The political division also led to the existence of two VET institutions and two ministries of labour, which negatively impacted the governance framework. In order to maintain stability and ensure a balance of power between the different political and regional groups, structural changes were made in the existing structures of administrative management and governance.

The National Board for Technical and Vocational Education was modernised after the 2014 Torino Process, resulting in the creation of a separate body between the Ministry of Education and the board known as the Undersecretary of the Ministry of Bodies. It was subsequently replaced by the administration of bodies and centres that coordinates between the board's chairman and the minister's office.

The Ministry of Labour and Rehabilitation supervises 450 private training institutions offering training courses in IT and the English language. In addition to these ministries, many other national and subnational governmental actors participate at one stage or another in the design of VET policies. These include the Ministry of Planning, the National Council for Economic Development, the Quality Assurance Centre, the Centre of Professional Standards, the regional offices of the Ministry of Labour and Rehabilitation and VET regional offices.

#### Mechanisms for funding VET

VET is funded by the Public Treasury, which operates under auspices of the Ministry of Finance. This applies in particular to section 1 – salaries and incentives, and section 2 – operational expenses, of the budget. The third section – development – falls under the supervision of the Ministry of Planning. Even if training programmes or consultancy work are carried out by a VET institution, that institution must consider any income as part of its allocated budget and an equivalent amount must be deducted from the funding received from Ministry of Finance.

The European Union (EU), along with other donors such as the United Nations Development Programme (UNDP), participates in the budget. The security situation led to the suspension of these

projects after the 2014 Torino Process. The existing division and the political conflict between government and social partners do not allow the emergence of an appropriate way to express the supply of and demand for functional skills. This was the reason for the cessation of programmes and plans that were supposed to be implemented in the future.

## 2.2 Teachers in Libyan VET

### The teaching workforce

The National Board for Technical and Vocational Education has authorised contracting to cover the shortage in the number of education and training staff. Over the past three years, 2 000 people were contracted to work in intermediate vocational institutions in the various professions, disciplines and jobs throughout the country.

### Learning and training environment

The learning and training environment plays a significant role in the implementation of VET programmes, especially in terms of equipment and facilities as the main factors affecting the training environment. In order to develop VET, higher authorities have adopted a policy that consists of providing equipment that meets the standard teaching curricula requirements. Building facilities, especially workshops, classrooms and laboratories, are relatively inadequate when it comes to meeting the needs of the training programmes delivered. Many state institutions, including VET facilities, were robbed due to the country's difficult security conditions. Many plants were ransacked and robbed and the infrastructure of many institutions was destroyed. The situation is exacerbated by the lack of periodic maintenance, which makes institutions unfit and unprepared for optimum use, since some of them are broken, do not work properly or are obsolete.

The National Board for Technical and Vocational Education has therefore limited the number of facilities and laboratories made available to specialised secondary schools to be used in vocational training programmes within VET institutions. The administration of the intermediate technical institutions has formed several competent and interested committees to take over the process of curriculum development in vocational education for the various professions and disciplines. Curricula for many general subjects, including English, communication and outreach, creative thinking, physics and mathematics, have been developed and updated. In the current academic year (2017/18), all the first-year curricula for the engineering and agricultural professions were changed and developed. Work is proceeding on the development of curricula in other disciplines. Eleven technical workshops were held throughout Libya to standardise the educational and training curricula in the higher technical institutions.

## 2.3 Learners in Libyan VET

### Enrolment patterns and trends

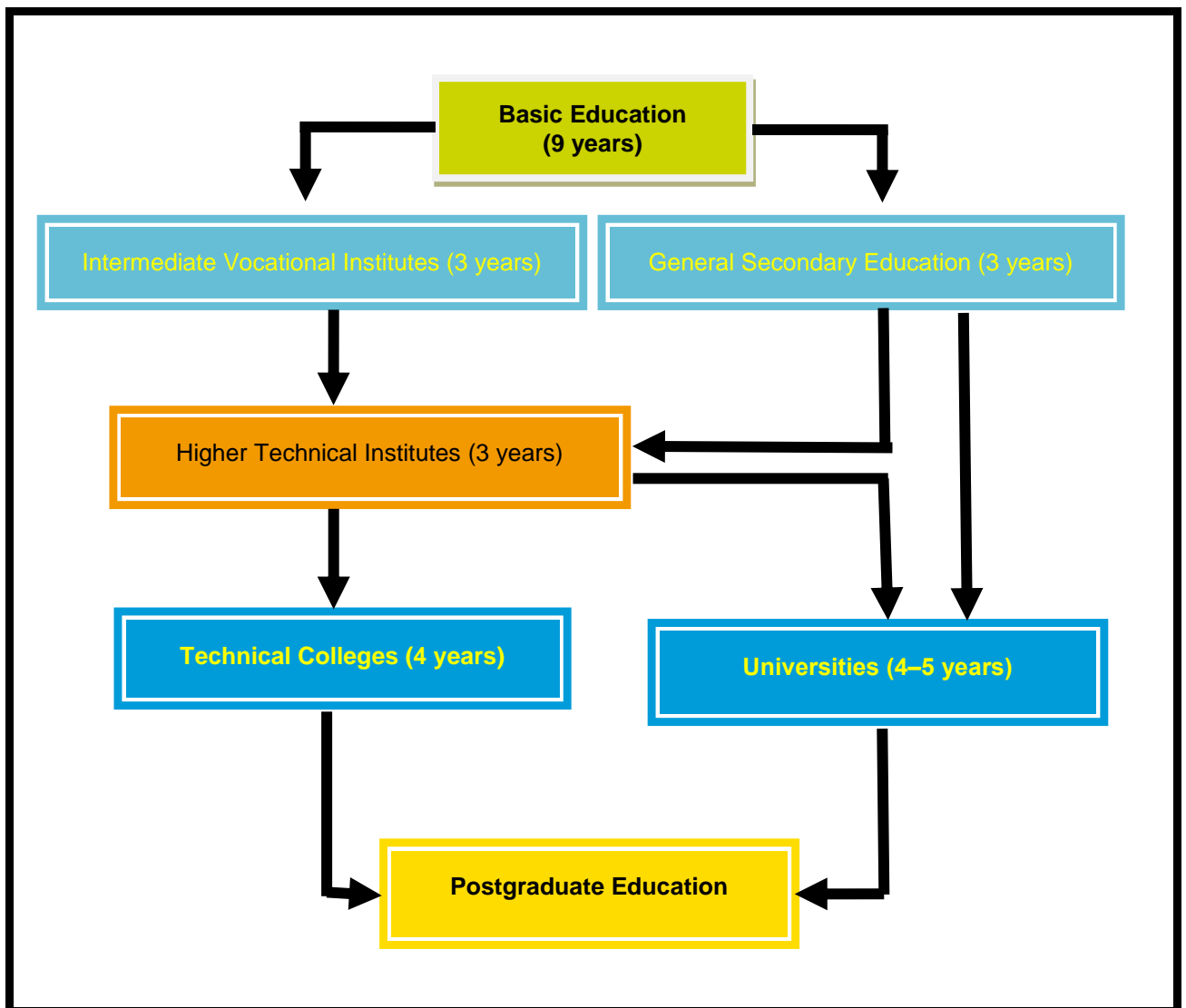
Students who move from basic and secondary education to VET are accepted according to conditions identified by the Ministry of Education. Figure 2.1 shows the courses studied by students in public and technical education.

Students are accepted into the intermediate vocational education institutions once they have obtained a basic education certificate. They are also accepted into the higher technical institutions and technical

colleges once they have obtained the intermediate vocational diploma or the secondary school certificate according to the acceptance criteria set by the Ministry of Education.

If a secondary school student or a second-year or third-year student wishes to switch to an intermediate vocational institution, there is no course equivalency. This means that the student has to begin again in first year because vocational education and secondary education have different educational mechanisms. VET depends on the practical side (60%) more than on theory (40%), which is not the case in secondary education. When university college students move to study in a higher technical education institution, their university subjects are assessed, approved (according to transfer criteria) and accepted as part of technical education subjects without having to start in first year again, as is the case in intermediate institutions. In addition, there are no significant age restrictions for intermediate vocational education students. In fact, a student does not complete his or her studies within three years. Students with an intermediate training diploma can complete their graduate studies and obtain a higher diploma by joining one of the higher technical institutions or technical colleges.

**FIGURE 2.1 STUDY PATHS FOR STUDENTS IN GENERAL/VOCATIONAL EDUCATION**



Over the past six years, 16 higher technical institutions have been established, and 5 higher technical institutions were turned into colleges. There are also plans to launch 35 technical intermediate health institutions (under the Ministry of Health) in various Libyan regions.

**TABLE 2.1 NUMBER OF STUDENTS IN INTERMEDIATE INSTITUTIONS COMPARED TO THE NUMBER OF STUDENTS IN PREPARATORY EDUCATION, 2014–17**

Academic year	2014/15		2015/16		2016/17		Notes
	Male	Female	Male	Female	Male	Female	
Number of new students in intermediate vocational institutions	11 392	6 589	8 535	4 967	8 694	6 434	Except the Eastern region
	Total: 17 981		Total: 13 502		Total: 15 128		
Number of students in higher vocational institutions	–		–		49 309		Except the Eastern region
Number of students in preparatory education	72 252		75 750		81 137		According to the Ministry of Education's website

The National Board for Technical and Vocational Education's policy, which is aimed at developing its staff and personnel, is based on raising the efficiency of the first graduates, assistants and teaching staff in the technical institutions (higher technical institutions and technical colleges). In fact, since 2012, it has nominated nearly 8 000 graduates to study abroad, 6 300 of whom will pursue a master's degree. Another 1 700 graduates will study for a PhD degree in various technical disciplines.

Like other educational sectors, VET is a free system of education. In fact, free education is the predominant feature in all areas in state education, including VET. Accordingly, pursuant to the state's objective of promoting VET, students who have the right to study obtain textbooks and use plants, workshops, laboratories, machinery and raw materials without paying any fees. In 2016, the National Board for Technical and Vocational Education made a decision to establish a specialised committee to study the possibility of granting permission to private vocational institutions to initiate their activities. The committee reviewed 74 applications and granted permission to 37 private institutions that complied with the quality standards required by the regulations for private vocational institutions.

The board also concluded several agreements with the public and private sector to promote the training and technical skills of students in VET. These agreements include a partnership with the Authority of Natural Science Research and Technology, and a cooperative agreement with the Advanced Vocational Welding Institute to grant a master's degree in many disciplines such as production engineering, mechanical forces engineering, welding technologies and industrial management. Another agreement was concluded with the Integrated Solutions Company to train graduates of intermediate vocational institutions and higher technical institutions in the fields of building and construction, mechanics, electricity, carpentry, welding and project engineering. Finally, a partnership agreement was made with Toyota to conduct efficiency training courses for graduates of higher technical institutions and to contribute to the provision of job opportunities.



## Gender balance

Enrolment is open to all in VET institutions and colleges and there are no restrictions on either gender enrolling in any field of study. However, social mores and values within society encourage both genders to follow a certain field of study. For example, girls are encouraged by society to choose office-related studies, while boys are more focused on civil, architectural and mechanical engineering.

## 2.4 Assessment and achievements

### Student achievement

Students are accepted in the intermediate vocational education institutions once they have obtained their basic education certificate. They are also accepted in the higher technical institutions and technical colleges once they have obtained the grade stipulated by the ministry or the board in their intermediate vocational diploma or secondary school certificate.

The board has also developed a system to enable the graduates of technical institutions to study for a bachelor's degree. It also issued a special regulation to make it easier for students to complete their studies by obtaining a master's degree or a PhD. Higher diploma holders can also complete their studies at an academic university after the equivalency of their subjects has been determined. The managing committee suggested studying the possibility of adopting the 'priority mechanism' to accept graduates coming from intermediate vocational institutions, provided that the student's success rate was at least 75%, i.e., students with a very good (excellent) rating.

### Performance of teachers: appraisal and evaluation

There is an evaluation and assessment system in place for members of the teaching staff in technical education institutions. This system is embedded once a member of the teaching staff begins working in the educational institution. Their first year is a trial period during which the managing director and head of the department assess the teacher's performance through a competency report that is tailored to the teacher's specialisation. Three years after the contract starts, the member of teaching staff is awarded a classified contract (they are now a member of staff). Teachers and trainers in intermediate vocational institutions are assessed by mentors from the vocational guidance department in each region in biweekly and monthly reports. A year-end report discloses the teacher's or trainer's real competency within their field of expertise. Once they have been assessed as required, the annual vocational guidance reports are used as a reference in preparing the training programmes and in upgrading the teacher's or trainer's qualifications. They are also used when approving promotions for the teacher or trainer.

Development programmes for teachers in VET institutions comprise internal and external training courses, including incentive courses that give job ranking preferences and promotional priorities and courses to increase efficiency. The National Board for Technical and Vocational Education encourages teachers and trainers who wish to complete their higher studies by sending them to study in Libya or abroad and covering their study expenses. This is evidenced by the large number of delegates who are sent to study abroad (5 000 students between 2012 and 2018). The modern teaching methods course for English language teachers was covered in many areas of the Libyan state. About 145 out of 600 English teachers were trained. These opportunities and incentives are effective and feasible since they are the most significant factors in improving the teacher's or trainer's performance and increasing their efficiency.



## 2.5 Recent reform efforts

One of the most significant developments that took place in the VET sector in an attempt to improve the quality of VET outputs between 2014 and 2017 was the issuing of several resolutions to establish higher technical institutions and technical colleges in various regions in Libya. Since the completion of the previous round of the Torino Process in 2014, the board has also been calling for private sector engagement, the adoption of and support for initiatives intended to promote trades and to meet the needs of the labour market in certain occupations. The latter are likely to play a critical and effective role in the reconstruction of and participation in a national workforce and the establishment of technical knowledge<sup>9</sup>.

In 2013 and 2014 the board also conducted a series of workshops aimed at unifying the terminology, programmes and speciality disciplines within technical higher institutes, these actions resulted in the development of a manual for higher technical institutions.

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<sup>9</sup> Community Leadership Initiative

# 3. CHALLENGES IN VOCATIONAL EDUCATION AND ITS ENVIRONMENT

## 3.1 External (contextual) challenges

### Fragmentation of responsibilities for policy making and implementation

The administrative structure of government vocational training institutions includes offices for intermediate technical institutions affiliated with the National Board for Technical and Vocational Education, and labour offices affiliated with the Ministry of Labour and Rehabilitation throughout Libya. However, the delegated authorities for trainers are very poor or virtually non-existent. They have no incentives or opportunities to improve and innovate. Other factors include the reluctance of the Ministry of Local Government to engage in the training and rehabilitation of young job seekers at municipal level, given the absence of information and labour market needs.

The participation of industrial organisations, employers and other non-governmental actors in VET remains weak, if not non-existent, due to the absence of a body responsible for coordinating stakeholders. Although decision makers at the level of the National Board for Technical and Vocational Education or the Ministry of Labour and Rehabilitation are convinced of the importance of involving these stakeholders and the need to establish an entity that represents them, no significant steps have been taken in this area since the 2014 Torino Process. A general partnership framework is needed to support cooperation among all stakeholders to ensure their participation in the whole policy cycle.

The 2014 Torino Process report stated that there was no tradition of social partnership in the VET sector, and employers' organisations and trade unions will need to rethink their role in this regard. However, this is also the case for many other public institutions. Working on a vision and a strategy for the sector would be a good starting point for this cooperation. The recent efforts made by the National Board for Technical and Vocational Education to establish sector skills councils in a number of economic sectors is a good step forward and should be encouraged. For example, the programme to harmonise VET outputs with the labour market (construction, food industry and tourism) involved the creation of an overarching body to involve all stakeholders and was funded by the EU (2013). However, this programme was shut down as a result of the deteriorating security situation after 2014.

There is an urgent need for strong partnerships and formal dialogue links through cooperative arrangements and memorandums of understanding with a number of key private bodies such as the Federation of Chambers of Commerce and the Libyan Businessmen Council. Such partnerships would encourage the industry and trade sector and the private service sector, such as food, construction and building, hospitality and tourism referred to in a previous plan covered by an EU programme, which is a harmonisation project that aims to coordinate between VET and the labour market in Libya following the 2014 Torino Process.

Government departments and agencies require organisation, training and capacity building to establish policies and responsibilities for the implementation of VET programmes.

In the 2014 Torino Process, a supervisory committee, chaired by the National Board for Technical and Vocational Education and involving the participation of stakeholders, was formed to implement VET

programmes at national level. In view of the instability in the country, which is affecting the board and its institutions, the work of this committee was frozen. This committee included industrial federations and chambers of commerce. They needed encouragement to participate in initiatives that were considered worthwhile to analyse and prioritise training and labour market needs.

In this regard, cooperation and the transformation of roles and responsibilities is not easy to bring about, because, although the exchange of experience and skills acquired in other countries in the region can be useful, the agreements signed at a regional and international levels have not been activated.

### Disparities in enrolment due to migration and internal displacement

There is an influx of migrants and asylum seekers from Africa heading to Europe through Libya, which is considered a major corridor for refugees, asylum seekers and migrants on their way to Europe. In November 2017, the International Organisation for Migration reported that more than 161 010 immigrants had travelled to Europe by sea in the period since January 2017, most of them from Libya. They also reported that 348 372 migrants and asylum seekers were living in the country. The situation was exacerbated by the departure of most of the expatriate workers, who had come to Libya during the period of stability. They returned to their own countries due to war, instability and the low exchange rate of the Libyan dinar against other currencies.

### Deficient private sector intelligence and mobilisation

There is no actual partnership between the public and the private sector.

The participation of industrial organisations, employers and other non-governmental actors in vocational and technical training remains non-existent, whether directly or indirectly, although global economic development is more private sector-based than public sector-based. Convincing decision makers to involve these entities is a priority but no significant steps have been taken in this area since the 2014 Torino Process in 2014. There is also a lack of evidence regarding labour market needs and the most effective skills to manage the financial and human resources available in the labour market that can benefit both the public and the private sector. The active participation of new partners and stakeholders in dialogue and cooperation on VET policies calls for more transparent information and procedures regarding labour market needs. Updating and improving information systems is the main priority for strengthening this partnership.

### Oversaturation of public sector employment

Libyans prefer working in the public sector because the recruitment measures are simple and flexible. Supervisory, administrative and financial authorities do not currently comply with regulations and directives that oblige all entities to adhere to the staffing recruitment procedures.

In terms of local partnerships, the National Board for Technical and Vocational Education has collaborated with Toyota Motor Corporation to train a limited number of students in a number of intermediate institutions in the area of modern car maintenance. It also coordinated with the iron and steel factory to train students. This collaboration is very weak, given the number of intermediate institutions and their geographical distribution in Libya, as well as the number of students in these fields.

## 3.2 Internal (sector-specific) challenges

### Human resources

There is a shortage of instructors and trainers in Libya. The extent of the shortage differs from one specialisation to another. Among the most important underlying reasons are the internal and external displacement in some areas and the unstable security situation engendered by war and violence. This shortage is particularly serious in areas of conflict where political instability and security concerns are evident.

The low salaries of teachers and trainers compared to many other jobs is another significant factor in the reluctance of people to take up these occupations. Instead, they tend to choose other sectors that provide them with a decent and better life, especially in light of the country's difficult economic conditions. Inflation and the low exchange rate of the Libyan dinar against other currencies are negative factors that have pushed many Libyans to seek other sources of income in addition to their main job to ensure a decent living for themselves and their families. Socially speaking, the teaching professions, including VET, are considered respectable careers. VET teachers and trainers are honoured by society.

### Quality of provision

#### Outdated teaching methods and limited exposure to practice

The methodology used in VET adopts a mainly practical approach (60%), with practical training in workshops, plants and laboratories, especially in the engineering, mechanical, electrical, carpentry, blacksmithing and medical fields. This is accompanied by the use of teaching aids.

However, some traditional teaching methods are still used, especially when teaching some theoretical subjects. With these methods, the teacher is the main party in the teaching process and the main or only source of knowledge and information, while the student plays the role of recipient of the information delivered by the teacher. There are a number of reasons why trainers and teachers neglect to use teaching tools: lack of teacher training and the necessary equipment and educational learning resources; an inability to use modern educational tools; or an unwillingness to use them. Practical exercises constitute the method used in workshops. Exercises are planned and explained by the teacher or trainer in front of a group of trainees, who are then asked to perform a practical exercise individually or collectively under the supervision of the trainer or teacher. In vocational training institutions, trainers are also required to prepare and use plans to provide theoretical and practical lessons using special models.

#### Substandard learning environments

There is no doubt that the learning environment where the student learns about various academic or practical subjects is of great importance. Psychological, educational and social factors are also part of a proper and sound educational environment. The latter is based on several elements, including the place, the student, the teacher, the educational or training method, means, tools and equipment.

The learning and training environment plays a significant role in the implementation of VET programmes, especially in terms of equipment and facilities as the main factors affecting the training environment. In order to develop VET, the board has a policy of providing equipment that meets with

the standard teaching curricula requirements. Building facilities, especially workshops, classrooms and laboratories, are relatively inadequate in meeting the needs of the training programmes provided.

### **Attractiveness of VET as a study choice**

Awareness of the importance of VET is raised through exhibitions, forums, and leadership competitions. A Technical and Vocational Week has also been proposed to provide basic and secondary education institutions with further information about the importance and role of VET. Such an event could enlighten people about the opportunities offered to VET students to complete their studies and obtain a higher diploma, such as bachelor's, master's and PhD degrees, on an equal footing with academies and universities. Furthermore, partnerships with private and public companies aimed at training students locally and internationally, as well as measures implemented by the National Board for Technical and Vocational Education and their resulting outputs play a positive role in increasing community interest in this type of education. However, the community's interest in VET is still relatively limited compared to interest in an academic university education.

### **Fragmentation of governance and responsibilities for VET**

VET policy is the responsibility of the National Board for Technical and Vocational Education, which operates under the auspices of the Ministry of Education. The Ministry of Labour and Rehabilitation oversees vocational training institutions to increase the efficiency of job seekers. Many other national and subnational governmental actors participate at one stage or another in the development of VET policies. Such actors include the Ministry of Planning, the National Council for Economic Development, the Quality Assurance Centre and the Centre of Professional Standards, the regional offices of the Ministry of Labour and Rehabilitation and the VET regional offices. They are officially called the 2030 Commission, and their aim is to develop a national strategy for the period 2014–30. This process began by identifying the goals and priorities of directors in public administration for the years 2014 and 2015.

## 4. INTERNATIONAL DONOR SUPPORT FOR LIBYAN VOCATIONAL EDUCATION

A number of other organisations and donors are currently operating in Libya. The authors had an opportunity to explore what projects they are implementing and how they are doing it. The following paragraphs summarise the various interventions.

### Expertise France

Expertise France is delivering the Support to Libya for Economic Integration, Diversification and Sustainable Development (SLEIDSE) programme, a four-year programme funded by the EU. It aims to promote the development of a dynamic and diversified micro, small and medium-sized enterprise sector throughout the country, capable of creating employment and livelihoods for Libyans, and in particular for women and young people. It supports young entrepreneurs who want to develop their own activities, but lack the resources, knowledge and support. The objectives of the project are to support young and women entrepreneurs; improve the attractiveness of entrepreneur careers; improve access to finance; and grow the capacities of business support organisations.

Expertise France also runs a programme component called University Start-Up Labs (USUL), whose aim is to help to create and support functional and operating incubators in 10 Libyan universities.

### GIZ

GIZ is currently working on a project related to employment promotion and economic development, which is at the early stages of development. The organisation is completing sectoral studies in order to determine the areas of focus. It will be working at municipality level and targeting the most promising sectors for growth and employment. GIZ has 20 staff based in Tripoli with four advisers based in the regions. These provide good local intelligence and help to inform the organisation's development. It plans to support technical aspects of the chosen vocational areas, which may include construction, agriculture, automotive and possibly renewable energies, although these are not yet confirmed.

GIZ is also working on a Train the Trainer programme targeted at women trainers in 12 municipalities. The intention is to establish training centres that will focus on traditional areas of demand such as tailoring.

In collaboration with Expertise France, GIZ is working to strengthen the capacities of Libyan Chambers of Commerce. They also have an internship programme with the higher institutions and technical colleges where students will work with employers.

GIZ is managing a healthcare project with the European Network of Implementing Development Agencies (EUNIDA). The project has been awarded a EUR 8.5 million contract to set up basic healthcare provision in Libya. The project will advise the Libyan Ministry of Health on health economics, quality management, HR management, basic healthcare services and communication.

### United Nations Development Programme (UNDP)

The UNDP is implementing the Strengthening Local Capacities for Resilience and Recovery project, funded by the EU, in close coordination with the Ministry of Local Governance. The project consists of three components: providing basic services with access for vulnerable groups; enforcing local stability

and community security; and rehabilitating the local economy, by creating jobs and livelihoods, for example. This third component of the project, which relates to economic empowerment, is targeting bright young Libyans and encouraging them to start up businesses through the Libyan Social Development Fund in areas such as IT and engineering.

The UNDP and Tatweer Research have secured EU funding for a three-year initiative to help local authorities improve access to essential services, create jobs and commercial opportunities, and increase security for the people of Libya. The first incubator, the Tatweer Entrepreneurship Campus (TEC), was opened in Benghazi. The aim is to open another two incubators in Tripoli and Sabha by 2020.

## European Training Foundation (ETF)

This work has focused on improving the VET sector in Libya by involving the country in various projects initiated by the ETF, including the second round of the Torino Process in 2013–14. The deteriorating political and security situation has caused some interruptions in progress. However, the National Board of Technical and Vocational Education continues to be involved and a workshop was held in January 2018 in Tunis with a group of stakeholders to present the analytical framework and develop an action plan. A second workshop was organised in Tunis in May 2018 to discuss a first draft of the report, and an event was planned for October 2018 to discuss the final draft of the report. Libya is also participating in the ETF forum for quality assurance in VET.

Libya participated in the GEMM – Governance for employability in the Mediterranean – project, an EU-funded initiative implemented by the ETF to improve the governance of VET systems in southern Mediterranean countries. The ETF encountered a three-year impasse resulting from political instability in the country but now plans to resume its joint activities.

## United Nations Children’s Fund (UNICEF)

UNICEF is currently working with the Ministry of Education in Libya to implement a pilot Education Management Information System (EMIS) in 13 municipalities and 800 educational institutions. The first phase focused on collecting data on basic and secondary education. The second phase of EMIS data collection, which is currently underway, has been expanded to include secondary vocational education data as well as indicators related to internally displaced people and children of migrant families.

In August 2016, the EU and UNICEF signed a Partnership Declaration to contribute to the resilience and social inclusion of Libyan adolescents and young people. The three-year programme seeks to develop strategies and innovative models to promote positive youth engagement and enhance social inclusion in the country. It includes the provision of VET opportunities to young people. UNICEF intends to work with the private sector to focus on life skills and employability skills. It will operate at municipality level where it has established relationships over the last three years.

## Crown Agents

The Korean Training Centre, based in Tripoli, recently received training to help develop curricula using the Developing a Curriculum (DACUM) methodology. Expert workers developed occupational analysis in three occupations and the centre is currently working on developing the new curriculum. In 2017, Crown Agents, with funding from the EU, also supported the Information and Documentation Centre (IDC). It provided intensive capacity building support to the IDC’s staff, focusing on the clarification of



administrative divisions and job roles and the identification of training needs and hardware and software requirements.

## United Nations Educational, Scientific and Cultural Organisation (UNESCO)

The Youth Employment in the Mediterranean (YEM) project is a three-year regional initiative launched by UNESCO. It is to be implemented in collaboration with nine Member States and Libya between 2018 and 2020. The project is funded by the EU and aims to improve skills anticipation systems and to promote technical and vocational education and training. Its goal is also to improve youth employment and encourage entrepreneurship in the Mediterranean region. The specific objectives of the project are: (i) to reinforce the capacities of countries in the South Mediterranean region in assessing and anticipating labour market demands and in sharing and using the results to make informed VET policy and programme decisions; (ii) to use the results of skills assessment and forecasting to promote quality VET pathways through work-based learning, entrepreneurship and the acquisition of digital skills, and to enhance gender equality; and (iii) to reinforce regional cooperation in the field of VET with a particular focus on skills assessment and anticipation issues.

## United Nations Population Fund (UNFPA)

The UNFPA specialises in supporting a wide variety of issues affecting young people in Libya and is currently leading four interventions: (i) SARA, a Situation Analysis and Response Assessment on young people in Libya; (ii) a multi-sectoral strategic youth framework and action plan that will reflect and operationalise a clear national youth policy and commitment to invest in Libyan young people; (iii) a national Youth Peace and Security (YPS) programme that also integrates elements of Prevent Violent Extremism (PVE); and (iv) a sustainable and strong 'Libyan youth platform' (a network that includes Y-Peer and other youth networks working in different areas).

Other interventions that the UNFPA co-lead or contribute to with other agencies and partners in the country include: (i) the development and implementation of a national Life Skills and Citizenship Education (LSCE) model (particularly in the non-formal and informal sectors); (ii) youth-friendly services including adolescent health/sexual and reproductive health and HIV prevention; and (iii) youth migration and youth programming in humanitarian settings.

The above-mentioned SARA project will conduct a comprehensive and analytical review of young people in Libya and prepare a report on its findings, together with a list of concrete recommendations for actions to be taken nationally by key stakeholders.

## EU Emergency Trust Fund

The EU Emergency Trust Fund for stability and addressing root causes of irregular migration and displaced persons in Africa has adopted a comprehensive EUR 90 million programme to reinforce the protection and resilience of migrants, refugees and host communities in Libya. The programme will also support improved migration management in the country.

The new programme addresses various aspects of the migration challenge in the country and along the Central Mediterranean route: stepping up the protection of migrants and refugees, including the most vulnerable, in Libya; improving the conditions of host communities and of internally displaced persons, considering the difficult socio-economic conditions in the country; and facilitating the voluntary return of migrants from Libya to their countries of origin.



The programme will be implemented through five partners, selected on the basis of their capacity to surge swift operational deployment building on existing operations and presence on the ground: (i) International Organisation for Migration (IOM); (ii) UNDP; (iii) United Nations Refugee Agency (UNHCR); (iv) United Nations Children's Fund (UNICEF); and (v) the German Corporation for International Cooperation (GIZ).

## LIST OF ACRONYMS

<b>ETF</b>	European Training Foundation
<b>EU</b>	European Union
<b>EUR</b>	Euro (currency)
<b>ILO</b>	International Labour Organisation
<b>OIC</b>	Organisation of Islamic Cooperation
<b>SARA</b>	Situation Analysis and Response Assessment
<b>UN</b>	United Nations
<b>UNDP</b>	United Nations Development Programme
<b>UNFPA</b>	United Nations Population Fund
<b>UNICEF</b>	United Nations Children's Fund
<b>USD</b>	US dollar (currency)
<b>VET</b>	Vocational education and training



# Where to find out more

Website

[www.etf.europa.eu](http://www.etf.europa.eu)

ETF Open Space

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