

Higher education in Libya, challenges and problems: a descriptive study.

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Abstract

Background: Since the end of the last century, Higher Education throughout the world has undergone a deep change, in the way it functions and in relation to its governance, in terms of decisions and strategic orientations while offering training, looking for a better adaptation to the demands of the job market and the emergence of new profiles introduced by the digital revolution. To face these challenges, solutions must be collective. The Libyan Universities cannot remain at the margins of this revolution. Libyan Higher education is a potential tool in the advancement and change agent into the education system. As discussed, the change in the curriculum will enhance the abilities of the graduates. The competency should be emphasized in the curriculum. Besides, the world is moving towards the global competitiveness for progress in all the nations.

Aims of the study: the present study aimed to clarify the Libyan universities challenges to improve an accepted solution to enhance the quality of higher education services.

Data collection:

Results: according to the collected data; In 2016, for all the Libyan universities, the total number of faculties was 160. Nowadays, there are 24 contributing universities, and 114 Higher Technical and Vocational centers plus 8 accredited private universities. On the other hand, a total of (493) post graduate programs are established in the Libyan Universities (12 Universities, 71 Faculties and 367 Departments for Master and PHD degrees). Moreover, the academic postgraduate programs are divided as follows: (Humanities: 206), Applied sciences (158), Medical sciences (46). The situation of the contributing universities is quite heterogeneous in terms of numbers: from min 6 to max 26 faculties; from min 80 to max 3804 academic staff; from min 200 to max 8540 administrative staff; from min 2545 to around max 75000 students. Number of expatriate students abroad in the Libyan universities recorded (6204). The Total EMJMDs selected and Total proposals received for 2014, 2015, 2016 and 2017 recorded 92 and 361 respectively while Proposals received involving Libya for the three years.

The percentage of the academic staff member's graduation in public universities is (4%, 5%, 11%, 29% and 51%) for full professor, associated professors, assistant professor, lecturer and assistant lecturers respectively.

The University of Benghazi recorded the highest rank with (world rank 3716, Impact rank 13298, Openness rank 2015 and, Excellent rank 3649) followed by the University of Tripoli recorded the highest rank with (world rank 3815, Impact rank 13862, Openness rank 2356 and, Excellent rank 3582). On the other hand, Higher Institute of Marine Science Technologies Sabratha recorded the lowest rank with (world rank 31034, Impact rank 31034, Openness rank 6492 and, Excellent rank 6650).

Conclusion: Higher education is the most vital sector. To achieve a high standard of education system in Libya, challenges and problems must be addressed and creative solutions must be applied such as, new technologies, updated syllabus and quality assurance in education. On the other hand, an advanced legislations and financing strategies must be taken place, a true plan with clear targets must be undertaken and post-graduation system should be established. The random expansion of the private universities without a clear targets and strategies must be stopped.

Introduction

The history of the Libyan Higher Education (HE) System starts in December 1955 with a Royal Decree establishing the University of Libya (Al-Jama'a Al-Libya) thanks to the efforts of the King Idris I. Place of establishment of the first two Faculties (Faculty of Arts and Faculty of Education, founded through the Royal Decree) was Benghazi. With this first University of Libya, the Kingdom set up the basis for the creation of several other Universities in the near future (as foreseen by article 1 of the same Royal Decree). It is fundamental to note that in the King's vision, the University of Libya was not solely intended as the University of Benghazi and for the Benghazi area, instead it was intended as a national hub. In this sense, we can lately understand the creation of the University of Tripoli, established under this specific label in 1973 (UNIMED, 2020).

In 1973, the Libyan University was separated into two independent universities: the University of Tripoli and the University of Benghazi; these universities were later renamed to the University of El-Fateh in Tripoli and the University of Garyunis in Benghazi respectively (Libya – Education, 2009). Because of the increasing number of students who have enrolled in higher education since 1981, the university system was restructured and many public universities were launched (ElHawat, 2003).

Libya, a country of approximately 6.4 million people, became an independent state 66 years ago, in 1951. Since then it has undergone a number of revolutions, accompanied by revolutions in its educational sectors. After the independence from British and French oversight, Quranic schools reopened, recovering the educational gap that had been created. Its first university, University of Libya, was also established after the independence in Benghazi. There are seven general universities and three universities of special nature in Libya right now in which about 340,000 students enrolled in all universities in Libya in the academic year 2008/09, about 57 % of them are female, and more than 90 % are enrolled in public universities. However, the fate of technical colleges and institutes experienced a backlash, due to lack of adequacy of such institutes

to provide quality education. On one hand, the state of Libya provides free basic education to all of its citizens and secondary education has been made compulsory. The adult literacy rate, as of 2010, has risen to 89.2%. There has been a remarkable increase in the number of students, with a huge number enrolled in higher technical colleges. In response to this rise, the number of institutes of higher education has also ascended up the graph rapidly (Kalifa *et al*, 2016).

The higher education system contains a variety of institutions. These include public and private universities, an Open University, technical higher institutions, vocational institutions and also petroleum training and qualifying institutes. The undergraduate higher education system is predominantly financed by the state; students only pay tuition fees at the Open University and private universities (Arabsheibani and Manfor, 2001). On the other hand, higher technical and vocational institutions were established in 1980. These include: higher teacher training institutes; higher vocational centers; and, specialized higher institutes for technical, industrial and agricultural sciences. Higher institutes offer programs in fields such as electricity, mechanical engineering, finance, computer studies, industrial technology, social work, medical technology and civil aviation. After three years' study at vocational institutes and centers a Higher Technician Diploma is awarded or else, after four to five years' study, the Bachelor's degree is awarded. Moreover, The Open University was established in 1990 in Tripoli and now has 16 campuses around the country. It awards Bachelor's level degrees, depending heavily on printed materials (Clark, 2004).

Education in Libya, particularly higher education, has evolved with a myriad of challenges to the government, faculties, departments, teachers, students, and society at large. The growth in the expansion of universities and growth in the enrolment is commendable though still faced with shortcomings. Higher education is the level of education that can play a tremendous role in changing the face of education in a nation and bringing economic development into a nation. Libya H.E is the potential in changing the Nation to a twenty-first-century viable country. This paper discusses the education system in Libya, Higher education in Libya, higher education as a game-changer in Libya, and strategies to enhance Libyan higher education as a game-changer (Shafter *et al*; 2020).

Higher education in developed countries is directly associated with the job market real situation. Its value is highly looked upon to stir the economic and social development in the country. In Libya, during Italian rule, the country had no institution for higher education. The first institution in Benghazi was installed after independence. The faculties of Arts and Education were the first to be established, later on, faculties of science, agriculture, commerce, and economics, law and medicine were established in Tripoli with the intervention of UNESCO between 1955-1969. During the Gaddafi regime, more than eleven universities and over sixty technical and vocational institutions were established. Though these developments in university physical growth Global Competitiveness Report 2003–2004,

which ranks national education systems, placed Libya 108th out of 148 countries providing higher education. Libyan higher education (LHE) falls in the bottom third of the countries surveyed (G. C. R. 2003–2004).

The Libyan higher education sector faces the challenge of significant reform. National strategic plan costing US\$9 billion universities were engaging in structural reforms to become more efficient and effective in providing learning and support for students. The strategy includes the establishment of a National Authority for Scientific Research (NASR) to help build scientific capacity and a Centre for Quality Assurance and Accreditation (CQAA) to evaluate the academic performance of the education system according to international performance standards (Sawahel, 2009).

Libyan universities face challenges to improve the quality of education services, the efficiency of education expenditure and to introduce new teaching and learning methods. These challenges include the provision of better teacher training and qualifications, finding mechanisms for adopting e-technologies, providing professional development and technological infrastructure and overcoming culture influences (Bukhatowa *et al.*; 2010).

Ibrahim *et al.* (2010). Appropriate recommendations to strengthen the education system and the overall development and improvement of the universities are very important. We have outlined key points in form of appropriate intervention approaches and solutions to the education systems problems. Continue to promote a culture of quality in both administrative and academic leadership. Encouraging leaders in such areas of administration will inspire a sense of importance and help these leaders feel part of the performance improvement process.

Higher education in Libya is provided by universities (both general and specialised) and higher technical and vocational institutions. The higher education system is financed by, and under the authority of, the state. The Open University is the only institution within the public sector that relies to some extent on tuition fees paid by students. Policymakers have in recent years allowed the establishment of private institutions of higher education through what are known as educational co-operatives (Tasharukiat Talimia). There has also been considerable research into the possibility of developing partnerships between the public (Shabiat) and private sectors to finance higher education, which, in a three-year period between 1997 and 2000, resulted in the establishment of more than five private university colleges and higher education institutes (Hamdy, 2007).

Higher education is the most important sector. To achieve a high standard of education system in Libya, challenges and problems must be addressed, some studies and reports on education system in Libya suggest that new technologies, updated syllabus and quality assurance in education must be implemented. Based on such, the possibility of achieving a very apt education system will be easy and an achievable goal. The weaknesses identified in the higher learning institutions and their system can be addressed effectively through these select modalities. The government role in increasing funding to university programs will be a great improve (Tamtam. *et al.*, 2011).

the university sector has been transformed from a single, state-run multipurpose university into a decentralized group of generalist and specialized universities. Also, there appears to be an imbalance between the number of students enrolled in the humanities and arts, and those in sciences and technology" (El-Hawat 2003).

Elkaseh *et al.* 2014 reported that, Some other challenges faced by the Libyan higher educational quality include unqualified technical staff, unavailability of a criteria of hiring teaching staff, restrictions put up by the government, lack of efficient educational programs within the institute, inefficient buildings that are unable to accommodate all the students, academic teaching staff, and the technical staff, lack of nationalism, and lack of financial resources, while according to a few respondents, all these systems and standards are available, and the only need is to actually implement all those policies and procedures.

The entire teaching and learning in the Higher education institutions are depended on the expertise of the lecturers. For instance, the classes will compose of large numbers of students as oppose to the secondary school classes while the curriculum management and design will be at the teachers' exposition. This gives the lecturers the whole mandate to decide on what to be interpreted as being guided by departmental requirements. The teaching methods and methodology lie in teachers' understanding. These give autonomies to the faculties and the departmentson what to teach. The discrepancy comes due to the missing link from the secondary education transition link to university education, which depicts the need for change in the curriculum (Shafter *et al.*; 2020).

Methodology

The present study is based on a published data harvested from information collected from several sources such as survey studies and international reports led by local and global organization in addition to dependent researchers.

Data analysis and discussion

Since the end of the last century, Higher Education throughout the world has undergone a deep change, in the way it functions and in relation to its governance, in terms of decisions and strategic orientations while offering training, looking for a better adaptation to the demands of the job market and the emergence of new profiles introduced by the digital revolution. To face these challenges, solutions must be collective. The Libyan Universities cannot remain at the margins of this revolution.

According to **European Commission statistics**, published in **2016** under the Tempus program, from that date the number of Libyan Universities constantly increased, as did the number of Higher Technical and occasional centers. The Tempus Higher Education in Libya 2016 report mentioned 13 universities. Nowadays, the Higher Education System in Libya is composed of 24 public universities located all over the country and 8 accredited private universities, as well as technical and vocational schools, which are also managed by the Ministry of Education through a dedicated board. In the past two years, the number of universities has consistently increased. In several cases, the new universities were branches of already existing ones which received autonomy. For instance, the University of Aljufrawas created in 1993 as part of the Sirte University and later became independent in 2017. In 2016, for all the Libyan universities, the total number of faculties was 160. Nowadays, and only taking into account the 16 contributing universities, there are 231 faculties in public universities plus 8 accredited faculties in private universities. This extension and expansion seems to ensure a wider geographical presence of the Higher Education system. Higher Education in Libya is free for Libyan students, except for private institutions and for some specific Master's Degrees in public universities where (affordable) fees are requested. By regulations of the Ministry of Education, foreign students have to pay fees for their studies in Libya with major exceptions for some nationalities.

With regard to the data reported by (**National Tempus Office Libya, 2011**), the higher education enrollment rate was estimated at 57 % for female and 90 % for male (340 thousand in populations) in Libyan public universities the total number was 10 universities which consists of 7 general universities and 3 special nature universities in Libya region. Besides, 4 private universities are formed to boost and support higher education in Libya (**Alsanousi 2017**).

The October 2017 report, Higher Education Systems and Institutions, Libya, indicated that Libya has 19 private universities. However, according to the Centre for Quality Assurance and Accreditation of Educational and Training Institutions, there are only seven accredited private Libyan universities. On the other hand, The national council prepared plans for the expansion of private universities and branches all over the country by investing an amount of LYD200 million (US\$45 million) in the form of once-off direct support or an interest-free loan over the next five years (**U.W.N2020**).

Table (1) The number of the public and private universities in addition to Higher Technical and Vocational centers from 1999 -2018.

Year	Public Universities	Private Universities	Higher Technical and Vocational centers
1999	14	-	51
2004	10 (plus 15 Departmental Universities)	-	65
2016	13	16 (7 accredited)	114
2018	24	8 accredited by the National Center for Quality Assurance and Accreditation of Educational and Training Institutions	114

*Ministry of Education office (September 2018)

Table (2) statistics from the Ministry of Education for the numbers of students in the Libyan higher education establishments and the post graduate student's numbers.

Universities students	Numbers
Students in public universities: graduate level	450 883
Students in public universities: postgraduate level	9 299
Students in private universities: graduate level	N/A
Students in public universities: postgraduate level	N/A
Academic programs in public universities: graduate level	1 263
Academic programs in public universities: graduate level	354
Academic programs in private universities: graduate level	53
Academic programs in private universities: graduate level	N/A

Faculty staff in public universities: graduate level	15494
Faculty staff in public universities: postgraduate level	1.190
Faculty staff in private universities: graduate level	N/A
Faculty staff in private universities: postgraduate level	N/A
Universities with postgraduate programs	12
Faculties with postgraduate programs	71
Departments with postgraduate programs (M.Sc.)	367
Departments with postgraduate programs (Ph.D.)	43
Departments with postgraduate programs in Humanities	206
Departments with postgraduate programs in Applied sciences	158
Departments with postgraduate programs in Medical sciences	46

according to the statistics and data from the Ministry of Education, in August 2018 there were 231 faculties in public universities plus 8 faculties accredited for private universities, for a total of 1263 Academic degrees Bachelor courses and 354 Academic degrees Master courses. Table (2) highlights, for the benefit of the argument and in order to ease the readability of the document. moreover, the private sector, the 8 private Universities are able to offer only Bachelor studies up-to date (for a total of 53 courses) and in 2018 no post-graduate courses were available. With regards to the scientific domains, academic postgraduate programs are divided as follows: (Humanities: 206), Applied sciences (158), Medical sciences (46). The situation of the contributing universities is quite heterogeneous in terms of numbers: from min 6 to max 26 faculties; from min 80 to max 3804 academic staff; from min 200 to max 8540 administrative staff; from min 2545 to around max 75000 students. (UNIMED, 2020).

Table (3) post-graduate programmes in the Libyan universities

Higher education establishments	Numbers
Universities with postgraduate programmes	12
Faculties with postgraduate programmes	71
Departments with postgraduate programmes (Master)	367
Departments with postgraduate programmes (PhD)	43
Total	493

*Ministry of Education office (September 2018)

Cooperation among Libyan universities Among all the responses collected, 6 universities reported having no agreements with other Libyan universities. (UNIMED, 2020) reported that cooperation exists between Libyan universities but without written agreements, because of the country traditions. Cooperation takes different forms: joint research, exchange of students and staff, research evaluation, exams examination, IROs Directors meeting regularly for sharing experiences and information's, etc. This takes place despite the lack of formal institutional agreements. Cooperation with international universities The situation is very different from one university to another. Some are engaged in many activities with international institutions and actors, others have very little international presence. There is an evident historical factor: young universities such as the University of Aljufra and the University of Gharyan were established only recently and still need time to create networks, find partners, establish agreements. Another key factor is the participation in European funded projects: most of the existing international agreements have been favored by the joint participation in European projects of European and Libyan universities. These agreements target mainly: educational and scientific cooperation, students and staff exchanges, joint research actions. Agreements with foreign universities exist mainly with universities located in Egypt, Britain, Tunisia, the United Kingdom, Turkey and Jordan.

Table (4) Number of expatriate students abroad in the Libyan universities

No	University	Number of expatriate students abroad
1	The University of Ajdabiya	27
2	Al-Asmarya Islamic University	386
3	Bani Waleed University	109
4	University of Benghazi	1561
5	University of Elmergib	644
6	University of Gharyan	400
7	Libyan Academy	4

8	Libyan International Medical University	2
9	Misurata University	6
10	Omar Al-Mukhtar University	879
11	Sabratha University	76
12	Sebha University	779
13	Sirte University	428
14	University of Tripoli	800
15	University of Zawia	640
16	University of Aljufra	N/A63
17	TOTAL	6204

Elaboration of data and statistics from UNIMED survey, 2018

Table (5) International credit mobility (ICM) in the Libyan universities

Activity	2017	2016	2015
Proposals received involving Libya	6	3	6
Projects selected involving Libya	4	2	4
Students and staff moving to Europe	27	11	21
Students and staff moving to Libya	5	0	0
Percentage of regional budget	0.35	0.14	0.41

*UNIMED survey, 2020

Table (6) Erasmus Mundus Joint Master Degrees in the Libyan universities

Activity	2017	2016	2015	2014
Total EMJMDs selected	39	27	15	11
Total proposals received	122	92	76	61
Proposals received involving Libya	0	0	0	0
EMJMDs selected involving Libya	0	0	0	0
Full partners from Libya in EMJMDs	0	0	0	0
Associates from Libya in EMJMDs	0	0	0	0

*UNIMED survey, 2020

Table (7) Capacity-building for Higher Education projects in the Libyan universities

Activity	2017	2016	2015
Proposals received in call overall	833	736	515
Projects selected in call overall	149	147	138
Proposals received involving Libya	3	2	5
Projects selected involving Libya	1	2	1
Projects coordinated by Libya	0	0	0

*UNIMED survey, 2020

Table (8) Scientific projects conducted by the Libyan universities

	2017	2016	2015	2014
Proposals received in call overall	1117	1034	879	493
Projects selected in call	238	270	260	212
Applications from Libya	0	0	0	0
Selected projects from Libya	0	0	0	0
Networks involving partners from Libya	0	0	0	0

*UNIMED survey, 2020

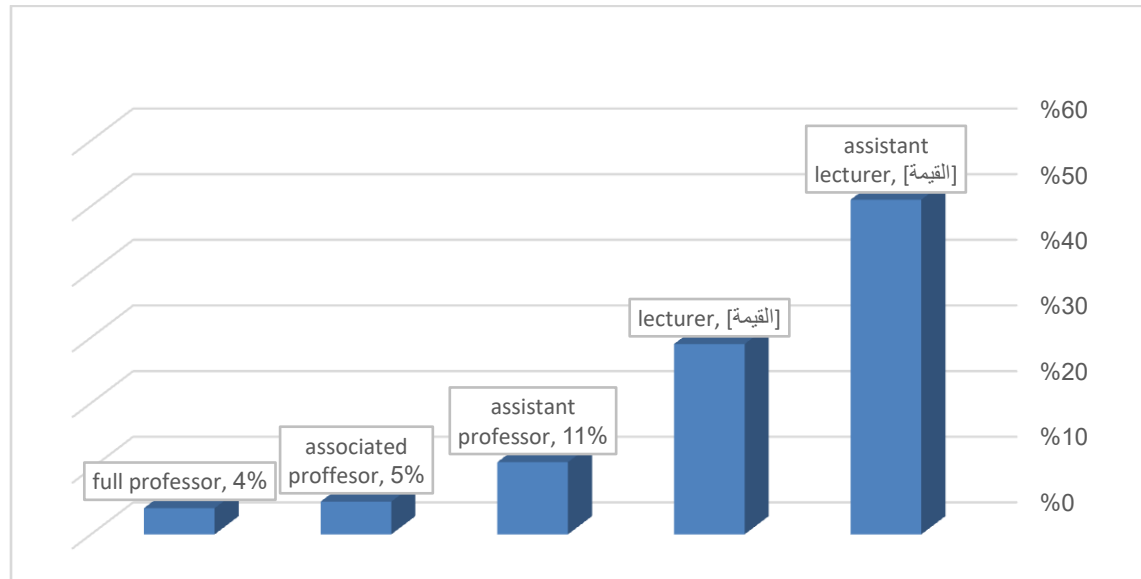


Figure (1) percentages of staff member's graduations (UNIMED,2020)

Classification of Libyan universities according to their web content 2021.

the Webometrics classification is the most known classification of international universities, which ranks those universities based on their information contents available on the Internet. This classification is issued every six months by the Cyber-metrics Lab of the Spanish Supreme Council for Research (CISC) in Spain. This classification aims to enhance competition among universities in order to increase the content of electronic scientific materials on the Internet. The classification is based on four basic criteria: clarity; effectiveness; attendance; and openness. Table 6 shows the ranking of Libyan universities according to Webometrics. Reference.

In an effort to boost quality and enhance competitiveness among national universities, Libya has launched a new national ranking system for public and private Libyan universities (CSLU), using the criteria of research and education performance as well as scientific and societal impact. Libya is the second country after Egypt in the 10 Arab North African states to produce a university ranking system. The CSLU will see public and private Libyan universities compete across a range of key performance indicators developed by a national committee. The indicators include teaching and learning (eight sub-indicators totaling 700 points which constitute 35% of institutional scores); knowledge productivity (eight sub-indicators totaling 600 points which constitute 30%); community service and the environment (six sub-indicators totaling 300 points which constitute 15%); international cooperation (two sub-indicators totaling 140 points which constitute 7%); and university website (two sub-indicators totaling 260 points which constitute 13%) (U.W.N2020).

As shown in table (9) the University of Benghazi recorded the highest rank with (world rank 3716, Impact rank 13298, Openness rank 2015 and, Excellent rank 3649) followed by the University of Tripoli recorded the highest rank with (world rank 3815, Impact rank 13862, Openness rank 2356 and, Excellent rank 3582). On the other hand, Higher Institute of Marine Science Technologies Sabrath recorded the lowest rank with (world rank 31034, Impact rank 31034, Openness rank 6492 and, Excellent rank 6650). It could be seen from the available data that, the highest rank in the Libyan universities (University of Benghazi) is 3716 over the world, with regard to the Libyan experiment in higher education that expanded from 1951 till now a great problem is occurring and could not be solved during an era of nearly 70 years. Many possible explanations may be behind this bad ranking for example: the bureaucratic management, the lack of planning, the very few PHD graduated staff member's fig (1), the very low finance compared to some non-petroleum countries, the lack of teaching modernization program such as e-learning. We cannot turn a blind eye to the military conflict that badly affected the higher education system in Libya during the last decade for instance a great damaging occurred in some university buildings and some were occupied for military purposes, among the military conflict circumstances some universities closed for security reasons. The Libyan universities are multidisciplinary institutions as they offer courses ranging from applied sciences to humanities (with a majority of the latter), the very great number of departments and staff members of humanity specializations compared with applied ones, casts a shadow on the current situation of the Libyan universities. On the other hand, a legislation problems facing the modernization efforts of the Libyan universities, based on Article

107 of the Libyan Decision number 501, the Libyan credit system is defined as follows: Unit credit: one hour of theoretical lesson or two hours of weekly practical activity during the specific or general educational terms provided. For the humanities as a theoretical science the number of hours may be enough, but for applied ones it is not, a very important point is that, the lack of modern laboratories, high qualified staff members and trained laboratory employers casts a shadow on the Universities' performance and ranking. Moreover, Administrative tasks assigned to the staff members are deducted from their teaching hours which negatively affects the performance of the universities so, a great number of staff members have only a few real teaching hours beside their Administrative tasks. In Libyan universities and according to the Decision number 501 the staff member is assigned to teach the theoretical and the laboratory sides of the course in the applied faculties, with regard to the lack of modern laboratories and skilled employers it will be very hard for the staff member to do his best. **UNIMED, 2020** described the Libyan university mission reporting that, in the case of Libyan universities, the university mission is not formally defined at the national level, due to the absence of a national law that stipulates the objectives and general organization of the higher education system. Therefore, the general mission and its specific goals are formally and clearly stated by each university. This implies that the university engages in the process of defining its own mission, unique in respect to all other universities in the country. It was reported that the university reflects on its institutional mission every five years and makes changes if necessary. **Rhema and Miliszewska, 2011** reported that E-learning could successfully support the Libyan universities ranking, they cleared that, E-learning can possibly give learning openings everywhere and at any time since it is probably going to empower students and educators to use the web to convey, share assets, and open instructive chances. Additionally, ICT and E-learning can be utilized as reconstructive and appealing measures to help Libyan students and educators. Moreover, it makes the learning condition as a context to pass information from instructor to students, from students to educators, and from students to students, and as a spot for innovative reasoning and learning. As well as, it has been expressed that the use of ICT and E-learning is still in its beginning stage in Libya even before the fall of Gaddafi's regime

Table (9) Classification of Libyan universities according to their web content 2021.

Ranking	World rank	University	Impact rank	Openness rank	Excellent rank
1	3716	University of Benghazi	13298	2105	3649
2	3815	University of Tripoli	13862	2356	3582
3	4150	Misurata University	10030	3586	4498
4	4790	Sebha University	4989	2591	4984
5	4938	Omar Al Mukhtar University	11847	3493	5322
6	5743	Al Zawiya University	17187	4222	5252
7	5919	Libyan International Medical University	9104	5777	5782
8	5977	Sirte University	19612	3798	5252
9	11747	Al Asmarya University of Islamic Sciences	18148	4633	6650
10	14124	Libyan Academy for Postgraduate Studies	16329	5990	6650
11	15434	University of Gharyan	22601	4683	6650
12	17997	Sabratha University	25516	4622	6650
13	20036	University Of Elmergib	19556	6492	6650
14	21409	Tobruk University	24447	6055	6650
15	22215	Libyan Academy	21951	6492	6650
16	22771	Libyan Academy Misurata	22533	6492	6650
17	23227	Azzaytuna University	23016	6492	6650
18	23872	Petroleum Training and Qualifying Institute	23689	6492	6650
19	24159	University of Tripoli Alahlia for Humanities and Applied Sciences	23985	6492	6650
20	24240	Libyan Institute for Advanced Studies	24074	6492	6650
21	24240	College of Industrial Technology Masrath	24074	6492	6650
22	25524	(1) Bright Star University	25419	6492	6650
23	25618	College of Electronic Technology-Bani Walid	26306	6409	6650
24	26921	College of Electrical and Electronic Technology Benghazi	26880	6492	6650
25	27052	Bani Waleed University	27010	6492	6650
26	27774	The Islamic University of Asaied Mohamed Bin Ali Al Sanussi	27745	6492	6650
27	27875	College of Computer Techniques Tripoli	27846	6492	6650
28	28484	Africa University for Human and Applied Science Tripoli City	28463	6492	6650

29	28593	University of Ajdabiya	28574	6492	6650
30	28852	Open University Libya	28834	6492	6650
31	28958	College of Engineering Technology Janzour	28943	6492	6650
32	29317	College of Electronic Technology Tripoli	29303	6492	6650
33	29751	Al Hadra University	29737	6492	6650
34	29751	Mediterranean International University	29737	6492	6650
35	29958	Attahadi University	29950	6492	6650
36	29958	Benghazi Private University	29950	6492	6650
37	30155	Nalut University	30151	6492	6650
38	30251	Higher Institute of Science and Technology Nalut	30248	6492	6650
39	30251	Modern Benghazi University	30248	6492	6650
40	30445	Center for Petroleum Industries Training in Zawia	30443	6492	6650
41	30445	American University of Libya	30443	6492	6650
42	30615	Libyan University	30612	6492	6650
43	30619	College of Computer Technology Zawiya	30616	6492	6650
44	30704	Academy of Postgraduate Studies Eastern Province Benghazi	30700	6492	6650
45	30704	Faculty of Dentistry Khalij	30700	6492	6650
46	30764	Al Raffak University	30761	6492	6650
47	30873	Open University of Benghazi	30871	6492	6650
48	30981	Aljufra University	30981	6492	6650
49	30981	Berenice University	30981	6492	6650
50	30991	College of Energy Technology	30991	6492	6650
51	31002	Higher Institute of Science and Technology Sabratha	31002	6492	6650
52	31002	Gulf of Sidra University	31002	6492	6650
53	31018	Fezzan University	31018	6492	6650
54	31027	Alhraba Institute of Science and Technology	31027	6492	6650
55	31027	Petroleum Academy of Higher Education and Training	31027	6492	6650
56	31034	College of Languages Social and Applied Studies	31034	6492	6650
57	31034	Higher Institute of Building and Construction Professions Benghazi	31034	6492	6650
58	31034	Higher Institute of Marine Science Technologies Sabratha	31034	6492	6650

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