Libya State

وزارة التعليم العالي والبحث العلمي
Ministry of Higher Education
& Scientific Research

Reforming and Reconstruction of Higher Education Institutions

Ministry of Higher Education & Scientific Research

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Presentation Map

- *Major Challenges Facing Higher Education*
- *Key Policy of Reforming and Reconstruction*
- *Main Goals*
- *Objectives*
- *Government and Institutions Benefits*
- *Samples of the New Libyan Universities Complex*

Major Challenges facing Higher Education

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- *Meeting the **increased demands** for quality improvement in higher education;*
- *Raising the **quality of higher education graduates** and their abilities to take personal career initiatives;*
- ***Accreditation** and quality assurance of higher education institutions and programs;*
- ***Financing and governance** of higher education institutions;*
- *Increasing the use of **IT** in higher education institutions;*
- *Strengthening **scientific research** in higher education institutions.*

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Policy: *Reforming and Reconstruction of Higher Education – Libya*

key policy

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Key Policy

- *Increase access and produce graduates with skills and competencies necessary to meet the human resource needs of the country.*
- *Promote equity of access and outcomes to redress past inequalities through ensuring that student and staff profiles reflect the demographic composition of the Libyan.*

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Key Policy

- *Ensure **diversity** in the institutional landscape of the higher education system through mission and programmes differentiation to meet national and regional skills and knowledge needs.*
- *Build **high-level research capacity**, including sustaining current research strength and to promote research linked to national development needs.*

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Key Policy

- ***Restructure and consolidate** the institutional landscape of the higher education system to transcend the fragmentation, inequalities and inefficiencies of the past and to enable the establishment of Libyan institutions consistent with the vision and values of democratic society.*

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Goals

Main Goals to satisfy Policy

Goals

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- *Institutional Restructuring*
- *Access*
- *Equity*
- *Institutional Diversity*
- *Implementation*

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Objectives

Objectives to be Achieved Satisfying the Goals and Policy

1. Institutional Restructuring

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- ***Ensuring better staff***: *student ratios thus enabling the development of strategies to improve poor throughput and graduation rates.*
- ***Rationalization of programmes*** *where there is duplication and overlap, which would allow for a more effective and efficient distribution of programmes resulting in:*

1. Institutional Restructuring

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(i) Economies of scale through reducing unit costs.

(ii) Economies of scope through broadening the range of courses on offer, thus increasing student choice and enabling greater responsiveness to changing labour market requirements.

(iii) More effective utilization of existing academic staff capacities.

(iv) Enhanced administrative and management capacity through the consolidation of existing personnel, especially at middle management level.

2. Access

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- *Expanding access through increasing the participation rate.*

This is necessary to address the imperative for equity, as well as high-level professional and managerial skills needs. There is currently an endemic shortage of such skills, in particular, in the science and economic-based fields.

2. Access

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- *Recognizes that efficiency improvements also require addressing the underlying factors that contribute to low graduation rates, in this regard:*
- *fund academic development programmes, that is programmes targeted at addressing the teaching and learning needs of students from disadvantaged school backgrounds, as an integral component of a new funding formula.*

2. Access

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- *Review and strengthen the National Student Financial Aid Scheme. The review will focus on the size and coverage, as well as the income cut-off for eligibility, of the National Student Financial Aid Scheme.*
- *Increasing the participation rate through recruiting workers, mature students and the disabled, in particular, women, on the basis of recognition of prior learning.*

2. Access

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- *Curriculum restructuring to reflect the social and democratic values, as well as equipping all graduates with the skills and competencies required to function in modern society, in particular, computer literacy, information management, communication and analytical skills.*

3. Equity

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- *Institutions would have to establish targets, including strategies for achieving the targets, to ensure equity in the demographic composition of the student body.*
- *Equity targets must focus in the fields in which students are under-represented, in particular, business, commerce, science, engineering and technology programmes, as well as in postgraduate programmes in general.*

3. Equity

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- *Equity in access must be complemented by equity in outcomes through the development of academic development programmes, as currently the drop-out and failure rates.*
- *Institutions would have to develop regional strategies to promote the access of disabled students.*

3. Equity

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- ***Establishing a National Higher Education Information and Applications Service, which would facilitate race and gender access through:***
  - *Providing institutions with information on the available pool of potential students with the appropriate qualifications for entry.*
  - *Satisfying the information needs of applicants on available programmes, as well as providing careers guidance and information on labour market trends.*
  - *Enabling the government and institutions to monitor progress in achieving race and gender access.*
  - *Providing government with information to assess the efficacy of the human resource development strategy.*

4. Institutional Diversity

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- *The Policy proposes to ensure institutional diversity through mission and program differentiation based on the type and range of qualifications offered. In this regard, the Policy proposes:*
  - *Each institution will be determined on the basis of its **current program profile**, as well as its demonstrated capacity to add new programmes to the profile, including the relevance of the profile to the institution's location and context and its responsiveness to regional and national priorities, in particular, government's Human Resource Development Strategy.*

4. Institutional Diversity

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- *Program collaboration and rationalization could take two forms:*
  - *Establishment of a **National School** for the identified program within one of the existing institutions. This would result in the closing down of the program in other institutions within the country and the transfer of staff (if required), students and equipment to the identified institution.*
  - *Establishment of a **Common Teaching Platform**, in particular, in postgraduate programmes, which require specialist staff to teach the necessary combination of courses that constitute the program.*

4. Institutional Diversity

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- *A common platform would consist of a planned framework of inter-related programmes and qualifications from different institutions based on their strengths but that are available to students from all institutions.*

4. Institutional Diversity

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- *The provision of distance education in contact institutions will also be regulated as part of the program and qualification profile process.*

No new programmes would be approved unless they address identified national needs and do not duplicate or overlap with programmes offered by the dedicated distance education institution.

4. Institutional Diversity

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- *The separation of **research funding** is intended to maintain current capacities while building new capacities and centers of excellence in a focused manner. Research funding will consist of three components:*
  - *A separate research component within the funding formula based on research outputs, including at a minimum, masters and doctoral graduates and research publications.*
  - *Earmarked funds to build research capacity.*
  - *Earmarked funds to facilitate research collaboration between institutions.*

5. Implementation

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The availability of the necessary administrative, management, leadership and governance capacity.

In this regard, the existing capacity-building initiatives, which are supported by the department through bilateral agreements, will be reviewed and strengthened, in partnership with the higher education sector. The existing capacity-building initiatives include:

5. Implementation

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- *Enhancing institutional governance through capacity-building programmes targeted at institutional councils, institutional forums and student structures.*
- *Improving academic programmes at the low profile institutions through capacity-building programmes focused on institutional planning, staff development, student support and curriculum restructuring.*

5. Implementation

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- *The development of new <u>institutional cultures</u> and identities based on the values of democracy,*

including recognizing and validating the diverse cultures that constitute Libyan society. It is imperative that institutions develop and implement institutional policies to transform institutional culture and practice in relation to, amongst others, the following:

5. Implementation

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- *Curriculum to meet the needs of a diverse student body, including the integration of indigenous knowledge systems.*
- *Language policy both for instruction and administrative purposes.*
- *Student structures such as halls of residence, sport and cultural clubs and associations.*
- *Support structures for international students, in particular, students from the developed countries and the rest of the world.*

Government Benefit

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- *Develop national university systems within a broader, global framework;*
- *Produce a skilled workforce with global awareness and multi-cultural competencies;*
- *Use public higher education funds to promote national participation globally;*
- *Knowledge economy;*
- *Benefit from trade in education services.*

Institutions Benefit

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- *Increase national and international visibility;*
- *Leverage institutional strengths through strategic partnerships;*
- *Enlarge the academic community within which to benchmark their activities;*
- *Mobilize internal intellectual resources;*
- *Add important, contemporary learning outcomes to student experience;*
- *Develop stronger research groups.*

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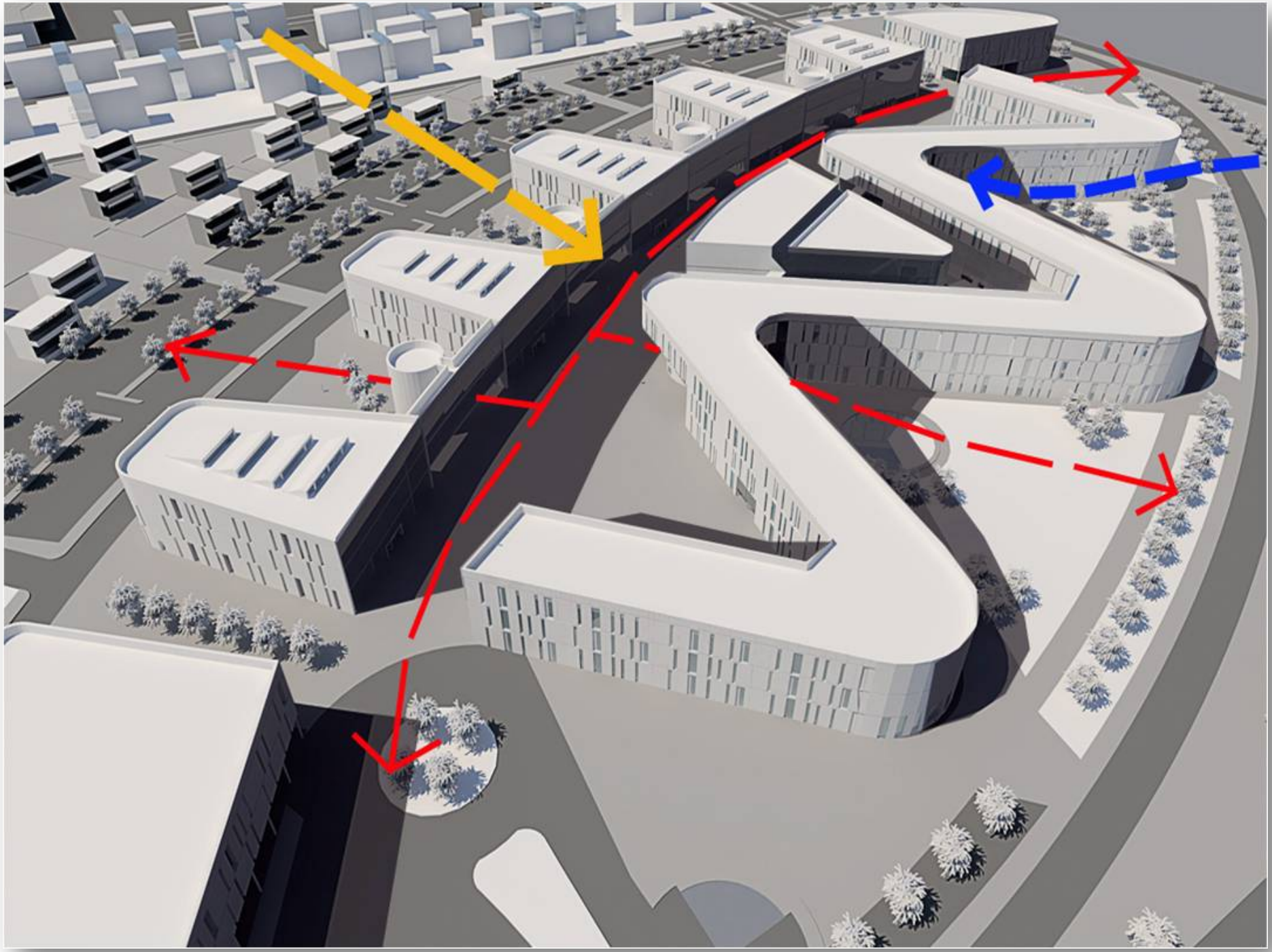
Samples of Libyan Universities Complex



End of Presentation

Thank you

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