

Libya Restart

A JOURNEY ANALYSIS

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www.uni-med.net/libya-restart-a-journey-analysis



REPORT STRUCTURE

- ✓ Overview of the Libyan Higher Education System, facts and figures
- ✓ Governance and autonomy: The Libyan case in a global approach, *Silvia Marchionne*
- ✓ Quality Assurance: the Libyan System, *Martina Zipoli*
- ✓ Libyan universities national and international dimensions: partnership, networking, mobility, *Anne-Laurence Pastorini*
- ✓ The cooperation through European Commission funded projects, *Raniero Chelli*
- ✓ Libyan Universities in the society at large: research, industry and civil society cooperation, *Marco Di Donato*
- ✓ Needs and constraints of the Libyan Higher Education System: a SWOT analysis
- ✓ Recommendations

FURTHER RESULTS

- ✓ [Executive Summary reporting the main findings of the analysis](#)
- ✓ [Infographic of participating Universities](#)

1) Quantitative

UNIMED submitted a survey to 18 Libyan Universities selected as follows:

1. Size and relevance of the institution at the national level;
2. Geographical distribution;
3. Balance among partners involved and not involved in EU funded projects;
4. Universities already in contact with UNIMED because of previous collaboration;

2) Qualitative

Quantitative results were carefully analyzed and a qualitative analysis followed through semi-structured interviews focused on:

- national education system, country security, law reforms, University international cooperation performances, University research attitude, University role within society at large.

3) Validation

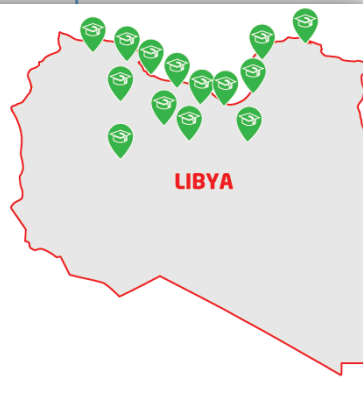
Finally, UNIMED sent the draft report to all the participating Universities to be validated and by asking for

any additional comments. Suggestions and comments were integrated into the report and thus the

UNIMED research team was able to finalise it into the current version of the document.

LIST OF PARTICIPATING UNIVERSITIES

- ✓ University of Zawia
- ✓ Misurata University
- ✓ Sirte University
- ✓ University of El Mergib
- ✓ Sabratha University
- ✓ Sebha University
- ✓ Libyan International Medical University
- ✓ University of Benghazi
- ✓ The University of Ajdabiya
- ✓ Omar Al-Mukhtar University
- ✓ Bani Waleed University
- ✓ University of Gharyan
- ✓ University of Tripoli
- ✓ University of Aljufra
- ✓ Libyan Academy
- ✓ Al Asmarya Islamic University



SWOT ANALYSIS

to evaluate the system current features and to develop strategic planning

Example given: internationalization of the Libyan Higher Education system

<p>Strengths describing what HEIs excel at and what makes them unique and valuable:</p> <p><i>Key role of Tempus and KA2 capacity building action in the opening up and internationalization process of the country</i></p>	<p>Weaknesses describing what stops the institution from performing at their optimum level:</p> <p><i>Scarce financial autonomy, frequent changes in leadership, quality and accreditation procedures</i></p>
<p>Opportunities refer to favourable external factors giving a system an advantage or benefit:</p> <p><i>Universities perceived as crucial and active actor in the society and capable of determine positive changes in the society.</i></p>	<p>Threats refer to factors that have the potential to harm the system:</p> <p><i>Political instability and uncertain security conditions</i></p>

The recommendations should not be intended as “*written in the stone*” but rather as “*food for thoughts*”, as a guideline for their development, expansion, revision.

Governance and Autonomy

Quality Assurance

International Cooperation

Universities in the society at large

RECOMMENDATION n.1

Governance and Autonomy

Development of an effective and tailored university governance system through a benchmarking system.

How institutions are managed and how they define their mission is one of the most decisive factors in achieving their goals. Universities in Libya need to develop a specific and tailored governance system, which allow them to improve management and leadership, the definition of goals and strategies. To facilitate the process, Libyan Universities should introduce a benchmarking system, where universities from the EU and other countries in the South-Mediterranean region transfer and share good practices, upon which Libyan universities can design their own effective governance system.

University mission and strategy

- ✓ The university mission in Libyan HEIs is not formally defined at the national level. The real challenge is allowing universities to benefit from a national policy and a comprehensive strategy, on which they can define their own strategic institutional plans.
- ✓ With regards to the selection of decision-makers in the university bodies, the current system for assignment of responsibility positions is the nomination.

University autonomy

- ✓ University's academic autonomy in Libyan HEIs is relatively low: programmes and curricula are developed and approved by departments and faculties at first, but all the decisions in academic matters must be later approved by the Ministry of Education.
- ✓ University's financial autonomy is limited in managing and allocating the financial resources available.

RECOMMENDATION n.6

Quality Assurance

Strengthening Quality and Performance Evaluation offices (QPEOs).

To allow Universities to rely on a well-defined and widely shared quality culture, it is crucial to upscale and upgrade the existing Quality and Performance Evaluation offices, in a way that they become a reference point to disseminate QA practices, quality indicators, support managers, administrative and teachers in implementing quality processes, conduct periodical assessments. As a long-term result, the University will be empowered in terms of management and administration capacity, as well as by raising the quality of the education provided.

✓ The HE system in Libya has seen rapid developments. To avoid institutional fragmentation and a declining quality in research and teaching, the process of improvement and expansion of the capacity of Libyan Universities must include a well-functioning quality assurance system as a key component.

✓ According to the National Center for Quality Assurance and Accreditation of Educational and Training Institutions (NCQAA) all Universities in the country should have a Quality Office, to develop a culture of quality assurance at the institution. Despite that, in some Universities it has not been established yet, or it is not fully operative.

✓ Quality Assurance is mostly applied in regards to administrative and financial matters, rather than to teaching/learning practices and methodologies.

RECOMMENDATION n.9 International Cooperation

Strengthening Universities' exposure and performance at the international level.

International cooperation and mobility are key tassels for the country's developing process, allowing for knowledge transfer, skills improvements, exchange of good practices and human resources development. Universities' exposure at the international level may have an impact on research activities as well as on graduates' employability, enhancing the capacity of Universities to produce a change in society.

Despite some HEIs are involved in several international initiatives, there still are Universities which have very little international exposure, limiting their possibilities of improving through cooperation and exchange.



In this framework, the European Union support in the short, medium and long term, appears to be decisive, in terms of capacity building actions, reinforcing the possibilities for Libyan institutions to network at the regional and international levels and to learn from more experienced institutions.



MEDICINE AND MEDICAL SCIENCES



ENGINEERING



ENVIRONMENTAL SCIENCES



INFORMATION TECHNOLOGIES



HUMANITIES

RECOMMENDATION n.12

Universities in the society at large

Prioritization of the National Research Agenda.

Libya needs to move forward towards a more mature research and innovation environment in the country, where Universities are able to engage in high-quality scientific research activities and support the definition of successful actions tackling the challenges of society.

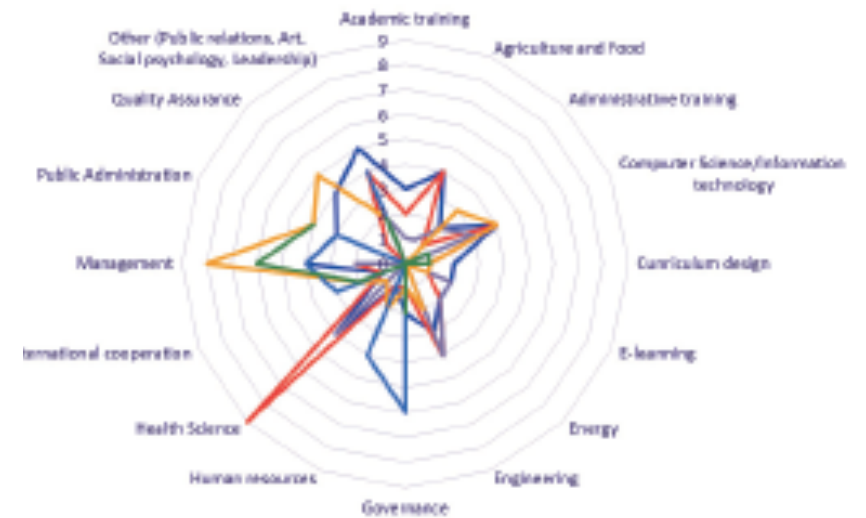
In the long run, a National Research Agenda (in cooperation with the Ministry of Education) will frame research activities in a more comprehensive vision for the country, improving the overall capacity of generating valuable research and sustainable advancement.

Research quantity and quality of the Libyan universities are less competitive compared to international universities. Need: establishing research priorities by promoting specialization strategies and supporting existing research centers.

The system is affected by:

- ✓ Limited funding to research activities
- ✓ Lack of research infrastructures and technical inadequacies of administrative staff
- ✓ Limited amount of time and limited skills of academic staff to perform and supervise research activities

On a scale of priority from 0 to 10



RECOMMENDATION n.13

Universities in the society at large

Enhancing the social relevance of Universities in cooperation with local actors.

Universities (both in the east and west part of the country) are considered by citizens as one of the most (if not the most) reliable institutions in the country. University may become the starting point for reconstructing the country, through the definition of a cooperation scheme between national authorities, HEIs and socio-economic stakeholders for sustainable development, a fruitful use of resources and to avoid duplication of efforts.

**COUNTRY
STABILITY**

THIRD MISSION

**ECONOMIC
GROWTH**

Libya Restart

A JOURNEY ANALYSIS

Paving the way for further cooperation

- ✓ Updating the Libya restart report (updated version in December 2020) by updating data and statistics and including new Universities;
- ✓ Upscaling Libya restart initiative in the Mediterranean region;
- ✓ Multiplying events for dialogue with Libyan colleagues and UNIMED members;
- ✓ Increasing and diversifying international exposure of Libyan Universities in the Mediterranean area and towards EU countries;