

FINAL REPORT

November 2023

Project Title:

TECHNICAL AND VOCATIONAL EDUCATION TRAINING IN LIBYA: DEVELOPING A STRATEGY FOR INCLUSIVE LEARNING OPPORTUNITIES FOR YOUTH, INCLUDING ADOLESCENTS OUT - OF - SCHOOL

Prepared by:

BEYOND GROUP

beyondgroupconsulting.com

Prepared For:

**IOM- INTERNATIONAL
ORGANIZATION FOR MIGRATION -
LIBYA**

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) IN LIBYA

DEVELOPING A STRATEGY FOR INCLUSIVE
LEARNING OPPORTUNITIES FOR YOUTH,
INCLUDING ADOLESCENTS OUT-OF-SCHOOL

TABLE OF CONTENTS

TABLE OF CONTENTS	2
EXECUTIVE SUMMARY	3
Introduction	3
Country and Sector Overview	3
Methodology	4
Assessment Framework	4
Key Findings	4
Recommendations	5
INTRODUCTION	7
Objectives of this Study	7
METHODOLOGY	8
Approach	8
Assessment and Analysis Framework	11
COUNTRY CONTEXT AND SECTOR OVERVIEW	12
General Context Affecting TVET in Libya	12
TVET in Libya: Structures, Capacity and Challenges	14
FINDINGS FROM PRIMARY EVIDENCE	20
Governance and Policy Framework	20
Quality of Training and Learning Outcomes	23
Relevance to Labour Market and Skills Promotion	25
Delivery Modes and Technological Adaptability	28
Equity, Diversity and Inclusion	30
Sector Perceptions	33
RECOMMENDATIONS	36
Recommendation 1: Policy Driven and Targeted TVET programs	36
Recommendation 2: TVET Competency Standards	38
Recommendation 3: Multiplicity of TVET Formats	39
Recommendation 4: Driving Innovation and Technological Adaptability	40
Recommendation 5: Inclusion of Women in TVET	41
Recommendation 6: Integration of Vulnerable Groups in TVET	42
ANNEXES	44
Annex 1 – Sample Descriptive	44
Annex 2 – Data Collection Matrix	47
Annex 3 – Sample Size Estimation Calculation	48
Annex 4 – List of Key Informants	49

EXECUTIVE SUMMARY

Introduction

The primary objective of this assignment was to provide a comprehensive examination of the Technical and Vocational Education and Training (TVET) sector within Libya and subsequently devise recommendations for the International Organization for Migration (IOM) in Libya and for the broader TVET ecosystem stakeholders. The goal was to facilitate an equitable educational environment for adolescents and youth in Libya, particularly those who were not enrolled in formal schooling at the time of the study. The recommendations delineated in this document derive from the outcomes of this study and revolve around three fundamental domains. Initially, there is a focus on elevating the caliber of TVET curricula specifically tailored for individuals who have discontinued traditional schooling, emphasizing pivotal sectors within the Libyan economy. Secondly, there is an emphasis on fostering impartial access to high-quality TVET for both Libyan and non-Libyan youth and adolescents who are not currently engaged in formal education. Lastly, there is an effort directed at alleviating adverse perceptions of TVET education within the Libyan context.

Country and Sector Overview

COUNTRY CONTEXT

The economic instability and security challenges in Libya have resulted in widespread displacement, impacting the welfare of the population. The treatment of migrants and refugees has raised concerns about human rights violations. Education faces significant challenges, with conflict-related damage to schools, overcrowding, and restricted access. The youth population is substantial, with more males than females. Urbanization is at 82%, and migrants and refugees constitute a notable portion of the demographic landscape. Internally displaced persons (IDPs), numbering around 125,000, face challenges accessing basic services. Vulnerable groups, including women, girls, children, youth, persons with disabilities, and minority ethnic groups, require specific attention. A 2022 survey indicated that 55% of households struggle to meet essential needs, affecting health, education, and transportation. The data underscores the weakened economic resilience of the population, emphasizing the need for comprehensive efforts to support TVET and address employment needs amidst the broader context of economic challenges, political instability, and security issues in Libya. These factors have a significant impact on the technical and vocational education training (TVET), by hindering access to quality education and employment opportunities. Efforts are needed to rebuild state institutions, ensure security, and allocate resources effectively to support TVET and address the country's employment needs.

SECTOR OVERVIEW

The formal education system in Libya follows a nine-year structure, with six years of primary schooling and three years of preparatory schooling. Technical and Vocational Education and Training (TVET) is an integral part of this system, provided through conventional vocational education institutions. These institutions cater to students who have completed both vocational education and basic preparatory education. Libya's TVET system operates under the governance of different ministries, including the Ministry of Technical and Vocational Education and the Ministry of Higher Education and Scientific Research. The National Board of Technical and Vocational Education (NBTVE) oversees initial technical and vocational education, distinct from continuing training managed by the Ministry of Labour. Formal TVET programs are delivered through intermediate institutes, higher institutes, and technical colleges, each with its own directorate within the NBTVE for administration.

Methodology



To achieve the objectives of this assignment, a mixed-method approach was adopted, combining qualitative and quantitative data collection methods. The research began with an extensive literature review during the inception phase, leading to the development of tools for primary data collection and the creation of an inception report. The methodology was refined based on this phase, and both qualitative (focus group discussions and key informant interviews) and quantitative data collection exercises were conducted to gather comprehensive empirical evidence. This approach aimed to capitalize on the strengths of each method and mitigate potential limitations. The qualitative component delved into participants' perspectives and experiences, while the quantitative component provided numerical data for statistical analysis. The triangulation of results from both approaches enhanced the validity and reliability of findings. The collected data, analyzed through a six-element framework, informed the synthesis of findings in the final report, offering recommendations for various aspects of the TVET sector, including governance and inclusivity.

Assessment Framework

The assessment and analysis framework has been developed to conduct a thorough evaluation of Libya's TVET system, emphasizing its efficacy, sustainability, and inclusivity. Structured to explore critical aspects, the framework assessed the alignment of Libya's TVET system with global best practices, priorities, and standards. The framework was inspired by prominent global tools, frameworks, and policy documents, notably, UNESCO's 2022-2029 Strategy on Transforming Technical and Vocational Education and Training for Successful and Just Transitions and the ILO's comprehensive guide on Making TVET and Skills Development Inclusive for All.

Governance and Policy Framework

Evaluate the effectiveness, sustainability, and monitoring capacity of the national and international governance, funding, and evaluation systems supporting the TVET sector.

Quality of Training and Learning Outcomes

Assess the effectiveness of the national TVET system in ensuring quality training and outcomes, analyzing partnerships among government, private sector, civil society, and stakeholders in promoting TVET.

Delivery Modes and Technological Adaptability

Evaluate the effectiveness of diverse delivery modes, including online learning, and assess the adaptability of the national TVET system to changing technological and economic circumstances.

Relevance to Labor Market and Skill Promotion

Analyze the TVET system's responsiveness to the labour market's needs and its effectiveness in promoting the acquisition of relevant skills and competencies.

Equity, Diversity and Inclusion

Evaluate TVET effectiveness in reaching marginalized groups, promoting inclusivity, and assessing gender equality, including program choice, enrolment, and graduation rates, as well as inclusion of persons with disabilities and outreach to rural areas.

Sector Perceptions

Analyze the perspectives and attitudes held by key stakeholders, including students, educators, employers, policymakers, and the public, towards TVET in Libya.



Key Findings

This section summarizes and presents the key findings from the research carried out for this project.

GOVERNANCE AND POLICY FRAMEWORK

- **Information Deficit:** The TVET sector lacks crucial information at the policy and regulatory levels, including market-related data on labour needs, required skills, and sector-specific information.
- **Limited Promotion:** Relevant government agencies show little focus on promoting TVET, both to the private sector for skilled workforce development and to students, leading to a perception of TVET as a less important educational track.
- **Challenges in Optimization:** Despite international support, the TVET sector faces persistent challenges in modernization and performance optimization.

QUALITY OF TRAINING AND LEARNING OUTCOMES

- **Ununified Assessment System:** The current TVET assessment system lacks unity and does not align with program learning outcomes.
- **Certification-Centric Quality:** TVET program quality is primarily associated with certification processes, emphasizing accreditation and certificate verification over content and program alignment with market needs.
- **Lack of Stakeholder Engagement:** There is a lack of cohesive stakeholder engagement, particularly in aligning TVET programs with industry expectations.
- **Emphasis on Expertise:** There is a significant emphasis by learners on the expertise of teachers and trainers in the TVET sector.
- **Importance of Infrastructure:** While infrastructure, services, and modern equipment are recognized as vital in TVET programming, regional variations exist in their perceived significance.
- **Value of Practical Training:** Libyan youth emphasize the value of practical training and skills acquisition.

DELIVERY MODES AND TECHNOLOGICAL ADAPTABILITY

- **Technology Integration Consensus:** There is a collective agreement on the importance of integrating new technologies into TVET programs for relevance and appeal.
- **Infrastructure and Material Update:** There is a recognized need to update TVET infrastructure and training materials to align with modern industry standards.
- **Emphasis on Accessibility:** The effectiveness of the TVET system centers around accessibility and delivery modes.
- **Appeal of Short-term Courses:** Short-term courses are preferred for their direct, focused, and immediately applicable nature, especially for individuals with time constraints.

RELEVANCE TO LABOUR MARKET AND SKILLS PROMOTION

- **Theory-Practice Disconnect:** TVET programs in Libya tend to prioritize theoretical knowledge, leading to a noticeable gap between theory and practical skills.
- **Labour Market Assessment Need:** There is a pressing need for a comprehensive labour market assessment to align TVET programs with market demands.
- **Importance of Certifications:** Certifications play a crucial role in professional recognition and hold significance in employment, emphasizing the importance of credible credentials.

EQUITY, DIVERSITY AND INCLUSION

- **Gender Equity Challenges:** Despite female enrollment, structural obstacles hinder equitable access to TVET programs for females.
- **Challenges for Vulnerable Groups:** Migrants, refugees, and IDPs face structural challenges hindering their inclusion in TVET programs.
- **Accessibility Issues for Students with Disabilities:** Students with disabilities face disadvantages in accessing TVET programs due to lacking physical and social accessibility.

SECTOR PERCEPTIONS

- **Positive Perceptions:** There generally exists a favourable opinion among Libyan youth towards the TVET sector.
- **Perceived Benefits of TVET:** Most youth view TVET as an opportunity to acquire knowledge quickly and gain skills beneficial for employment.
- **Gender Disparities:** Notable gender disparities exist in the perceived benefits of TVET, indicating potential barriers for women in technical and technology-intensive fields.

Recommendations

The following recommendations, derived from the comprehensive primary insights, are designed to address various levels of the assessment framework. These suggestions aim to guide relevant stakeholders toward widespread changes within the entire TVET ecosystem. When applicable and feasible, the recommendations are categorized into the systems level and the programmatic level. For the purposes of the executive summary, the disaggregation of the recommendations along the systemic and programmatic level have not been presented. For a deeper look at the recommendations, please refer to the recommendations section of the report.

1

Policy Driven and Targeted TVET programs

Establishing A Government-Led Task Force for Reforming Libya's TVET Sector: Fostering Collaboration, Incentivizing Private Sector Engagement, And Bridging Data Gaps

2

TVET Competency Standards

Strengthening Quality Assurance and Standardization in Libya's TVET Landscape: Reactivating Key Centres Through Cross-Agency Collaboration

3

Multiplicity of TVET Formats

Optimizing TVET Delivery in Libya by Balancing Short-Term Economic Impact and Long-Term Sectoral Growth Through a Proposed Dual-Tiered Approach

4

Driving Innovation and Technological Adaptability

Strategic Fund Allocation and Incentive Framework for Advanced Technology Integration In TVET along with upgradation of TVET infrastructure

5

Inclusion of Women in TVET

Enhancing Inclusion and Equity for Women by Ensuring Development and Implementation of Standardized Guidelines for Protection and Support Across Institutions

6

Integration of Vulnerable Groups in TVET

Empowering Vulnerable Populations Through TVET by Charting a Path to Inclusion, Diversity, And Economic Contribution in Libya

INTRODUCTION

OBJECTIVES OF THIS STUDY

The primary objective of this assignment is to provide a comprehensive examination of the Technical and Vocational Education and Training (TVET) sector within Libya and to subsequently devise recommendations for the International Organization for Migration (IOM) in Libya and for the broader TVET ecosystem stakeholders, to facilitate an equitable educational environment for adolescents and youth in Libya, particularly those who are not currently enrolled in formal schooling.

The recommendations and suggestions that are proposed within this report also encompass approaches that may be adopted to attract young people to participate in technical and vocational training programs that align with the needs of the labour market in Libya.

During this assignment, the research team set out to achieve the following key outcomes:



To provide a comprehensive analysis of the TVET governance structure in Libya, with a focus on fast-track TVET programs

To furnish a profile of the demographics of youth who have participated in or are currently enrolled in TVET programs and to understand their perceptions regarding the merits and demerits of the TVET education system in Libya.

To identify pertinent employable skills required in the Libyan labour market to promote the enrolment of youth in TVET programs aimed at acquiring such proficiencies.

To understand and ascertain the underlying reasons behind youth dropouts from the educational mainstream, including TVET education.

To develop high level recommendations that can contribute eventually to formulating a TVET-related strategy, as well as recommendations to ensure that Youth Employment One-Stop Shop (YESS) centres as well as other TVET initiatives by IOM provide inclusive learning opportunities, including for out-of-school youth/adolescents in Libya.

The high-level recommendations provided in this document are based on the findings of this study and encompass three key areas. Firstly, the enhancement of the quality of TVET curricula targeting school dropouts in important sectors of the Libyan economy; secondly, the promotion of equitable access to quality TVET for both Libyan and non-Libyan out-of-school youth and adolescents; and thirdly, the mitigation of negative perceptions of TVET education in Libya.

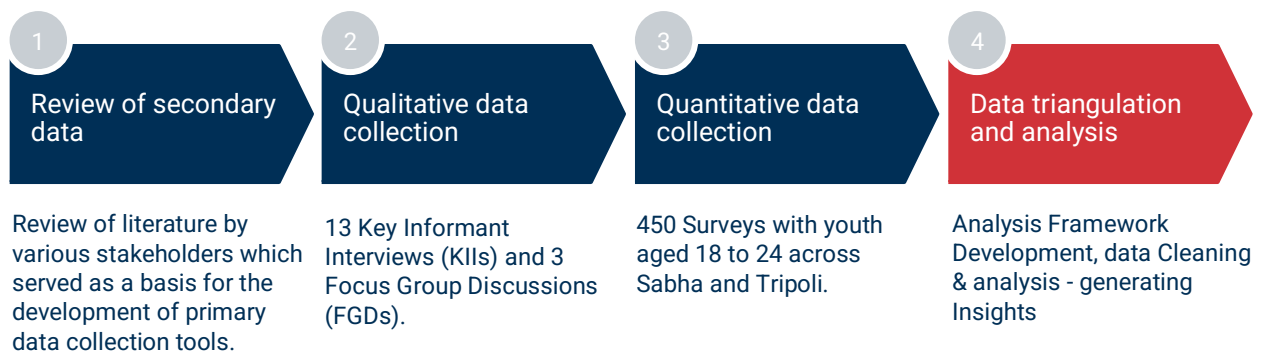
METHODOLOGY

Approach

In order to meet the objectives of this assignment, the research team integrated adopted a mixed method approach to ensure a comprehensive and holistic understanding of the research topic. This entailed the use of various data collection methods, to collect both secondary and primary data being qualitative as well as quantitative, (as shown in the figure below). The approach aimed to leverage the strengths of each method while compensating for its potential limitations through the other methods.

During the inception phase of this project, a comprehensive review of existing literature on the subject was undertaken, and tools for primary data collection were developed, leading to the creation of an inception report. Furthermore, the team also prepared for a primary data collection exercise to serve as a significant empirical evidence base for this report. The inception phase thus resulted in a revised research methodology, as well as the finalized data collection tools.

The qualitative component, consisting of focus group discussions and key informant interviews, was included to facilitate an in-depth exploration of participants' perspectives, experiences, and perceptions, thus enabling a nuanced understanding of the TVET ecosystem and the experience of young people within it. On the other hand, the quantitative component aimed to provide numerical data, allowing for statistical analysis and the identification of trends, patterns, and correlations within the data.



With this combination of approaches, the team has been able to not only enhance the validity and reliability of the findings, but the approach has also enabled a triangulation of results, leading to a more robust and reliable interpretation of the primary data collected.

The collected data underwent analysis using a framework encompassing six elements crucial to developing a holistic understanding of the TVET sector.

Subsequently, the findings were synthesized into a final report, incorporating primary research outcomes, and providing recommendations for the TVET sector, addressing aspects from governance to inclusivity and equity. More details on the key steps and phases within this assignment are provided below.

REVIEW OF SECONDARY DATA

The examination of existing literature on the topic yielded some beneficial insights into the structure of Libya's TVET system, the overall state of the TVET sector, internal and external reforms, and existing challenges. However, notable challenges and limitations surfaced during the team's investigation of the literature. Firstly, the available data was deemed outdated, raising concerns about the accuracy and relevance of the findings. For instance, the absence of recent census data since 2006 led to the team relying on estimates developed by international agencies such as the UN and the ILO for statistics on the total population and youth population in Libya.

Some underlying reasons for the absence of updated national census data were identified within the Libyan National Statistics Development Strategy for 2018-2023. These reasons stemmed mainly from political instability, economic

recession, and resultant revenue uncertainties within Libya, also compounded by inadequacies in existing legislative frameworks. The challenges included a shortage of qualified personnel capable of overseeing the national statistical system. Moreover, some ministries, administrations, and agencies were lacking dedicated statistical units, posing difficulties in coordination. Insufficient physical and information technology infrastructure further impeded the generation of high-quality data.¹

Additionally, recent education-related statistics, including enrolment, dropout rates, retention rates, and passing rates categorized by grade levels and educational streams, were inaccessible. This issue therefore created a substantial data gap. More generally, it was observed that there was scant information on the TVET sector in Libya. While some documents mentioned various TVET initiatives by state and international actors, the information was insufficient and lacked comprehensive insights. These data challenges underscored the need for primary data collection to address gaps and ensure the robustness of research outcomes.

QUALITATIVE DATA COLLECTION

The qualitative data gathered in the study encompassed key informant interviews and focus group discussions to explore various aspects of Libya's TVET sector.

Key Informant Interviews (KIs): The team conducted thirteen (13) structured Key Informant Interviews with relevant stakeholders, including state and government officials, private sector representatives, international actors such as INGOs, humanitarian and development organizations, and donor agencies, as well as local NGOs operating within the TVET ecosystem. The research team also engaged with representatives of IOM's YESS centres to understand the program's outcomes and its impact on both Libyan and Non-Libyan youth. These interviews provided insights into policy frameworks, regulatory mechanisms, funding mechanisms, and the overall effectiveness of the governance structures supporting the national TVET system.

Focus Group Discussions (FGDs): Simultaneously, the team conducted three focus group discussions. The focus groups, composed of Libyan and non-Libyan youth, aimed to include a higher proportion of marginalized youth, fostering inclusivity within the TVET landscape. These discussions complemented the quantitative findings, offering a holistic understanding of the issues at hand.

To specifically engage with non-Libyan youth and focus on the work of YESS centres, the research team involved current beneficiaries of IOM's YESS centres in the focus group discussions. The focus group discussions were held in Tripoli and Sabha. However, YESS participants were only involved in the FGDs that took place in Tripoli. The FGDs were disaggregated based on gender in Tripoli for a conducive and secure environment, allowing for more meaningful and open discussions around inclusion and equity. This targeted approach provided comprehensive insights from diverse perspectives, fostering a deeper understanding of the experiences and aspirations of both Libyan and Non-Libyan youth both within the YESS centre and outside of them. The details on the FGDs that were conducted are provided in the table below.

	Number and Description of Participants	Age (years)	Gender	Geographic Location
FGD 1	2 YESS centre beneficiaries 4 non-beneficiaries Total participants = 6	15 - 24	Females	Tripoli
FGD 2	5 YESS centre beneficiaries 7 non-beneficiaries Total participants = 12	15 - 24	Males	Tripoli
FGD 3	8 non-beneficiaries Total participants = 8	15 - 24	Females + Males	Sabha

CHALLENGES AND LIMITATIONS

During this phase of data collection, the research team encountered an unprecedented challenge that impacted the planned scope of the research activities. Originally, the research team had aimed to conduct five focus group

¹ Ministry of Planning. (2018). Libyan National Statistics Development Strategy 2018-2023. Bureau of Statistics and Census – Ministry of Planning. <https://paris21.org/sites/default/files/2018-04/NSDS-Libya-En.pdf>

discussions, including two in Benghazi with YESS centre beneficiaries and non-beneficiaries. Unfortunately, these FGDs in Benghazi had to be postponed due to the extensive floods on the 10th of September 2023 and subsequent devastation in Eastern Libya. Even if the team had proceeded, low participation rates were anticipated, and eventually the research team, in consultation with IOM and its local partners, decided against conducting them during a period of widespread loss and grief for the Libyan people.

Furthermore, the floods disrupted the availability of several key informants based in Eastern Libya (specifically Benghazi), including government officials and INGO/NNGO/CBO representatives. Their involvement in relief and emergency assistance efforts limited their time for key informant interviews. While the research team had initially planned to conduct up to 12 KIIs, it had to revise its approach and eventually, to accommodate this changed reality in Libya, six interviews were conducted. However, after the submission of the first draft of the final report, the data collection teams were successfully able to schedule and conduct the additional interviews. Thus, a total of 13 KIIs were successfully conducted for this assignment.

Despite these challenges, the collected data has yielded intriguing insights, which will be thoroughly examined in the subsequent sections of this report. To conclude, the disruptions caused by natural disasters and the concurrent emergency responses highlight the dynamic and evolving nature of the research environment, impacting both planned methodologies and the engagement of key stakeholders.

QUANTITATIVE DATA COLLECTION

To ensure a representative sample, a quantitative survey was conducted using a stratified random sampling approach, which took place across the cities of Tripoli, and Sabha (*it was initially planned to take place across Tripoli, Sabha and Benghazi*).² This method, chosen considering challenges related to resources, time, and security, proved to be an optimal strategy for obtaining a diverse sample from different geographic and political regions within Libya. Given that approximately 80 percent of Libya's population resides in urban settlements, stratification based on cities offered a comprehensive understanding of regional disparities. Moreover, the combined population of all Libyans within these cities constitutes around one-third of the total population of Libya, contributing to the representativeness of the sample. Due to time, and security constraints, stratifying Libya's youth population according to its twenty-two districts, the highest administrative division, was not feasible. Despite this limitation, the adopted sampling approach successfully navigated these constraints, facilitating the inclusion of a diverse youth sample across geographic and political divides within Libya.

In order to survey a representative sample of Libyan youth according to this stratified sampling methodology, the estimated sample size range that was calculated stood at approximately 500 respondents, allocated in proportion to the estimated youth population distribution within the three urban centres of Tripoli, Benghazi, and Sabha.³

The research team was successfully able to administer 506 surveys from Libyan youth between the ages of 18 years to 24 years. The survey was administered to 120 respondents from Sabha and 386 respondents from Tripoli. Furthermore, 150 females in total and 356 males within the specified age range were administered the survey across both cities.⁴

CHALLENGES AND LIMITATIONS

For the quantitative data collection, the sampling methodology relied on stratification across the cities of Tripoli, Benghazi, and Sabha. However, the unforeseen situation in Eastern Libya caused by Storm Daniel and subsequent flooding rendered data collection impractical in Benghazi. Consequently, the research team had to adapt its approach. While maintaining the same estimated total sampling size for a representative youth sample, the surveys originally designated for Benghazi (approximately 180) were reallocated between Tripoli and Sabha. Although this adjustment impacted the overall representativeness of the results by excluding a major stratum from the sample, the research team, given the precariousness and severity of the situation in Eastern Libya, could not identify a viable alternative as any delay or extension in the data collection phase would have significantly affected the overall timeline for the project. The shift in the sampling strategy was therefore a necessary response to the challenging circumstances faced during the data collection phase

² Change in this methodology explained in the challenges and limitations section of quantitative data collection

³ Detailed brief on the sampling methodology provided in the annex to the report

⁴ Detailed sample description provided in annex to the report

Assessment and Analysis Framework

The assessment and analysis framework presented herein was designed to conduct a comprehensive assessment of a nation's TVET system, with a particular focus on its effectiveness, sustainability, and inclusivity. This framework was structured to delve into essential facets of the TVET system in Libya and gauge its adherence to global best practices, priorities, and standards. Drawing inspiration and adapting elements from prominent global tools, frameworks, and policy documents, it was tailored to suit the specific contextual nuances of the Libyan educational landscape.

Specifically, it integrated insights from **UNESCO's 2022-2029 Strategy on Transforming Technical and Vocational Education and Training for Successful and Just Transitions**, as well as the **ILO's comprehensive guide on Making TVET and Skills Development Inclusive for All**. This approach ensured a robust and internationally informed assessment, providing valuable insights into the strengths, challenges, and areas for improvement within Libya's TVET system. This framework subsequently informed the development of qualitative and quantitative data collection tools.

TVET SECTOR ASSESSMENT FRAMEWORK	
Elements	Sub-Elements
Governance and Policy Framework	<ul style="list-style-type: none">• Evaluate the effectiveness of the governance structures supporting the national TVET system, including policy frameworks, regulatory mechanisms, and quality assurance systems.• Analyse the adequacy and sustainability of funding mechanisms at both national and international levels to support the TVET system.• Assess the monitoring and evaluation system for TVET and its capacity to identify areas for improvement and strategic adjustments.
Quality of Training and Learning Outcomes	<ul style="list-style-type: none">• Examine the effectiveness of the national TVET system in ensuring high-quality training, clear learning outcomes, and efficient assessment mechanisms.• Analyse the partnerships and collaborations between the government, private sector, civil society, and other national and international stakeholders in promoting TVET within the national context.
Delivery Modes and Technological Adaptability	<ul style="list-style-type: none">• Assess the effectiveness of diverse and innovative delivery modes, such as online and distance learning, in the national TVET system.• Evaluate the adaptability of the TVET system to changing technological and economic circumstances.
Relevance to Labor Market and Skill Promotion	<ul style="list-style-type: none">• Analyse the responsiveness of the TVET system to the needs of the labour market and its effectiveness in promoting the acquisition of relevant skills and competencies.
Inclusivity and Equity	<ul style="list-style-type: none">• Examine the effectiveness of the TVET system in reaching marginalized groups and promoting inclusivity and equity.• Analysing the status of gender equality in terms of choice of training programs, enrolment, and graduation; extent of inclusion of persons with disabilities in TVET; and the outreach of TVET to rural areas.
Sector Perceptions	<ul style="list-style-type: none">• Analyse the perspectives and attitudes held by key stakeholders, including students, educators, employers, policymakers, and the public, towards TVET in Libya.
Education Discontinuation Information	<ul style="list-style-type: none">• Assess and understand the factors contributing towards young peoples' discontinuation of formal education, including technical and vocational education.

COUNTRY CONTEXT AND SECTOR OVERVIEW

General Context Affecting TVET in Libya

COUNTRY OVERVIEW

Libya is a North African country with a population of approximately 6.8 million people. Its economy relies heavily on oil and gas, which are the main sources of revenue for the government. However, the country is still recovering from the revolution and struggles with budget allocation for education and labour rehabilitation. The working-age population (15-64) continues to increase (65%), while the elderly population is small (4.88%, 65+ age group).⁵

Since the ouster of former leader Muammar Al-Qaddafi in 2011, Libya has faced challenges in rebuilding state institutions and achieving political and economic stability. Armed factions and groups have proliferated, leading to a political deadlock between the rival political factions based in Tripoli and Benghazi.⁶ Despite a recent decline in hostilities, peace talks have not proven successful in resolving the political divide. However, there have been positive developments in the humanitarian situation, with internally displaced persons (IDPs) slowly returning to their homes.

The economic instability and security situation have had a significant impact on the welfare of the Libyan population. Many people have been displaced because of the ongoing conflict. Additionally, the treatment of migrants and refugees in Libya remains a concern, with reports of human rights violations and lack of protection. Poverty incidence is challenging to measure due to the conflict's complexities, but a substantial proportion of households face difficulties in meeting essential needs and accessing services.⁷

In the education sector, a percentage of schools have been destroyed or damaged due to the armed conflict, leading to overcrowding in remaining schools. The quality of the learning environment has been compromised, and access to education has been hindered by movement restrictions and financial constraints. Many children are unable to enrol in school due to closures, economic hardships, and overcrowding, while others drop out due to similar reasons.⁸

In Libya, the youth population, defined as individuals between the ages of 15 and 24, is significant. The United Nations Population Fund (UNFPA) and the International Labour Organization (ILO) report that there are slightly more males than females in this age group. It is crucial to consider the demographic characteristics of Libya, including its population size, age structure, gender distribution, urbanization trends, and the presence of migrants, refugees, and internally displaced persons, when addressing technical and vocational education and training (TVET) and its link to employment.⁹

In terms of urbanization, around 82% of Libya's total population resides in urban areas, while only 18% live in rural areas. With an extensive 95 percent of its land dominated by deserts, Libya grapples with pressing environmental challenges, particularly in its densely populated coastal areas, low mountains, and scattered oases. These regions face heightened land degradation and insufficient protection for diverse ecosystems. The critical issue of desertification is driven by a combination of factors, prominently including rapid urbanization.¹⁰ As the population centres, primarily along the coast, burgeon due to urbanization, there is a surge in the demand for resources, contributing to overexploitation of water resources and depletion of natural vegetation. This urbanization-driven environmental strain, compounded by climate change impacts such as rising temperatures, extreme weather events, and declining precipitation, accentuates the vulnerability of Libya's ecosystems. This interconnected dynamic poses a dual threat, impacting both the immediate environment, particularly arable land, and the long-term resilience of coastal populations to climate-related challenges.¹¹

This trend emphasizes the need to focus on TVET in urban settings, where most of the population is concentrated. By tailoring TVET programs to the needs of urban communities, policymakers and stakeholders can ensure the provision of relevant skills to address the demands of the labour market.¹²

Moreover, Libya has faced a significant influx of refugees and migrants, who contribute to the country's demographic

⁵ ETF. (2020). Vocational Education and Training in Libya. European Training Foundation. https://www.etf.europa.eu/sites/default/files/2020-03/vet_in_libya.pdf

⁶ Human Rights Watch. (2023, January 12). *World Report 2023: Rights trends in Libya*. Libya Events of 2022. Retrieved October 19, 2023, from <https://www.hrw.org/world-report/2023/country-chapters/libya>

⁷ United Nations. (2023, September 5). *UN Common Country Analysis Update 2023 in Libya*. <https://libya.un.org/>. Retrieved October 19, 2023, from <https://libya.un.org/en/244706-un-common-country-analysis-update-2023>

⁸ UN Office for the Coordination of Humanitarian Affairs (OCHA). (2022). Humanitarian Needs Overview - Libya. https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/libya_hno_2022_english.pdf and World Bank. (2022). *Libya Economic Monitor*, Summer 2022. World Bank. <https://doi.org/10.1596/37947>

⁹ International Organization for Migration (IOM). (n.d.). Libya | Displacement Tracking Matrix. <https://dtm.iom.int/libya> and International Organization for Migration (IOM), February 2023. *DTM Libya Migrant Report*, Round 46. IOM, Libya. <https://dtm.iom.int/reports/libya-migrant-report-46-january-february-2023?close=true> and UN Office for the Coordination of Humanitarian Affairs (OCHA). (2023, January 26). *Libya Humanitarian Overview 2023 (December 2022)*—Libya | ReliefWeb. <https://reliefweb.int/report/libya/libya-humanitarian-overview-2023-december-2022>

¹⁰ UNDP. (n.d.). *Environment and Climate Change | United Nations Development Programme*. UNDP. Retrieved November 2, 2023, from <https://www.undp.org/libya/environment-and-climate-change>

¹¹ Ibid.

¹² United Nations. (2023, September 5). *UN Common Country Analysis Update 2023 in Libya*. <https://libya.un.org/>. Retrieved October 19, 2023, from <https://libya.un.org/en/244706-un-common-country-analysis-update-2023>

landscape. As of December 2022, there were approximately 694,398 migrants in Libya, with 11% being children and over 24,000 unaccompanied minors. These populations require special attention and support, making it crucial to consider their unique needs when designing TVET programs. By providing targeted technical and vocational education and training, Libya can enhance the employability and socio-economic integration of refugees and migrants.¹³

Internally displaced persons (IDPs) are another important demographic group in Libya. While the number of IDPs has decreased by 60% from October 2020 to December 2022, there were still approximately 125,000 IDPs by the end of 2022. These individuals often face challenges in accessing basic services and fundamental rights, including education and employment. Integrating IDPs into TVET programs can offer them opportunities for skills development and improve their prospects for sustainable employment.¹⁴

Additionally, vulnerable groups including women and girls, children, youth, persons with disabilities, minority ethnic groups, and those living with HIV/AIDS (around 6700 Libyans living with HIV as per the last estimates gathered in 2020)¹⁵ require specific attention and support. TVET programs should address the unique needs and vulnerabilities of these populations to promote their inclusion and empowerment. By incorporating inclusive approaches in TVET, Libya can ensure equal access to quality education and training for all demographic groups.¹⁶

Recent data on poverty incidence is challenging to collect due to the conflict's complexities. However, a survey conducted by REACH in the latter half of 2022 found that 55% of the 3,758 households surveyed were struggling to meet essential needs and access vital services. Health services (22%), education services (15%), and essential transportation (15%) were the most critical areas of concern. To cope, households resorted to unsustainable income sources, such as depleting savings (19%), relying on government subsidies (17%), taking loans (16%), and receiving remittances (14%). These income acquisition patterns reveal the weakened economic resilience of the Libyan population. Additionally, 29% of households reported accumulating debt in the three months before the survey to cover basic necessities, indicating the financial strain faced by a significant portion of the population.¹⁷

Overall, Libya's context is marked by economic challenges, political instability, and a deteriorating security situation. These factors have a significant impact on the education sector, particularly technical and vocational education training (TVET), by hindering access to quality education and employment opportunities. Efforts are needed to rebuild state institutions, ensure security, and allocate resources effectively to support TVET and address the country's employment needs.

Libya's demographic characteristics encompass a wide range of aspects, including the youth population, life expectancy, urbanization trends, refugee and migrant demographics, internally displaced persons, and vulnerable groups. Understanding these demographics is essential for policymakers and stakeholders to develop targeted interventions, policies, and programs that address the specific needs of various population groups and promote inclusive development in Libya. Further, the above information will be used for the development of inclusive learning in the following chapters.

¹³ ILO Data explorer. (2020). Libya-Annual. Retrieved July 30, 2023, from https://www.ilo.org/shinyapps/bulkexplorer39/?lang=en&id=LB_Y_A

¹⁴ United Nations. (2023, September 5). UN Common Country Analysis Update 2023 in Libya. <https://libya.un.org/>. Retrieved October 19, 2023, from <https://libya.un.org/en/244706-un-common-country-analysis-update-2023>

¹⁵ WHO. (2023). Libya HIV/AIDS country profile 2020. World Health Organization - Regional Office for the Eastern Mediterranean. Retrieved November 2, 2023, from <http://www.emro.who.int/asd/country-activities/libya.html>

¹⁶ United Nations. (2023, September 5). UN Common Country Analysis Update 2023 in Libya. <https://libya.un.org/>. Retrieved October 19, 2023, from <https://libya.un.org/en/244706-un-common-country-analysis-update-2023>

¹⁷ REACH. (2023, March 3). Multi-Sector Needs Assessment (MSNA) Key Findings, Libyan Population https://repository.impact-initiatives.org/document/reach/85f82325/REACH_LYB_Factsheet_MSNA_March-2023.pdf.

TVET in Libya: Structures, Capacity and Challenges

SECTOR STRUCTURE AND GOVERNANCE MECHANISMS

The formal education system in Libya comprises mandatory basic education lasting for nine years, encompassing six years of primary schooling followed by three years of preparatory schooling. Within this framework, Technical and Vocational Education and Training (TVET) is established as a formal education model, which is facilitated through conventional vocational education institutions. These institutions cater to students who have successfully completed both vocational education and basic preparatory education in Libya.¹⁸ Libya has a TVET system with governance arrangements where different subsystems are run by different ministries. Libya has a Ministry of Technical and Vocational Education that is responsible for all public technical and vocational education institutes across the country. Initial technical and vocational education in Libya is overseen by the National Board of Technical and Vocational Education (NBTVE), operating under the Ministry of Higher Education and Scientific Research. It is managed separately from continuing training and is provided in different centres.¹⁹ Meanwhile, vocational education is managed by the Ministry of Labour (which is also responsible for continuing education).²⁰

Formal Technical and Vocational Education and Training (TVET) programs are offered through three types of educational institutions. These institutions include intermediate institutes, higher institutes, and technical colleges, with each having its own dedicated directorate within the NBTVE for management and administration.²¹

Intermediate Institutes: Offer three-year programmes to students aged 15 and above and who hold the compulsory basic school certificate (**382 intermediary institutes - 2014**)

Higher Institutes: Offer courses to students aged 18 and above and who hold the secondary school certificate (**91 higher institutes - 2014**)

Technical Colleges: Offer courses to students aged 18 and above who finished secondary school certificate with higher grade (**16 colleges - 2014**)²²

TVET FINANCE

Public TVET in this context primarily relies on funding from the public treasury and falls under the purview of the Ministry of Finance. The Director of Accounts and Budget within the ministry is responsible for receiving financial proposals from all public entities on an annual basis. These proposals are reviewed, amended if necessary, and then allocated funding accordingly. Notably, there are no taxes or levies imposed on employers, and they largely delegate the responsibility of employee training to the state. While some cities may provide certain contributions, the resources raised by TVET providers (particularly in the public sector) are minimal. Additionally, learners themselves make only a minor contribution to financing their studies. Budgeting processes often occur with little alignment to development plans. The Ministry of Planning requests public sector institutions to submit their annual plans without establishing a comprehensive framework in advance. Consequently, each organisation creates its own proposal independently, without prioritising projects and programs based on the government's overall vision.²³

¹⁸ UNESCO. (2021). Youth Employment in the Mediterranean (YEM) Country Factsheets - Libya. [YEM Publications \(unesco.org\)](https://unesco.org/publications/yem-country-factsheets-libya)

¹⁹ UNESCO-UNEVOC. (2022). Dynamic TVET Country Profiles—Libya. <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=LB>

²⁰ UNESCO. (2021). Youth Employment in the Mediterranean (YEM) Country Factsheets - Libya. [YEM Publications \(unesco.org\)](https://unesco.org/publications/yem-country-factsheets-libya)

²¹ European Training Foundation (ETF). (2014). Mapping Vocational Education and Training Governance in Libya. [424678AAE60C0A3BC1257D93005BCFFB_Libya_mapping_VET_governance.pdf \(europa.eu\)](https://www.etf.europa.eu/publications/mapping-vocational-education-and-training-governance-in-libya)

²² UNESCO-UNEVOC. (2022). Dynamic TVET Country Profiles—Libya. <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=LB>

²³ Ibid.

CAPACITY AND QUALITY

The learning and training environment holds substantial importance in the effective implementation of TVET programs. To enhance TVET, policymakers have adopted a policy aimed at providing equipment that aligns with standard teaching curriculum requirements. However, the current state of building facilities, especially workshops, classrooms, and laboratories, remains insufficient to meet the demands of the training programs offered. Many state institutions, including TVET facilities, have suffered from theft and destruction due to challenging security conditions in the country. This, coupled with the lack of periodic maintenance, has left several institutions in poor condition, rendering them unsuitable for optimal use.²⁴

To address these challenges, the National Board for Technical and Vocational Education has limited the number of facilities and laboratories available to specialised secondary schools for vocational training programs within TVET institutions. Efforts have been made to develop and update curricula for various professions and disciplines, including subjects such as English, creative thinking, physics, and mathematics. Standardisation of educational and training curricula in higher technical institutions has been the focus of several workshops conducted across Libya.²⁵

The as of yet non-operational Quality Assurance and Vocational Education and Training Providers Approval Centre (QAVETPAC) aims to develop and implement an evaluation system, quality assurance, and accreditation for service providers. The goal is to attain the highest levels of quality, efficiency, and excellence, ultimately enhancing graduates' competences and research activities, thus contributing to development objectives and fostering competition in the labour market. However, the current quality development approaches are a blend of previous quality control and auditing requirements, and recently introduced measures that are yet to be fully tested and implemented.²⁶

The Information and Documentation Centre of the Ministry of Labour is responsible for collecting labour market data. However, due to capacity limitations, the centres lack the required networks and software for labour market information systems, leading to unreliable data. Formal procedures to identify current and future human resource needs are absent, posing challenges in human resources planning and management in both public and private sectors. The National Board for Technical and Vocational Education (NBTVE) and the Ministry of Labour have taken some initiatives to address these gaps by establishing Sector Skills Councils and engaging with stakeholders to define the skills needed in VET programs. Additionally, the Ministry of Labour's Occupational Standards and Certification Centre (OSCC) and the National Qualifications Framework (NQF), envisaged to play roles in quality management, do not appear to be operational now. Moreover, there are no standard processes for monitoring and reviewing staff qualifications and training, which poses challenges in maintaining teaching quality and relevance.²⁷

²⁴ European Training Foundation (ETF). (2020). Vocational Education and Training in Libya: Facts and Figures. <https://www.etf.europa.eu/en/publications-and-resources/publications/vocational-education-and-training-libya-facts-and-figures>

²⁵ Ibid.

²⁶ European Training Foundation (ETF). (2014). Mapping Vocational Education and Training Governance in Libya. [424678AAE60C0A3BC1257D93005BCFFB_Libya_mapping_VET_governance.pdf](https://www.etf.europa.eu/en/publications-and-resources/publications/mapping-vocational-education-and-training-governance-in-libya) (europa.eu)

²⁷ Ibid.

SECTOR CHALLENGES

There are several challenges that the TVET sector in Libya continues to grapple with. To start off, several challenges have been extrapolated from the European Training Foundation's document on Libya's TVET sector titled 'Vocational Education and Training in Libya' and have been presented below in an infographic to facilitate an efficient understanding of the problems within the sector.²⁸



To summarize the information provided in the infographic above, the administrative structure of government vocational training institutions lacks authority and incentives for trainers to improve and innovate. There is a lack of involvement from industrial organizations, employers, and other non-governmental actors due to the absence of a coordinating body. Disparities in enrolments exist due to migration and internal displacement. Private sector intelligence and mobilization are deficient, with no actual partnership between the public and private sectors. Oversaturation of public sector employment is a problem, with recruitment measures not compliant with regulations. Human resources are lacking, with a shortage of instructors and trainers, and low salaries for these roles. Outdated teaching methods and limited exposure to practice contribute to the quality of provision's shortcomings. The learning environment and facilities are substandard, and TVET struggles to attract interest compared to academic education. Lastly, the policy environment in Libya lacks a unified national policy and investment plan for education and TVET. Coupled with a fragmentation of governance and responsibilities for TVET, these issues hinder the development and implementation of effective strategies to address the structural and systemic problems and challenges facing the sector.²⁹

In addition to the sector specific challenges, there are several challenges pertaining to the education sector as a whole and the labour market that spillover onto the TVET sector and subsequently have a negative impact on the performance of the TVET sector in Libya.

²⁸ European Training Foundation (ETF). (2020). Vocational Education and Training in Libya: Facts and Figures. <https://www.etf.europa.eu/en/publications-and-resources/publications/vocational-education-and-training-libya-facts-and-figures>

²⁹ European Training Foundation (ETF). (2020). Vocational Education and Training in Libya: Facts and Figures. <https://www.etf.europa.eu/en/publications-and-resources/publications/vocational-education-and-training-libya-facts-and-figures>

CHALLENGES IN ACCESS TO EDUCATION

The education sector in Libya has been significantly affected by the security situation within the country, leading to damaged schools and limited access to education due to movement restrictions.³⁰ Overcrowding and economic hardships have further hindered access. Urban areas with schools accommodating large student populations, reaching up to 2,000 students in some primary schools, have been forced to implement a double shift system to accommodate all students.³¹ Furthermore, the deterioration of livelihood conditions for both Libyan nationals and migrants have adversely affected young people's access to education services. Many families have been unable to afford school fees, while others have required their children to work to contribute to the household income, leading to further challenges in accessing education.³²

To better understand the underlying reasons behind young people not enrolling in schools or dropping out of them, findings from a recent multi-sectoral needs assessment conducted by REACH³³ have been provided. The assessment found that, of the 3758 households that were interviewed, 63% of households reported having school-aged children, thus totalling 5,461 children. Out of this group, two percent (141 children) were not enrolled in the 2021-2022 school year. The prominent reasons cited for non-enrolment included school closures due to COVID-19, economic hardships, and issues of overcrowding in schools. Of the non-enrolled children, around half (71 children) had dropped out during the preceding school year (2020-2021), citing economic challenges, transportation constraints, or health issues as their reasons. Interestingly, a substantial proportion of households with non-enrolled or dropout school-aged children opted not to disclose the specific reasons behind the non-enrolment or dropout.³⁴

LABOUR MARKET CHALLENGES

The labour market in Libya is affected by the Country's economic and security challenges. The labour market in Libya shares similarities with other oil-rich nations, characterised by a strong reliance on public employment, a substantial informal sector, and a less developed private sector incapable of accommodating the fast-growing youth population. Consequently, the labour market is distorted, with the public sector being the preferred employer due to attractive compensation packages, which contributes to inflated income expectations and worsens unemployment issues. The private sector is currently limited and lacks diversity, mainly consisting of informal small and micro enterprises, hindered by government bureaucracy, policy instability, and corruption. As a result, informal sector jobs have expanded significantly. The core challenge faced by Libya is unemployment, which has structural roots and has been intensified by the conflict. The main causes of unemployment include the scarcity of private sector job opportunities for both skilled and unskilled workers and a mismatch between job seekers' qualifications and the demands of the labour market.³⁵ With regards to the Libyan labour force, some key statistics for youth employment and labour force participation are presented below.³⁶

Youth Labour Force	207,900 - Total 143,800 – Males 64,100 - Females
Youth Employment	101,600 – Total 82,000 – Males 19,500 - Females
Youth Labour Force Participation Rate	16.8% - Total 22.7% - Males 10.6% - Females
Youth Employment to Population Ratio	8.2% - Total 13% - Males 3.2% - Females
Youth Unemployment Rate	51.1% - Total 42.9% - Males 69.6% - Females
Youth Outside the Labour Force	1.03 million - Total 489,900 – Males 540,600 - Females

From the table shown above, it can be determined that most of the Libyan youth are currently unemployed in Libya, with more females unemployed than males. The overall labour force participation rate is also rather low for Libyan Youth.

Furthermore, the skills gap in Libya's labour market, especially among youth, is another significant factor driving unemployment. There is a perceived deficit in training avenues available for youth, indicating a misalignment between

³⁰ UN Office for the Coordination of Humanitarian Affairs (OCHA). (2022). Humanitarian Needs Overview - Libya. https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/libya_hno_2022_english.pdf

³¹ World Bank. (2022). Libya Economic Monitor, Summer 2022. World Bank. <https://doi.org/10.1596/37947>

³² Ibid.

³³ Data collection covered a total of 3,758 households across 15 selected baladiyas (Albayda, Benghazi, Derna, Jalu, Tazirbu, Abusliem, Azzahra, Bani Waleed, Rigdaleen, Alghrayfa, Aljufra, Ghat, Murzuq, Sebha and Ubari). The 15 assessed baladiyas were selected based on the mantikas with the highest number of internally displaced households according to the IOM DTM round 42, and the baladiyas with the highest needs severity according to 2022 OCHA's severity scale triangulated with the baladiyas with highest percentage of households with two or more sectoral needs according to the 2021 Libyan population MSNA. Findings are generalisable per population group and per baladiya with a 95% confidence interval and a 5% margin of error.

³⁴ REACH. (2023, March 3). Multi-Sector Needs Assessment (MSNA) Key Findings, Libyan Population https://repository.impact-initiatives.org/document/reach/85f82325/REACH_LYB_Factsheet_MSNA_March-2023.pdf

³⁵ World Bank. (2023). Libya Economic Monitor - Spring 2023: Towards a Sustainable Social Contract in Libya. <https://documents1.worldbank.org/curated/en/099212006062356985/pdf/IDU008f0c01120d130041f90b93a09faf2988bfce.pdf>

³⁶ International Labour Organization (ILO). (n.d.). ILO Data Explorer. Retrieved July 30, 2023, from https://www.ilo.org/shinyapps/bulkexplorer39/?lang=en&id=LBY_A

the skills acquired through formal and TVET education and the contemporary workforce requirements. Discrepancies manifest in both fundamental competencies (including Arabic, mathematics, and basic computer skills) and advanced proficiencies (including one foreign language proficiency, computer programming, financial acumen, and project management).³⁷ Compounding this skills mismatch is the fact that, while TVET is established as a formal education model, the aforementioned critical gaps within the system, such as outdated curricula that is misaligned with the needs of the labour market, particularly in sectors with growth potential (that include digital technology, computer and software engineering, education and social work, nursing and healthcare, construction and infrastructure, renewable energy, and food processing and manufacture), hinder the TVET sector from meaningfully contributing towards employment generation.³⁸

LABOUR FORCE CHALLENGES FACED BY MIGRANTS AND OTHER MARGINALIZED GROUPS

In addition to the overall employment challenges that have been mentioned in the section above, there are additional challenges that vulnerable youth populations face within Libya. Of particular relevance are the challenges facing Libya's considerable migrant population (there were around 706,062 migrants residing within the Country in the first quarter of 2023³⁹). In Libya, migrants encounter obstacles in accessing formal employment primarily due to the challenging process of obtaining work permits for legal employment. Many migrants lack official documentation, having entered the country irregularly, leading them to informal sector jobs without the protection of labour laws. Only a small percentage of businesses officially register their migrant staff, with rates varying across sectors and locations. The undocumented status poses significant security concerns and barriers to employment for migrants, limiting their mobility and increasing vulnerability to various risks. Furthermore, migrant workers often tend to exhibit low levels of education, predominantly engaged in low-skilled occupations, and possess limited professional experience before arriving in Libya, varying by sector and location.⁴⁰

Sociocultural norms and traditional practices often impose limitations on the employment options available to female migrants, both within formal and informal sectors. Notably, the care economy⁴¹ stands out as a sector predominantly comprising female workers. This sector-specific dynamic underscores the nuanced interplay between social factors and occupational choices among female migrants.⁴²

Apart from migrants, women, youth with disabilities, ethnic minorities, and rural areas face specific barriers to accessing employment and training, such as cultural norms, discrimination, limited social connections⁴³, and accessibility issues.

Cultural barriers significantly constrain young women's access to employment and training opportunities, manifesting through familial and community opposition to their pursuit of jobs. Women may encounter gender-specific restrictions, such as the requirement for male companions during training sessions or job interviews, impeding their participation. Limited social connections further disadvantage women, leading to potential oversight for job opportunities and undervaluation of their qualifications and experience. Certain sectors, particularly construction and industry, are perceived as male-dominated, exposing women to explicit discrimination in these fields.⁴⁴

For young people with disabilities, physical accessibility poses a significant hurdle, with issues such as inaccessible buildings and inadequate infrastructure impeding their engagement in educational and employment environments. Moreover, the job market offers limited opportunities for youth with disabilities, driven by societal attitudes, insufficient awareness, and a dearth of inclusive practices.⁴⁵

Lastly, disparities between urban and rural areas in Libya are evident in terms of access to job opportunities and training. Major cities as well as districts close to urban centres enjoy advantages such as a higher concentration of the labour force and a greater number of job opportunities. This pattern extends to training programs, with rural areas experiencing more significant gaps in qualifications compared to urban counterparts. Uneven distribution of training and education centres, coupled with the absence of institutions in certain locations, poses challenges for comprehensive workforce development.⁴⁶

³⁷ UNICEF Libya. (2023, September). Youth employability skills in Libya - UNICEF. Youth Employability Skills in Libya. <https://www.unicef.org/mena/media/23501/file/Youth%20Employability%20Study%20Final%20Report%20Sept%20kfw%20eu-OP-03.pdf>

³⁸ Ibid.

³⁹ International Organization for Migration (IOM), February 2023. DTM Libya Migrant Report, Round 46. IOM, Libya. <https://dtm.iom.int/reports/libya-migrant-report-46-january-february-2023?close=true>

⁴⁰ Juillard H., Robalino D., Kitchingman-Roy D., Ossandon, M. and Charlot, C. (2021) Labour Market Assessment Libya. Tunis: IOM. https://libya.iom.int/sites/g/files/tmzbd1931/files/documents/20210811_LMA%20Collated%20Report%20ENG.pdf

⁴¹ services for childcare, early childhood education, disability and long-term care, elderly care

⁴² Ibid.

⁴³ In many Arab countries, social connections, commonly known as 'wasta,' play a crucial role, enabling individuals to secure preferential access to public services, educational opportunities, and employment through personal contacts. This practice tends to devalue the qualifications and experience of job candidates, disproportionately affecting young individuals and women who may have fewer social connections.

⁴⁴ UNICEF Libya. (2023, September). Youth employability skills in Libya - UNICEF. Youth Employability Skills in Libya. <https://www.unicef.org/mena/media/23501/file/Youth%20Employability%20Study%20Final%20Report%20Sept%20kfw%20eu-OP-03.pdf>

⁴⁵ UNICEF Libya. (2023, September). Youth employability skills in Libya - UNICEF. Youth Employability Skills in Libya. <https://www.unicef.org/mena/media/23501/file/Youth%20Employability%20Study%20Final%20Report%20Sept%20kfw%20eu-OP-03.pdf>

⁴⁶ Ibid.

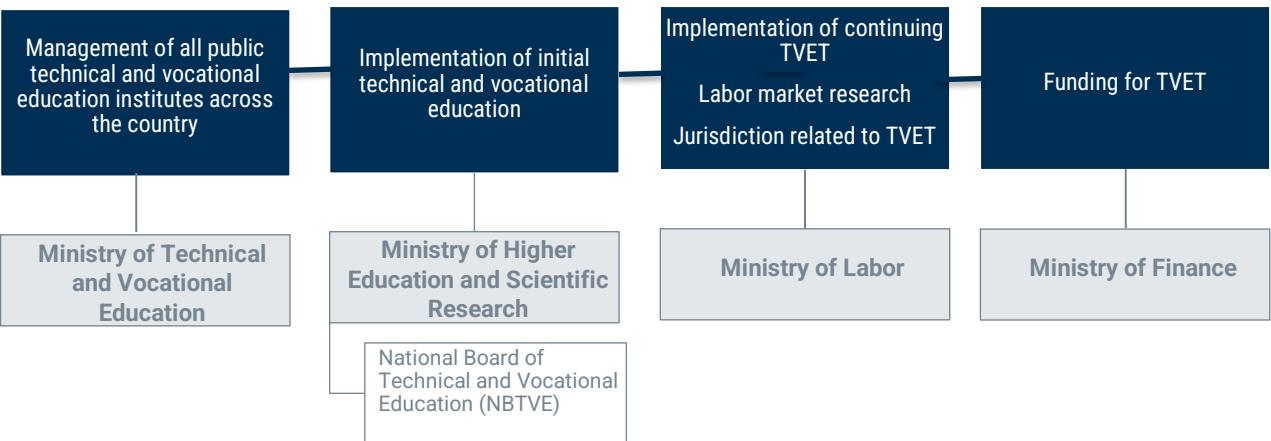
FINDINGS FROM PRIMARY EVIDENCE

This section presents the outcomes derived from the primary data collection initiatives undertaken by the research team. Employing a mixed-methods approach encompassing both quantitative and qualitative methodologies, the team conducted three focus group discussions, six key informant interviews, and administered 506 quantitative surveys to a representative sample of Libyan youth aged 18 to 24 years. The sampling strategy involved stratification based on the cities of Tripoli and Sabha. The integration of this mixed-methods approach facilitated the triangulation of findings, enhancing the robustness and comprehensiveness of the results. This approach ensures that the data is not only specific to the context and needs of Libyan youth but also addresses the broader stakeholders within the TVET ecosystem in Libya. The findings are presented according to the assessment framework developed for this assignment, which includes governance and policy frameworks, quality of training and learning outcomes, relevance to the labour market and skills promotion, delivery modes and technological adaptability, inclusivity and equity, and overall perceptions of the TVET sector.

Governance and Policy Framework

In Libya, the formal education system mandates a nine-year program, comprising six years of primary schooling and three years of preparatory schooling. Technical and Vocational Education and Training (TVET) is embedded within this structure and is delivered through traditional vocational education institutions. These institutions cater to students who have completed both vocational and basic preparatory education.

The governance of Libya's TVET system involves different subsystems overseen by various ministries. The National Board of Technical and Vocational Education (NBTVE), under the Ministry of Higher Education and Scientific Research, manages initial technical and vocational education, distinct from continuing training provided in different centres. Vocational education, including continuing education, falls under the jurisdiction of the Ministry of Labour.



Despite having a governance structure and a willingness to reform the TVET system, Libya's transitional challenges, marked by policy fragmentation and persistent insecurity, have impacted the technical development of state institutions, including those governing TVET. This analysis aims to guide potential positive trajectories for the system amid the country's complex transitional phase.

DATA SCARCITY'S IMPACT ON TVET PROGRESS

The Technical and Vocational Education ecosystem suffers from data scarcity which is found to be a key systemic hindrance to the progress of the TVET sector.

When examining the TVET sector on the policy and regulatory levels, it is apparent that the sector suffers from a significant information deficit. This scarcity of information can be divided into different categories, market-related data covering labour needs, required skills, sector specific data, and data assessing the quality and effectiveness of various

TVET programs offered by both private and public entities. A comprehensive understanding of these aspects is crucial for informed decision-making and the overall improvement of vocational education initiatives.

Starting with market data, the primary data shows an apparent disconnect between the needs of the Libyan market and the nature of TVET which is considered as a major challenge by most of the participants in this research. Several key informants suggested that there may be room for improvement in the effectiveness of the Ministry of Education and Vocational Training, as its impact has not been as evident as anticipated. At the ministerial level, there is a scarcity of reliable and systematic data on market needs that could otherwise enable it to update current curricula, initiate development of relevant programs to complement deficiencies and invest in the right infrastructure and technologies to prepare students for the labour market. While many consider that coordination amongst ministries, namely ministry of Labor, the Ministry of TVET, the Ministry of Economy and the Ministry of Industry, could be a starting point to remedy the fragmented and inconsistent development in the TVET system, this still requires further efforts to be exerted on the policy level.

Another aspect of data scarcity is the absence of a clear monitoring and evaluation scheme that allow for a clear understanding of the overall effectiveness of TVET services. The data from several key informants shows a clear concern regarding the absence and/ or ineffectiveness of the national Monitoring and Evaluation (M&E) mechanisms. This also applies to the size and quality of personnel engaged in the TVET sector and providing support to its programs. Many key informants expressed the dire need for a national database of trainers and specialized personnel to have clear visibility on the required expertise and personnel training programs. Another salient point that was mentioned by key informants was on the need for tailored training and evaluation based on regional demands, as exemplified by the focus on courses like makeup artistry and nursing first aid in specific regions. Therefore, these insights collectively point towards the need to develop a systematic and well-implemented M&E system in Libya's education sector to foster efficacy, inclusivity, and relevance.

The need for a more comprehensive, hands-on approach to evaluation emerges as a significant theme when discussing the governance of the TVET sector. This comprehensive approach requires a deeper development of 'quality assurance' mechanisms in a manner that integrates three key aspects, the capacity of trainers, infrastructure, and curricula. However, the role of the government here is not necessarily one on which all stakeholders are in consensus. In fact, dealing with data scarcity, and other policy and regulatory aspects of TVET, requires engagement with other key stakeholders, particularly those who have the largest contribution to the sector, as well as the private sector and local and international non-governmental organizations operating within the sector.

LACK OF STRUCTURAL SUPPORT FOR THE TVET SECTOR COUPLED WITH NEGATIVE PERCEPTIONS

There is scant focus from the relevant governmental agencies on promoting TVET, neither to the private sector to grow its pool of skilled employees, nor to students, which contributes to the overall sentiment of TVET being perceived as a 'less important' educational track.

The qualitative data collected through this study reveals limited knowledge and understanding among stakeholders on how the TVET sector operates and what it offers. There is evidence of a lack of awareness and clarity about recent changes in regulations and policies concerning vocational technical education and training. Some interviewees pointed out a lack of communication from the relevant authorities about recent regulations in the TVET sector which they attributed to the sector not being a primary focus for national entities, especially in the region. Others attributed it to delays in the government sector, characterized by a bureaucratic system. Others also expressed a general unawareness of recently formed laws or policies, attributing it to the Ministry's inactivity, making it challenging for citizens to stay informed. This gap in information and public communication is also coupled with a culturally ingrained preference for traditional educational paths, leading to an oversaturation of university graduates and a clear mismatch between academic qualifications and market demands.

The contrast drawn between the private and public TVET sectors further underscores the inconsistencies in the system. The private sector's perceived superiority in terms of efficiency, quality learning delivery and infrastructure starkly contrasts with the resource constraints and inadequacies in the public sector.

There is also a perceived lack of Key Performance Indicators (KPIs) across governmental institutions working in the TVET sector. The government bodies appear to be afflicted with issues of favouritism and nepotism, overshadowing institutional objectives.

Overall, TVET system development is perceived to be hampered by governance lapses, cultural preference of the higher education diploma over TVET certifications and qualifications, and resource limitations hampering the overall TVET system development.

BARRIERS TO MODERNIZATION AND PERFORMANCE OPTIMIZATION

Despite substantial attention and support from the international community, particularly within livelihood programming, considerable challenges persist with respect to the modernization and performance optimization of the TVET sector.

The primary data has revealed that, despite a significant number of TVET actors, programs and activities, the impact achieved could be further optimized with better coordination and collaboration efforts. There is a prevailing perception among stakeholders that the TVET sector is fragmented. This fragmentation is evident through limited coordination among these entities and a prevalence of isolated, uncoordinated efforts.

Given the multiplicity of stakeholders engaged in the sector, from the public sector, the private sector and non-governmental organizations, coordination appears to be a critical impediment to establishing an effective ecosystem that creates room for complementarities, as reported by several interviewees.

As reported by several key informants, public-private partnerships have the potential to play a significant role in providing effective vocational training and employment opportunities to the youth of Libya. One such avenue can be with regards to the quality of TVET programming. An example from the power sector's preference for qualified foreign employees over local talent was provided by a key informant to relay the private sector's commitment to quality. A closer collaboration between the private and public sector can enable the public sector to better understand the skills that are needed for power sectors and for other productive sectors of the economy. Other informants also underscored that the private sector prioritizes training quality more than the public sector, with established systems for continuous evaluation and a focus on long-term training outcomes. To enhance the TVET sector in Libya, fostering collaboration and learning exchanges with the private sector is crucial for optimizing performance and ensuring quality standards.

The lack of collaboration amongst actors in the TVET sector, hinders its potential for growth and advancement.

Quote from Key Informant

Quality of Training and Learning Outcomes

This section provides an in-depth overview and analysis of the quality of TVET programs in Libya. It underscores the importance of trainer expertise, practical skills, content balance, standardized assessments, and regional considerations for an effective TVET system.

LACK OF UNIFIED ASSESSMENT SYSTEM AND CONNECTION WITH LEARNING OUTCOMES

The current assessment system of the TVET is not unified and does not appear to be linked with the learning outcomes of the programs.

The seeming absence of a qualification framework means that there is a disconnect between the objectives of TVET programs and their evaluation metrics. This gap implies that neither the implementing entities nor the TVET system at large can accurately assess the quality of the programs. The informants' inability to delve deep into the linkage between learning outcomes and the quality of TVET signifies that the development of the TVET curriculum might not be adequately calibrated. The crux of the issue is a potential mismatch between the content of the program, its desired results, and the actual requirements of the job market or specific industry sectors.

FOCUS ON EXTERNAL QUALITY ASSURANCE RATHER THAN CONTENT AND GOALS

The quality of TVET programs is generally associated with certification processes and bodies that vouch for accreditation and certificate verification rather than other vital quality assurance aspects which tackle the actual content of programs, their overarching goals, and how these align with the needs of the market.

Key informants interviewed in this study were found to associate the quality of TVET with the work of the Certificate Verification government body and the Quality Assurance Centre, the latter being a recognized entity within the Ministry of Labor responsible for accrediting institutions and certificates. However, none of the informants seemed to be aware of the current status of the Ministry of Labour's Occupational Standards and Certification Centre (OSCC) as well as of the National Qualifications Framework (NQF) which were initiated to ensure the quality of TVET in terms of content of programs and their alignment with the labour market.

DISCREPANCY IN STAKEHOLDER ENGAGEMENT AND PERCEIVED RELEVANCE OF TVET PROGRAMS

Primary data underscores a lack of cohesive stakeholder engagement, especially when it comes to syncing the TVET programs with industry expectations and demands.

Although there's a recognized need for these programs to be in tune with what industries require, evidence to support actual industry involvement in content development or the assessment process is conspicuously absent. This gap in stakeholder collaboration can seriously undermine the practical relevance of TVET programs in the long run. What's more, the relevance of these programs seems to be taken for granted, stemming from the phenomenon of "over-employment". The sentiment echoed by one informant—that job roles are easily accessible for TVET trainees regardless of their actual skills or qualifications—hints at a deeper systemic issue, where the real-world applicability and quality of TVET training may be overshadowed by immediate employment opportunities along with a hint of nepotism. TVET program participants have a distinct perspective on quality compared to the perceptions of other stakeholders discussed above. For them, the emphasis is primarily on the proficiency and knowledge of the teachers, the modernity of the equipment, and the program's practical orientation.

"Job positions are readily available to trainees (of public TVET providers) irrespective of their skills and qualifications".

Quote from Key Informant

EXPERTISE OF TEACHERS AND TRAINERS DETERMINES THE QUALITY OF TVET PROGRAMS

A standout observation from the survey results is a pronounced emphasis on the expertise of teachers and trainers.

Both Sabha and Tripoli participants prioritize this aspect, with Tripoli's rating being slightly higher than Sabha's with values of 16% and 14% respectively. This indicates a shared belief across regions that the competence and skills of educators are fundamental to the quality of TVET programs.

The data from the focus group discussions also revealed the same insight. YESS-enrolled participants from Tripoli exhibited satisfaction regarding the competency of trainers and the tangible resources available for learning. However, this positive experience is juxtaposed against the inconsistent pacing and duration of the training sessions. Certain subjects, such as Curriculum Vitae (CV) building, ended up being repeated over multiple days, whereas other topics and subjects seemed to get only a cursory overview, indicating that the program content may require re-balancing.

MODERN INFRASTRUCTURE AND SERVICES, AND MODERN AND UP-TO-DATE EQUIPMENT IS ESSENTIAL FOR QUALITY TVET PROGRAMS

While respondents across the survey and focus group discussions acknowledge the importance of infrastructure, services, and modern equipment in quality TVET programming, regional variations exist in their perceived significance.

While both groups prioritize infrastructure and services, the participants from Tripoli seem to give it slightly more importance than their Sabha counterparts. This could be due to variations in existing infrastructural conditions between the two regions, suggesting that the adequacy and appropriateness of facilities play a crucial role in the perceived quality of TVET programs. The need for modern equipment is more pronounced among the Tripoli respondents than those from Sabha. This might indicate differences in the current state of equipment across regions or varied exposure to technological advancements.

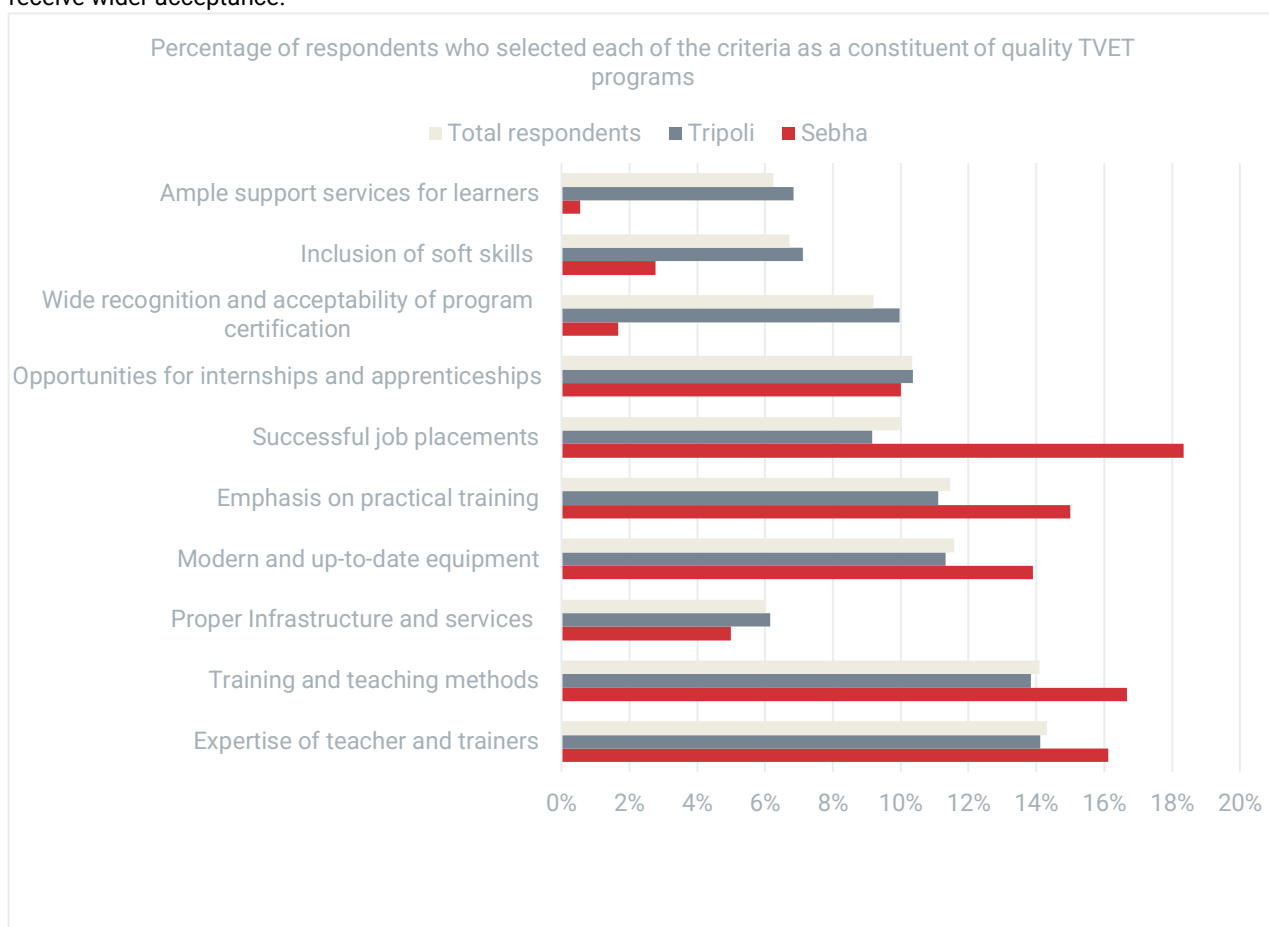
The findings of the FGDs in this regard reinforce the insights from the survey. The graduates from both regions voice the necessity for optimal learning conditions. This encompasses spacious classrooms, limited class sizes for individualized attention, and well-equipped facilities. Such feedback highlights that the perceived quality and effectiveness of a TVET program are closely linked to its infrastructural and logistical provisions, in addition to the curriculum.

EMPHASIS ON PRACTICAL TRAINING IS VALUED

For the Libyan youth, practical training and skills acquisition has been valued across youth respondents.

Survey respondents, from both Tripoli and Sabha, attach significant value to practical training. Given the hands-on nature of vocational programs, this shared sentiment underscores the preference for actionable skills over mere theoretical knowledge, resonating with the earlier discussion where participants valued practical skills. Both groups underscore the significance of hands-on training, with Sabha's emphasis nearing 14% and Tripoli's around 10%.

Across both Tripoli and Sabha, a consistent theme emerged from the FGDs as well: the value and importance of practical skills. Graduates believe that while certificates from vocational centres might vary in their acceptance based on the trainer's recognition, the real-world skills and experience acquired hold intrinsic value. Such a perspective is substantiated by the acknowledgment that sectors like nursing and IT, which focus on practical skill sets, tend to receive wider acceptance.



Relevance to Labor Market and Skills Promotion

It can be reasoned that TVET education is usually intended to serve as a more direct pathway to employment and therefore it should demonstrate a seamless alignment with the demands of the industry. However, in the Libyan context, the TVET system, while undergoing evolution to address current labour market requirements, exhibits a discernible lack of coherence in its approach. To enhance the efficacy of the TVET system, a series of comprehensive interventions may need to be undertaken.

This section delves into four primary findings that shed light on certain deficiencies within the system.

GAP BETWEEN THEORY AND PRACTICAL SKILLS

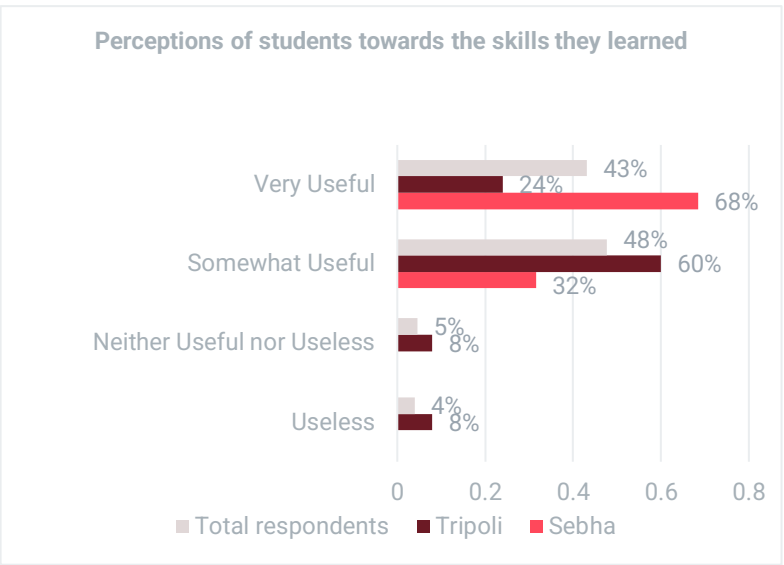
While TVET programs in Libya have maintained preference towards the in-depth theoretical knowledge they provide, there exists a tangible disconnect between theory and hands-on practical skills.

Key informants consistently point out the discrepancy between theoretical knowledge and practical skills among TVET graduates. Graduates, although enriched with theoretical insights, often encounter a challenging transition to real-world applications, which indicates that the present TVET programs appear incompatible with the aim of providing a skilled workforce to the labour market.

A TVET graduate may be good at drawing diagrams for the air conditioning and refrigerators, however they are often unfit for diagnosing and fixing the equipment.

Quote from Key Informant

Simultaneously, the data derived from FGDs, containing feedback provided by beneficiaries of the YESS centre highlight a significant appreciation for the practical skills acquired. Among young people, skills such as proficiency in 'Excel' are deemed indispensable for employment opportunities in both large corporations and small enterprises. This positive perception towards gaining practical skills is further supported by the quantitative survey data, emphasizing the attractiveness of TVET for the youth



A significant majority of the students who participated in the survey found the skills that they acquired in TVET programs to be beneficial. Combining the "Very Useful" and "Somewhat Useful" categories, it is evident that a majority of respondents saw value in the skills that they developed. This lends further credence to the notion that TVET can be instrumental in equipping people with relevant and valuable competencies, when planned in line with the existing market demand.

Furthermore, as evidenced from the graph, a higher proportion of respondents from Sabha perceived the skills that they required to be very useful (68%) compared to their counterparts in Tripoli (43%).

While this needs to be explored further, some possible explanations behind this may lie in the overall socio-economic difference that exist between Sabha and Tripoli. The practical relevance of skills, especially those directly applicable to the local job market, enhances their perceived value in underserved communities. In areas where traditional higher education opportunities may be limited, TVET becomes a viable pathway to gain employable skills and contribute to local economic development. Moreover, the emphasis on practical skills in TVET programs may empower individuals to start businesses, providing entrepreneurial opportunities. Awareness and aspirations, financial considerations, and the alignment of TVET programs with local needs also contribute to the attractiveness of such programs in socio-economically challenged regions.

However, addressing the existing dichotomy is critical for positioning TVET as a central component of Libya's labour market. The way forward involves exploring pathways to integrate theoretical knowledge with a robust hands-on

training component.

ALIGNMENT WITH LABOUR MARKET NEEDS IS LACKING

The analysis has also highlighted a pressing need for a comprehensive labour market assessment to synchronize with its demands.

The alignment, or rather misalignment, of TVET with the immediate demands of Libya's labour market stands out as a pressing concern. Interviews with key informants point towards a lack of systemic oversight, leading to erroneous decision-making for the provision of vocational trainings without prior market research. This has resulted in a certain detachment of the system from the immediate requirements of the industry. Moreover, TVET's current approach leans heavily towards traditional fields, thereby marginalizing emerging sectors, especially the IT sector.

In Tamina, 130 individuals were trained in sewing, but there's an evident lack of sewing workshops for employment in the area.

Quote from Key Informant

On the other hand, graduates of the YESS centres, who participated in the focus group discussions, expressed a keen interest in acquiring modern skills in fields such as graphic designing, marketing, and technical areas like car maintenance. As mentioned within the section on governance, a possible solution entails conducting a comprehensive and systematic assessment of the labour market needs, coupled with a proactive adaptation of TVET programs to align with these identified findings.

I believe there is a scarcity of qualified employees in certain emerging fields, which can be attributed to the predominant focus on traditional disciplines. In my opinion, university faculties should stay up to date with the demands of the labour market to better prepare students for new and evolving fields.

Quote from Key Informant

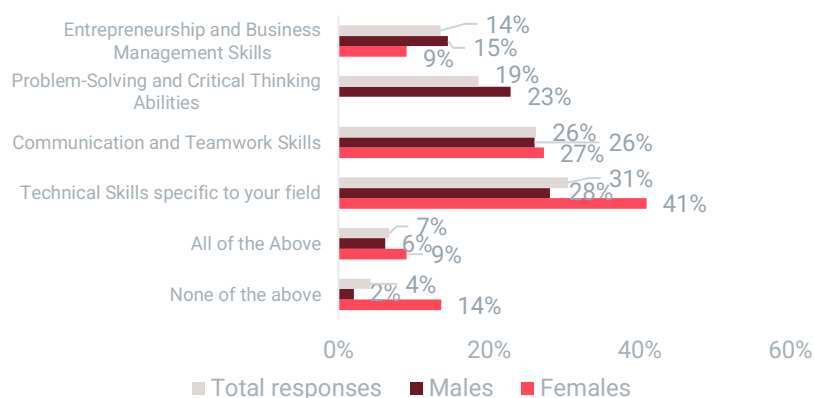
While there is a call for the state to bridge the gap between trained individuals and market needs by creating relevant programs, there exists a broader systemic challenge of outdated public training programs, that may be overcome by firstly conducting a comprehensive labour market needs assessment.

Amidst the challenges, it is worth mentioning that the steps towards modernization have been made and the change is underway. Both FGD and KII data hint at tentative steps being taken towards adapting to contemporary labour market demands. Focus group discussions reviewed some success stories of graduates diversifying into professions like graphic designing, illustrating TVET's potential when aligned correctly with current industry trends. One of the interviewees also highlighted that there is a gradual transition towards more practical training, even in modern domains, such as digital marketing.

Quantitative evidence reaffirms the finding, with respondents emphasizing the acquisition of both practical and soft skills, when self-evaluating the main skills acquired from TVET programs.

Female respondents, at 41%, surpassed their male counterparts (28%) in indicating the development of field-relevant technical skills through TVET programs, suggesting their significant role in honing domain-specific competencies among female youth. Overall, 31% of respondents viewed technical skills as the primary benefit of TVET programs, underscoring the efficacy of short-term courses in equipping youth with expertise for direct workforce integration.

Main skills acquired from existing TVET programs (by gender)



CREDIBILITY OF CERTIFICATES CONTINUES TO BE QUESTIONED

The significance of certifications in employment holds weight in professional recognition, emphasizing the importance of credential credibility in the realm of employment.

The recognition and consequent weightage of TVET qualifications in the Libyan labour market emerge as significant barriers. As per the focus group findings, the YESS training certificates, for instance, lack the necessary recognition to bolster employment prospects, serving merely as proofs of participation. The larger narrative underscores that the value of a TVET certification is heavily influenced by the institution's standing from which it is earned.

Key informants also complement this finding, emphasizing the need for a more structured and universally recognized certification process. Adding another layer of complexity is the growing employer sentiment, which seems to balance the importance of both certification and the personality traits of potential candidates. Addressing these challenges will necessitate a multi-pronged approach, aiming for standardization, institution credibility, and holistic candidate evaluation.

Delivery Modes and Technological Adaptability

INTEGRATION OF NEW TECHNOLOGIES IS VITAL TO THE RELEVANCE OF TVET WITHIN THE ECONOMY

There is a collective consensus around the importance of integrating new technologies into TVET programs to ensure their relevance and appeal.

A recurring sentiment among informants is that the TVET system has not kept up to speed with current technological and economic advancements. This perceived stagnation is mirrored in the broader Libyan society's technological awareness, suggesting a systemic challenge. While there's an acknowledgment of the importance of online platforms to increase technological consciousness, the present delivery methods within TVET are perceived as traditional, lacking innovation, and not in tandem with contemporary techniques. The urgent need for training the TVET instructors in modern adult learning methods and the integration of technology in all sectors was emphasized.

Integration of new technologies into TVET programs is not just a preference—it's a demand.

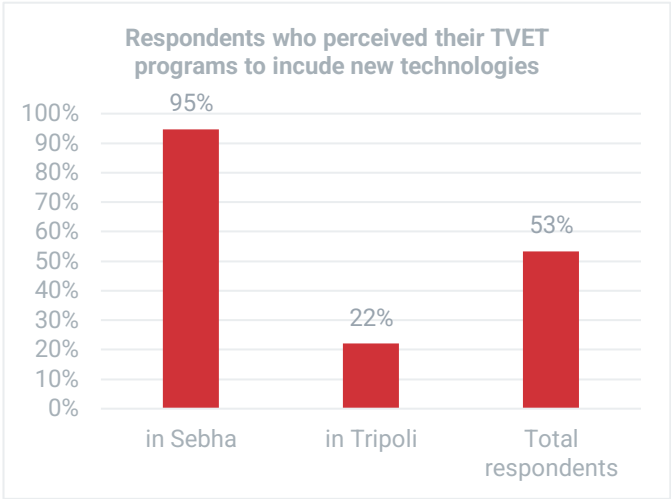
Quote from Key Informant

The data collected in this study revealed an overall inclination among all respondents towards the need for adopting and integrating new technologies into TVET programs. As the job market evolves and modern industry standards shift, ensuring that TVET remains technologically relevant is imperative as many reported during the focus group discussions.

TVET INFRASTRUCTURE AND TRAINING MATERIALS REQUIRE UPGRADATION, PARTICULARLY FOR THE PUBLIC SECTOR

There is a pronounced need to update TVET's infrastructure and training materials to align with the rapid progression of modern industry standards.

The data underscores a strong inclination towards integrating new technological tools into TVET program training and learning materials. Survey respondents, particularly those with prior TVET experience, noted the incorporation of new technologies in these programs. This trend was more pronounced among respondents from Sabha, where a majority reported their training included new technologies, compared to a smaller percentage in Tripoli (22%) who shared a similar experience and perception.



However, this sentiment wasn't uniformly confirmed in the qualitative data, revealing a general dissatisfaction with outdated technological tools and methods, especially considering the associated costs of some courses. The call for harnessing technology and providing access to online resources highlights the evolving expectations of TVET beneficiaries. A recurring sentiment among informants is that the TVET system is not at par with technological and economic advancements, mirroring a broader lack of technological awareness in Libyan society, suggesting a system-wide challenge.

Regarding teaching methods and approaches, the data revealed a consensus on the importance of online platforms to increase technological awareness. Current delivery methods in TVET were perceived as traditional and lacking innovation, emphasizing the urgent need to train TVET instructors in modern adult learning methods and technology integration across all sectors.

Some participants expressed concerns about the high costs of courses relative to their quality, pointing to the use of outdated technological tools and methods. They emphasized the need to update training materials to align with rapid technological advancements and stressed that leveraging technology in training, along with granting access to online resources, can enhance effectiveness. Suggestions were made to develop online educational platforms tailored to impart technical skills, increasingly essential in today's job market.

However, it is worth noting that not all experiences have been negative. For instance, many of those who have taken part in the YESS programs, reported that teaching methods have undergone significant shifts to accommodate their expectations and preferences with regards to interactive teaching methods and incorporating the practice component in courses. The majority of TVET beneficiaries appreciate the innovative and efficient approaches adopted by trainers, characterized predominantly by **hands-on teaching techniques**. Many participants reported that TVET's methods are not only of high quality but also incorporate modern techniques, a sentiment echoed by those engaged in the YESS programs. They acknowledge the clear infusion of technology in these training sessions as a means of improving the quality of training delivery.

In my experience, I've observed limited instances of technological advancements being incorporated into TVET programs, like the integration of online learning and improvements in training quality. These innovations are more prevalent in certain private sector training programs that have adequate resources, but they are not widespread. On the other hand, public institutions, especially in the southern region, tend to lag behind in utilizing technology to enhance the quality of their training programs.

Quote from Key Informant

The training exceeded my expectations. After completing the theoretical part of the training, we had field visit to one of the well-known water company factories in Tripoli. I got to see how the water system works, and the factory workers provided explanations on how the factory operates and how water purification is done. This experience was truly impressive!

RO system training graduate

YOUTH EXPRESS A PREFERENCE FOR SHORT-TERM DELIVERY MODES BUT NOT ALL STAKEHOLDERS AGREE ON THEIR BENEFITS

Accessibility and delivery modes remain at the heart of the TVET system's effectiveness. Short-term courses are appealing for individuals who have time constraints and prefer education that is direct, focused, and immediately applicable.

The qualitative data doesn't distinctly reveal a preference for a specific type of TVET course or a program but rather explores their respective advantages and disadvantages. For instance, the immediate application benefits of short-term programs and their appeal to trainees due to reduced commitment were evident. Conversely, long-term training was seen as a slightly disadvantaged mode of learning, especially for those unable to commit to an extended period of time without employment. This preference aligns with immediate challenges, such as addressing unemployment and providing skills to individuals not pursuing higher education.

On the other hand, some stressed the value of long-term TVET programs, which are often overshadowed. Several key informants also felt that the value of short-term courses is predicated on the field or sector, and it cannot be generalized across the entire system. However, one purported benefit of short-term courses over long-term ones, provided by a key informant stated that short-term TVET programs prove more successful and beneficial for everyone involved because sustaining high training quality becomes challenging over extended periods, and ensuring trainee commitment beyond three months is particularly difficult. Trainees may disengage and lose interest, especially if the training falls short of their expectations.

Short-term programs can allow for quick access to employment with less time commitment.

Focus group participant in Tripoli

It is important to note that in the landscape of TVET systems, there's a marked distinction between long-term and short-term educational programs, each holding its merits and objectives. While the long-term TVET courses are meticulously crafted to develop graduates into highly competent professionals in technical domains, they play a pivotal role in steering the economic development of a nation. These programs delve deep into the nuances of a field, ensuring that

graduates are not just job-ready but also potential industry leaders.

Conversely, short-term TVET programs, with their condensed structure, address the urgent upskilling needs of both the youth and the older generation. In today's rapidly evolving job market, these programs offer a timely boost to one's skill set, ensuring they remain relevant and competitive. Additionally, these shorter courses have gained immense traction for their focus on imparting soft skills, notably entrepreneurship, which is instrumental in fostering a self-reliant and innovative workforce.

Inclusivity and Equity

A central tenet of TVET is ensuring access and equity for all, irrespective of socio-economic, gender, or ethnic backgrounds. This includes the imperative of fostering an inclusive environment for vulnerable groups and refugees. The inclusion of these marginalized groups not only highlights the values of fairness and justice but also enriches the TVET sector by harnessing a diverse pool of talents and perspectives.

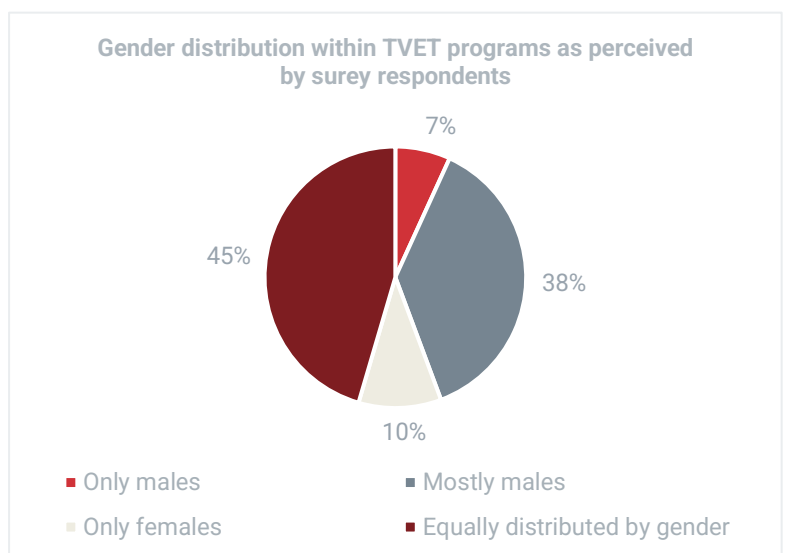
By promoting inclusivity, the TVET sector can offer a level playing field, allowing everyone to contribute to and benefit from societal and economic growth. Such an approach not only fosters a diverse and skilled workforce but also strengthens social cohesion and resilience in communities.

STRUCTURAL AND CULTURAL OBSTACLES TO WOMEN'S ACCESS TO TVET PERSIST

Despite the numbers of females enrolled, females are still faced with structural obstacles hindering their equitable access to TVET programs.

There is generally a positive sentiment amongst females showing keen interest in TVET programs, recognizing them as promising avenues for skill acquisition and future prospects. However, multiple challenges continue to affect women's access to education within Libya that also translate to TVET education.

The data reveals gender disparities in TVET program enrolment among respondents, with a considerable proportion indicating that these programs are predominantly male-focused. This is evident as 7% and 38% of the respondents reported that TVET programs are exclusively for males or mostly for males respectively. A minority of respondents, 10% reported that their programs were for females. However, a significant proportion of respondents (45%) noted that gender distribution in TVET programs is relatively equal. However, this does not necessarily reflect an equitable distribution given the number of obstacles typically faced by female students when enrolling in TVET programs.



Logistical challenges such as absence of convenient means of transportation is a key hindrance according to many of those who participated in focus group discussions. With the absence of safe and reliable means of public transport, females in different parts of Libya are left with more costly options for transports, private cars or taxis, access to TVET programs becomes challenging. The element of safety was not necessarily emphasized, but the cultural norms hindering women's mobility also plays a key factor in limiting access.

Another major hindrance lies in the duration and timing of TVET programs which proves to be more challenging for females than to males. This includes long training hours or hosting program activities during times in the day where females living in households where most of the domestic labour falls on their shoulders making it very difficult to spare the needed time. Additionally, young mothers face major challenges to enrol in such programs while having to take care and attend to their infants, especially with the absence of childcare services.

However, it is also important to recognise that improving female enrolment alone may not be sufficient as women in Libya also face structural barriers in accessing the labour market. A recent report by UNICEF revealed that cultural barriers strongly limit young women's employment and training access, marked by familial and community opposition. Gender-specific restrictions, like mandating male companions during sessions, impede their participation. Limited social connections further disadvantage women, potentially leading to job oversight and undervaluation of qualifications. Some sectors, notably construction and industry, are still perceived as male dominated.⁴⁷

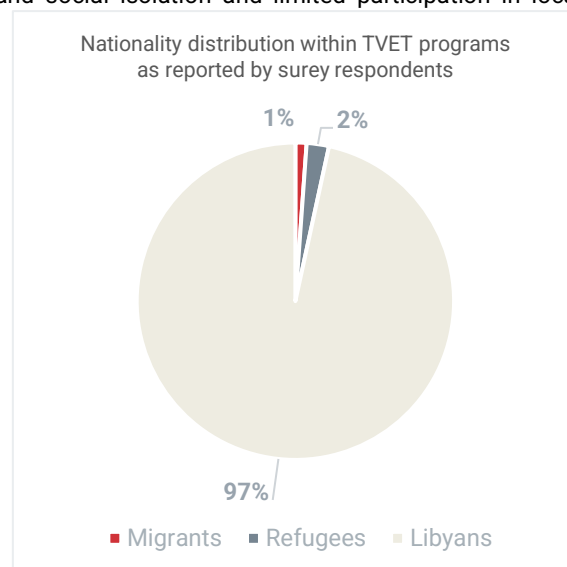
⁴⁷ UNICEF Libya. (2023, September). Youth employability skills in Libya - UNICEF. Youth Employability Skills in Libya. <https://www.unicef.org/mena/media/23501/file/Youth%20Employability%20Study%20Final%20Report%20Sept%20kfw%20eu-OP-03.pdf>

CHALLENGES AROUND WITH RESPECT TO THE INCLUSION OF MIGRANTS, REFUGEES AND IDPS IN TVET PROGRAMS

The challenges pertaining to the inclusion of migrants, refugees and IDPs in TVET programs extend from the structural challenges facing these vulnerable groups in Libya.

According to an IOM report, the main reasons behind migrants' limited access to schools are directly and mainly related to financial barriers, lack of documents, language barriers and social isolation and limited participation in local communities. While this report refers to access to schools, this limited access also applies to TVET.⁴⁸ Despite international organizations' efforts to provide opportunities for migrants, refugees and IDPs to enhance their skills, similar challenges persist. Most survey respondents indicated that their TVET classes primarily consist of Libyan students, with only a minority reporting the presence of refugees (2%) and migrants (1%) in their classes.

Interviews with key informants highlighted that language barriers, the need for translators, and unstable living conditions directly contribute to the exclusion of migrants, refugees and IDPs from TVET programs. Furthermore, the overall collected data indicates that limited access is not solely a result of financial constraints or administrative hurdles but is also attributed to a lack of awareness about the availability of free TVET services. A refugee surveyed during this research stressed the significant communication gap that hampers information dissemination to migrants and refugees. Additionally, logistical challenges, including transportation and the format of TVET activities, coupled with personal security concerns, further compound the intricate issues surrounding TVET accessibility.



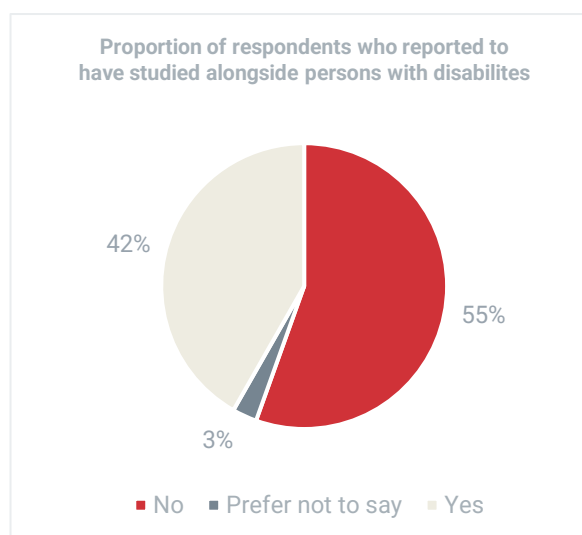
EXTRA EFFORTS HAVE NOT BEEN UNDERTAKEN TO MAKING TVET INCLUSIVE FOR STUDENTS WITH DISABILITIES

Students with disabilities are at a disadvantage when it comes to accessing TVET programs, as the multiple aspects of accessibility are lacking, physical accessibility, and social exclusion.

The survey data indicates that 43% of respondents have encountered fellow students with disabilities in their TVET classes, suggesting some positive steps towards inclusion measures.

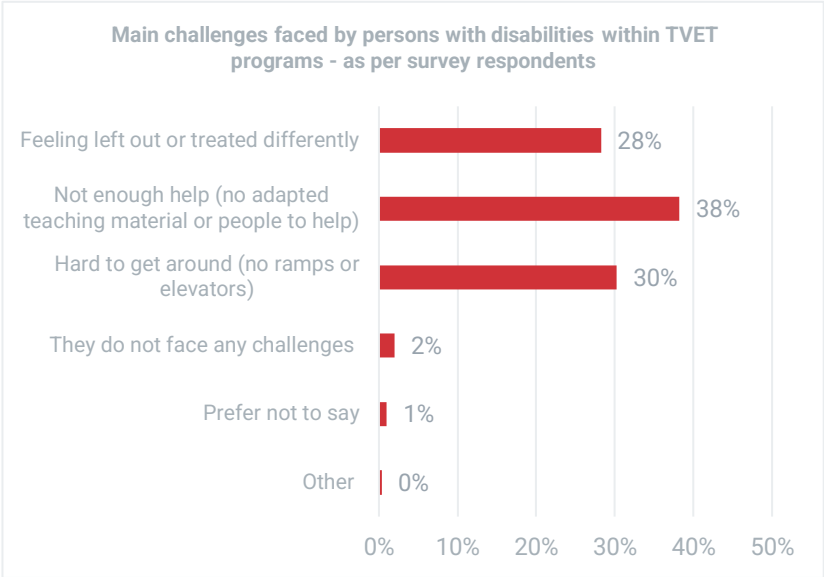
Nevertheless, significant challenges persist in ensuring access for individuals with disabilities. The survey findings reveal three primary reasons for this limited access: physical barriers, the nature of learning materials, and teaching approaches. Specifically, 38% of respondents identified the limited adaptation of teaching methods and materials as the main obstacle to including students with disabilities. Another 28% pointed to the overall program environment, which often makes students with disabilities feel excluded or treated differently, highlighting the need for more inclusive learning environments. Additionally, 30% of respondents highlighted the absence of ramps and elevators as a major hindrance for people with disabilities.

Qualitative data reaffirmed these challenges, emphasizing the significant gaps in the accessibility of training facilities and the need for disability-friendly tools and environments.



⁴⁸ International Organization for Migration (IOM), May 24, 2023. DTM Libya – Migrant Report 46 (January - February 2023). IOM, Libya.

Overall, there is a strong consensus on the urgent need to enhance inclusivity, addressing both infrastructure and teaching methods.



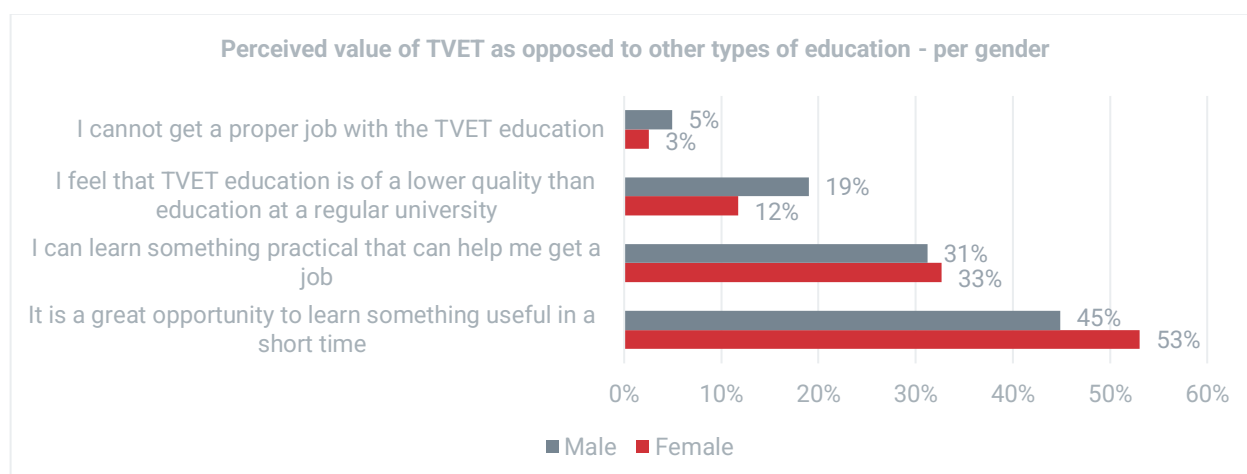
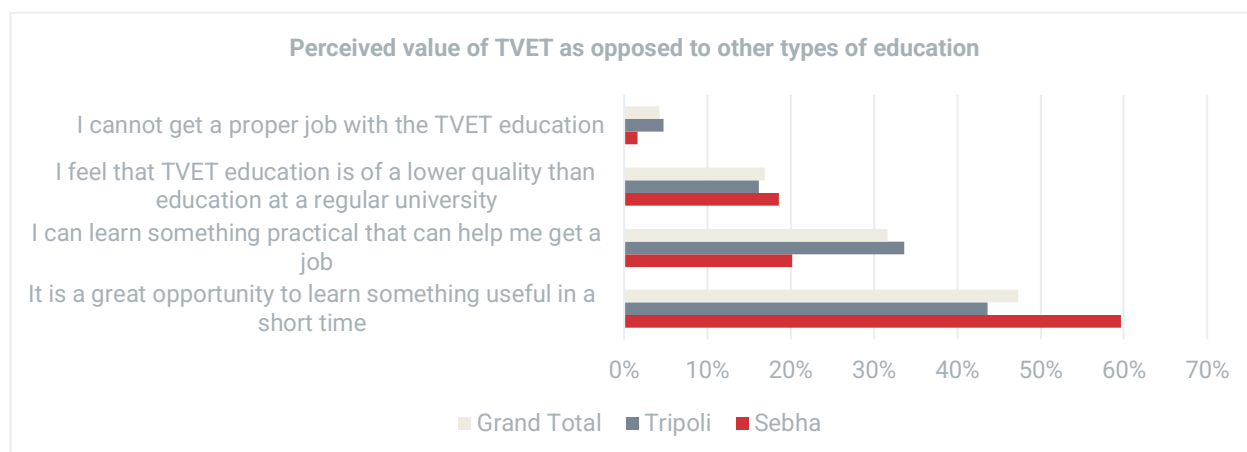
Sector Perceptions

The perception of TVET has historically been burdened by notions of inferiority compared to traditional higher education. This perception has deep roots, associating TVET with those who engage in practical, labour-intensive work rather than pursuing elite academic pursuits. The prevailing mindset, influenced by historical biases, views occupations requiring vocational skills as undignified, perpetuating the notion that a worthwhile life is centred around scholarly pursuits and cultivated leisure. Classical and neoclassical economic theories have further reinforced this view by framing work as a disutility requiring compensation. Despite societal evolution and the democratization of education, remnants of these antiquated perspectives persist, shaping attitudes toward TVET across diverse societies globally.⁴⁹ Even as education becomes more accessible to the masses, the enduring influence of these outdated beliefs continues to impact perceptions about the goals of education in the era of widespread public education.

The research team systematically explored perceptions surrounding TVET in Libya through both focus group discussions and a quantitative survey so as to uncover insights into how Libyan youth perceive TVET as an educational option and their overall opinions toward it.

GENERALLY FAVOURABLE OPINIONS RELATED TO TVET AMONG YOUTH

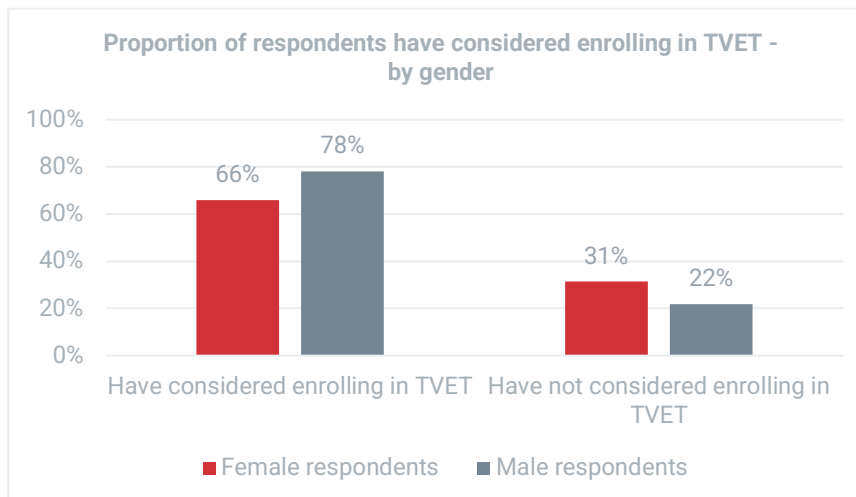
Contrary to preconceived notions and assumptions, survey results show that young people in Libya hold a favourable opinion regarding the TVET sector as they feel that it provides a good opportunity to acquire knowledge in a relatively shorter span of time while also learning something that will benefit them in seeking employment.



The prevalence of such a trend as seen in the graphs above suggests a growing recognition among participants of the economic imperative associated with TVET, emphasizing its role in enhancing employability and facilitating quicker access to job opportunities. Furthermore, a considerably lower proportion of Libyan youth felt that a TVET degree is of

⁴⁹ Winch, C. (2013). The Attractiveness of TVET. https://unevoc.unesco.org/fileadmin/up/2013_epub_revisiting_global_trends_in_tvete_chapter3.pdf

an inferior quality than a degree at a regular university or that it will not be feasible to get decent employment with a TVET education.



This finding was further validated when more respondents stated that they had considered enrolling in a TVET program at some point in time in their lives compared to those that had never considered to enrol in a TVET program. This finding was consistent across both genders and geographical areas. However, out of those respondents that had never considered enrolling in a TVET program, the reason behind not doing so provided by most respondents was that they did not consider it as good as a university degree (38%). Henceforth, this signifies that, notwithstanding a

shift in the attitudes of the youth towards the perceived value of TVET, there persist residual segments within this demographic that do not accord it equivalent status with conventional mainstream education.

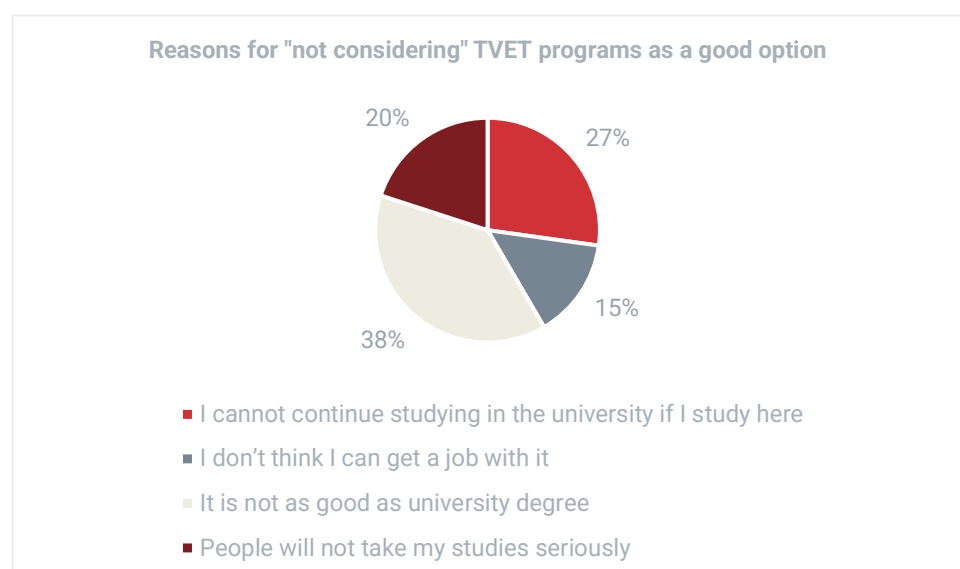
In contrast to this finding from the survey, an examination of insights provided by key informants revealed a consistent concern regarding the disjunction between theoretical knowledge and practical skills observed among graduates of technical and vocational institutes.

Moreover, there is also an absence of a comprehensive assessment of market demands at the systemic level in Libya, also revealed during the examination of secondary literature. These disparities do point to a mismatch in perceptions between the supply and demand sides of the labour market. Even during the FGDs, young people expressed their preference for short-term TVET programs and that they enable them to become ready to enter the workforce in a short span of time. However, these positive perceptions among young people intersect with key informant insights indicating that, from the demand perspective (i.e., the labour market), TVET qualifications may not be perceived as sufficiently valuable compared to mainstream education.

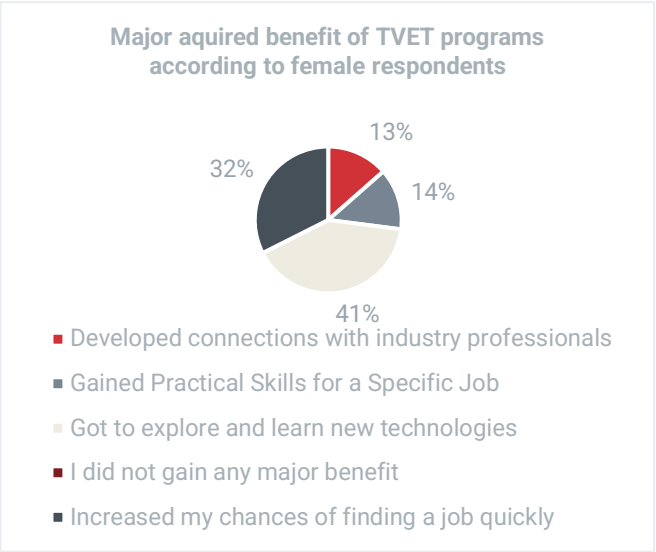
Graduates exhibit proficiency in theoretical domains, such as conceptualizing diagrams in the air conditioning and refrigeration sector yet face challenges in applying their knowledge to real-world scenarios, such as in diagnosing and resolving equipment issues.

Quote from Key Informant

This underscores the complexity of aligning TVET programs with industry demands and addressing perceptual gaps between educational offerings and market expectations.

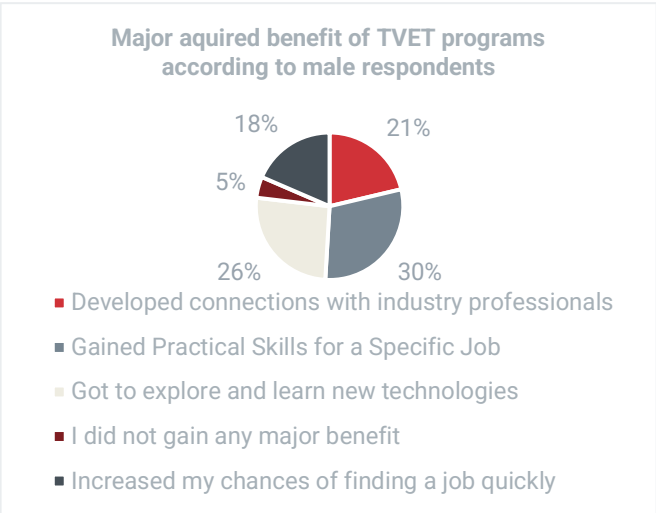


There were notable gender disparities in the perceived benefits of TVET education, hinting at underlying structural and systemic barriers, particularly for women aspiring to pursue education and career growth in technical and technology-intensive fields.



Key findings from the analysis of quantitative data indicated distinct gender-based preferences in the perceived benefits of TVET programs. Among female respondents, 41% highlighted the exploration and learning of new technologies as the major benefit, while only 14% emphasized gaining practical skills for a specific job. In contrast, a significant proportion of male respondents (30%) identified acquiring practical job skills as the primary benefit, with 26% emphasizing the exploration and learning of new technologies. Notably, a higher percentage (30%) of females saw the TVET program as enhancing their job prospects, a major benefit for 18% of male respondents. These findings underscore gender-specific perspectives on the outcomes of TVET education, reflecting diverse priorities and aspirations among male and female participants.

However, the fact that a considerably higher proportion of male respondents felt that they were able to gain practical skills for a specific job in comparison to female respondents also requires a deeper analysis. This insight suggests there might be a mismatch between the types of technical training programs available to women or chosen by them and the actual job opportunities open to them. Even though female respondents in the survey believe that attending a TVET program increases their chances of quickly finding a job, it appears that the jobs they refer to may not necessarily require the specific technical skills they gained from TVET programs.



This mismatch highlights, at the very least, the importance of aligning TVET offerings for women with the types of jobs available in the workforce for females.

Also, on a structural and cultural level, this suggests the persistence of the notion that certain jobs continue to remain less accessible to women, potentially reflecting historical gender-related stereotypes regarding occupational roles.

RECOMMENDATIONS

Provided below are a set of recommendations that have been developed from the comprehensive insights and findings from the previous section of this report. The recommendations have been designed to crosscut the different levels of the assessment framework. The aim of these recommendations is to provide possible avenues, and directions that can be taken by the relevant stakeholders to achieve change at a wider scale within the entire TVET ecosystem. Wherever applicable and feasible, the recommendations are bifurcated along the systems level and the programmatic level.

Recommendation 1: Policy Driven and Targeted TVET programs

Establishing A Government-Led Task Force for Reforming Libya's TVET Sector: Fostering Collaboration, Incentivizing Private Sector Engagement, And Bridging Data Gaps

Addressing the current data gap in Libya's TVET sector necessitates the establishment of a government-led task force on TVET reform, technically supported by relevant international actors, fostering collaboration with the private sector. These task forces, organized regionally, should regularly convene to share updates, serving as a sounding board and providing a platform for industry representatives. To encourage private sector involvement, relevant incentives should be considered. The initial focus should be on consolidating data sources to lay the foundation for a comprehensive database, facilitating coordination and informed decision-making. Additionally, discussions between entities operating in Libya, such as INGOs and development partners, and government counterparts should be initiated to formalize strategies for conducting thorough needs assessments, ensuring alignment with market demands and avoiding duplication in TVET initiatives.

This recommendation has been itemized at both the systems level and the programmatic level below.

Systems Level

- **Establishing Government-Led Task Forces:** Create government-led task forces, technically supported by international actors in the TVET sector. These task forces should operate regionally, facilitating regular discussions to stay up to date on industry developments, serving as a sounding board for feedback, and offering a platform for private sector engagement.
- **Introducing Private Sector Incentives:** Introduce incentives for private sector participation in the task forces, including concessions and rebates. Encourage collaboration with industry representatives to ensure a comprehensive and industry-relevant approach to TVET initiatives.
- **Consolidating Data:** Prioritize data consolidation by leveraging the task forces to unify existing data sources. This effort aims to establish the groundwork for a comprehensive database that will enhance coordination and decision-making within the TVET sector.

Programmatic Level

- **Conducting Comprehensive Needs Assessment:** Initiate discussions between entities operating in Libya (INGOs, development partners) and government counterparts to formalize strategies for conducting comprehensive needs assessments. This collaborative approach will hopefully ensure that TVET initiatives align with market demands and address specific skill gaps.
- **Operationalizing a Monitoring Unit at the Centre: Avoiding Duplication:** Repurpose or set up a dedicated department within the Ministry of TVET (that acts as the principal regulatory and monitoring authority for the regional task forces. This monitoring unit should coordinate frequently with the task forces and serve as a central repository of data. Furthermore, the monitoring unit should also develop synergies between the task forces to prevent duplications of effort while also providing leadership and guidance to coordinate and amplify TVET reform.
- **Formalizing Strategies and tools:** Establish formalized strategies for conducting needs assessments, outlining clear protocols for engaging with the private sector, INGOs, and development partners. This will enhance the effectiveness of TVET programs in addressing specific labour market demands.

Type of Stakeholders to be involved	Prerequisites and requirements	Levels of Assessment Framework Targeted by the Intervention
<ul style="list-style-type: none"> Ministry of Technical and Vocational Education The National Board of Technical and Vocational Education (NBTVE) Ministry of Higher Education and Scientific Research Ministry of Labour Ministry of Finance International organizations and entities working in TVET Programming (particularly IOM) Labour market representatives (private sector/ industry/ private TVET institutions) 	<ul style="list-style-type: none"> Relevant state authorities to be aligned Allocation of necessary funds to set up the regional task forces Within the allocation of funds, ensuring the mechanisms of incentivisation for sustained private sector participation in task forces 	<ul style="list-style-type: none"> Governance and Policy Framework Relevance Labour Market and Skills Promotion

Recommendation 2: TVET Competency Standards

Strengthening Quality Assurance and Standardization in Libya's TVET Landscape: Reactivating Key Centres Through Cross-Agency Collaboration

To effectively regulate and standardize the areas of accreditation, learning and competency standards, as well as the overall quality of teaching and learning within the overall TVET sector, timely action is recommended for the reactivation of the Ministry of Labour's Occupational Standards and Certification Centre (OSCC) and the Quality Assurance and Vocational Education and Training Providers Approval Centre (QAVETPAC). These entities were envisaged to play vital roles in ensuring quality management within the TVET sector. To ease the process of reactivation, **a pilot program is suggested for the development of competency standards for a specific sector, along with the simultaneous initiation of accreditation criteria for TVET institutions applicable to both private and public entities.** To prevent siloed operations, cross-agency collaboration is emphasized, fostering information-sharing and coordination among stakeholders. The integration of competency standards into the National Qualifications Framework and the implementation of accreditation criteria will contribute to standardized and enhanced TVET initiatives across Libya.

This recommendation has been itemized at both the systems level and the programmatic level below.

Systems Level

- Reactivating Ministry of Labour Entities:** Take stock of current status and reactivate, if required, the Ministry of Labour's Occupational Standards and Certification Centre (OSCC) and the Quality Assurance and Vocational Education and Training Providers Approval Centre (QAVETPAC). These entities are crucial for quality management within the TVET sector.
- Assessing progress made on the National Qualifications Framework (NQF):** The relevant ministries to fast-track the development of the National Qualifications Framework in order to set in motion the preliminary work for development of qualifications for the overall TVET sector.
- Developing Accreditation Criteria:** Simultaneously, commence the development of accreditation criteria for TVET institutions. The criteria should be designed to apply universally to both private and public TVET institutions, ensuring consistency in quality benchmarks.

Programmatic Level

- Initiating Cross-Agency Collaboration:** Establish mechanisms to prevent siloed operations among relevant entities. Encourage collaboration and information-sharing between the Ministry of Labour's OSCC, the National Qualifications Framework, QAVETPAC and other stakeholders involved in TVET.

- **Piloting Competency Standards Development:** Initiate a pilot program for the development of competency standards for a specific sector. This pilot will serve as a test case for refining standards and processes.
- **Commencing Implementation of Accreditation Framework:** Implement the accreditation criteria for TVET institutions, emphasizing the need for adherence to standardized benchmarks. This will foster a culture of quality assurance across the TVET landscape in both public and private sectors.

Type of Stakeholders to be involved	Prerequisites and requirements	Levels of Assessment Framework Targeted by the Intervention
<ul style="list-style-type: none"> • Ministry of Technical and Vocational Education • National Board of Technical and Vocational Education • Ministry of Labour • Occupational Standards and Certification Centre (OSCC) • Quality Assurance and Vocational Education and Training Providers Approval Centre (QAVETPAC) • International entities conducting TVET programming 	<ul style="list-style-type: none"> • Generating political will to remove bureaucratic obstacles to the reactivation of entities 	<ul style="list-style-type: none"> • Governance and Policy Framework • Relevance to Labour Market and Skills Promotion • Quality of Training and Learning Outcomes

Recommendation 3: Multiplicity of TVET Formats

Optimizing TVET Delivery in Libya by Balancing Short-Term Economic Impact and Long-Term Sectoral Growth Through a Proposed Dual-Tiered Approach

Regarding the delivery modes for TVET education, a dual-tiered recommendation is proposed, focusing on both short-term and long-term courses. For short-term courses, an emphasis on their role as refresher programs is recommended, catering to individuals seeking to reacquaint themselves with specific skills or materials. That way, short-term courses can also be set up to serve as credible certifications for individuals entering or re-entering the labour market. Furthermore, these short courses can also play a pivotal role in the temporary integration of migrants, refugees and IDPs into the labour market, ensuring their livelihood and economic integration during their stay in the country. To that end, international organizations already working on migrant and refugee inclusions and empowerment can coalesce to lobby the Libyan government to legislate in favour of migrant and refugee inclusion. Therefore, initiatives should be undertaken to formalize these short-term courses as valuable contributors to economic integration. Conversely, long-term courses are envisioned as foundational pillars for technical and vocational education, offering in-depth knowledge and skill development. This dual approach addresses both immediate economic needs and the establishment of robust foundations for sustained technical and vocational growth within the TVET sector.

This recommendation has been itemized at both the systems level and the programmatic level below.

Systems Level

- **Repackaging short-term courses:** Short-term courses act as refreshers, offering benefits to individuals with pre-existing skill sets, furnishing them with quick skills for economic integration and potential qualification. That way, their credibility is enhanced in the labour market as the certification is not sending the wrong signal of overqualification to the labour market.
- **Enhancing Credibility of Short-Term TVET Courses:** Establish a standardized and universally recognized certification process for short-term courses to enhance their structure and credibility, ensuring consistency and broader recognition in the TVET sector.

Programmatic Level

- **Evaluating existing short-term courses:** A review of short-term TVET courses (across public and private institutions) to be conducted so that only those courses whose learning outcomes align with the scope of a refresher course are branded as such. A systematic review of such a scale can also be initiated under the auspices of the proposed regional task forces.
- **Sustained Advocacy for Inclusion:** International organizations already working on migrant and refugee inclusions and empowerment to coalesce and lobby the Libyan government to legislate in favour of migrant and refugee inclusion and to facilitate better livelihood.

Type of Stakeholders to be involved	Prerequisites and requirements	Levels of Assessment Framework Targeted by the Intervention
<ul style="list-style-type: none"> • Ministry of Technical and Vocational Education • National Board of Technical and Vocational Education • Ministry of Labour • Ministry of Higher Education and Scientific Research • International and local organizations working on TVET • Public and private TVET institutions 	<ul style="list-style-type: none"> • Political will within government for the inclusion of migrants and other non-Libyan vulnerable groups. • Buy-in from TVET institutions, especially the private sector institutions. 	<ul style="list-style-type: none"> • Governance and Policy Framework • Relevance to Labour Market and Skills Promotion • Delivery Modes and Technological Adaptability

Recommendation 4: Driving Innovation and Technological Adaptability

Strategic Fund Allocation and Incentive Framework for Advanced Technology Integration In TVET

A strategic allocation of funds, encompassing both state and international donor contributions, is essential for upgrading infrastructure and acquiring advanced technology. Prioritizing key government sectors in a phased rollout ensures an efficient and targeted use of resources where they are most urgently needed. A comprehensive multi-year plan should be formulated to guide the systematic enhancement of the TVET system, fostering long-term sustainability. Additionally, incentivizing the integration of cutting-edge technology in private sector TVET institutions is crucial. This can be achieved by providing access to imported machinery and technology at subsidized rates, creating a structured incentive framework that motivates private institutions to adopt innovative technology, thereby elevating the quality and relevance of their training programs.

This recommendation has been itemized at both the systems level and the programmatic level below.

Systems Level

- **Allocating funds for upgrading the overall infrastructure and acquiring state-of-the-art technology:** Priority sectors of the government should be targeted initially, facilitating a phased and efficient rollout of the upgrade plan. This strategic approach ensures that resources are concentrated where they are most urgently needed. A multi-year plan should be devised to guide the systematic enhancement of the public TVET system, fostering long-term sustainability and adaptability. Adequate funding should be allocated on a priority basis, and that can be achieved by funding from the state treasury or through funding provided to the state under a development assistance program.

Programmatic Level

- **Enhancing Access and Bridging Skill Gaps Through Online Training Platforms:** Leverage online training platforms to address skill gaps and overcome geographical limitations, ensuring broader access to training programs and materials, particularly in regions with a scarcity of skilled trainers.

- **Incentivizing the integration of cutting-edge technology in private sector TVET institutions:** This can be achieved by making imported machinery and technology accessible to these institutions at subsidized rates. By creating an incentive structure, private sector institutions, particularly the ones that are not well-funded to start with, are motivated to adopt newer technology, thereby enhancing the quality and relevance of their training programs.

Type of Stakeholders to be involved	Prerequisites and requirements	Levels of Assessment Framework Targeted by the Intervention
<ul style="list-style-type: none"> • Ministry of Technical and Vocational Education • Ministry of Labour • Ministry of Higher Education and Scientific Research • Ministry of Finance • Ministry of Planning • Public and private TVET institutions • Donor agencies 	<ul style="list-style-type: none"> • Availability of requisite funds • Incentivization for private sector institutions to upgrade • Conducting a holistic economic needs analysis at the national and regional level to identify the in-demand skills. • Updating curricula and educational and training programs to reflect technological and economic changes. 	<ul style="list-style-type: none"> • Delivery Modes and Technological Adaptability

Recommendation 5: Inclusion of Women in TVET

Enhancing Inclusion and Equity for Women by Ensuring Development and Implementation of Standardized Guidelines for Protection and Support Across Institutions

To effectively promote inclusion and equity for women in TVET some measures need to be taken on the policy level and programs and activities levels. TVET activities need to incorporate additional elements such as childcare, women-friendly timings, and enhanced security on the premises as well as transport provision to the institutions for women. Simultaneously, these measures need to be institutionalized at the level of the regulator so that standardized guidelines for inclusion and protection for women are enforced for all TVET institutions.

This recommendation has been itemized at both the systems level and the programmatic level below.

Systems Level

- **Institutionalizing inclusivity measures in TVET institutions:** This involves incorporating standardized guidelines and protocols that mandate childcare facilities, considerate timings, and security provisions across all TVET institutions.

Programmatic Level

- **Enhancing Access Through Online Training Platforms:** Leverage online training platforms to enable access to TVET education for women who are unable to attend in person courses and training programs.
- **Enhancing TVET spaces for Women with Young Children:** Conduct infrastructure assessments in public TVET institutions to explore options for dedicated spaces like daycares. Allocate funds for construction in institutions lacking suitable space, whilst ensuring timely implementation of inclusivity measures in TVET institutions with the requisite space.
- **Influencing Public Opinion on Female Education:** Initiate a comprehensive nationwide public awareness campaign to challenge societal biases and prejudices against female education in Libya. Tailor the campaign to emphasize the economic benefits of female TVET education, aiming to reshape public opinion and promote gender equality in educational opportunities.
- **Making TVET Education Affordable for Women:** Promote equity in the TVET system by offering affordable training courses, specifically targeting financially constrained women. Additionally, establish a nationwide

scholarship program to provide financial assistance to deserving women, ensuring their access to TVET opportunities.

Type of Stakeholders to be involved	Prerequisites and requirements	Levels of Assessment Framework Targeted by the Intervention
<ul style="list-style-type: none"> Ministry of Technical and Vocational Education National Board of Technical and Vocational Education Ministry of Labour Ministry of Higher Education and Scientific Research Public and private TVET institutions Non-governmental organizations supporting in TVET International organizations working in the TVET sector Women rights organizations 	<ul style="list-style-type: none"> Capacity of TVET institutions to implement proposed inclusivity measures Recognition of the issue of female education within the government and state as well as willingness to act on equitable opportunities for women 	<ul style="list-style-type: none"> Inclusivity and Equity

Recommendation 6: Integration of Vulnerable Groups in TVET

Empowering Vulnerable Populations Through TVET by Charting a Path to Inclusion, Diversity, And Economic Contribution in Libya

The challenges that migrants, refugees and other vulnerable non-Libyan populations face in Libya are well documented. However, TVET education can also serve as a vehicle for the empowerment and inclusion of these marginalized groups. The incorporation of migrants and refugees into TVET programs can enhance workforce diversity and versatility by leveraging their varied skill sets and experiences. This integration may not only address labour shortages in specific sectors, but it can also actively contribute to economic growth, as individuals acquire new skills and engage in employment or entrepreneurial activities. Additionally, the provision of TVET opportunities can play a crucial role in fostering the social integration of migrants, mitigating potential social tensions and conflicts within the host community. As a starting step, dialogue between internal and external stakeholders and the government needs to be initiated on addressing documentation challenges for migrants, refugees and IDPs, facilitating their integration into formal TVET programs. Concurrently, there can be steps taken to introduce Arabic language courses tailored for refugees and migrants, enabling them to benefit from TVET programs. TVET can therefore potentially serve as a tool for their decriminalization and holistic empowerment.

This recommendation has been itemized at both the systems level and the programmatic level below.

Systems Level

- Initiating Multi-Stakeholder Dialogue on Integration and Inclusion of Vulnerable Populations:** Internal and external non-state stakeholders to initiate a constructive dialogue with the government to devise solutions for the documentation challenges faced by migrants, refugees and IDPs.
- Sustained Advocacy by International and Local NGOs and Development Agencies:** Advocate for policy changes that facilitate the integration of migrants, refugees and IDPs into the formal TVET system whereby TVET can be viewed as a platform for decriminalization and empowerment, emphasizing skill development and economic independence.

Programmatic Level

- Providing Access to Language Acquisition:** TVET institutions to develop and implement language courses tailored for refugees and migrants, focusing on Arabic language proficiency.
- Integrating Supportive Measures and Resources for TVET Participants:** Integrate supportive measures

within TVET programs, such as mentorship and counselling, business management and entrepreneurship, to enhance the holistic well-being of participants, particularly focusing on the aforementioned vulnerable population groups in Libya.

Type of Stakeholders to be involved	Prerequisites and requirements	Levels of Assessment Framework Targeted by the Intervention
<ul style="list-style-type: none"> Ministry of Technical and Vocational Education National Board of Technical and Vocational Education Ministry of Higher Education and Scientific Research Public and private TVET institutions Private Sector Organizations International and local non-stakeholders (local CSOs and NGOs, UN agencies such as UNHCR, IOM and ILO) 	<ul style="list-style-type: none"> Political willingness within the government on inclusion/empowerment of migrants, refugees and IDPs Donor programming to focus on integration of Libya's vulnerable communities and populations. 	<ul style="list-style-type: none"> Inclusivity and Equity

Inclusive TVET Leads to Empowering People with Disabilities Economically While Also Contributing to Libya's Overall Growth and Development

The inclusion of people with disabilities (PwDs) is also a significant component within education in general and TVET education. The integration of persons with disabilities into TVET programs holds the potential to drive innovation and enhance productivity across diverse sectors. Tailored TVET initiatives designed for individuals with disabilities can serve as a catalyst for their economic empowerment, facilitating their active engagement in the labour market and potential entrepreneurship ventures. This targeted approach will not only elevate their socio-economic well-being but can also play a pivotal role in fostering the broader economic growth and development of Libya.

This recommendation has been itemized at both the systems level and the programmatic level below.

Systems Level

- **Provision of Inclusive Infrastructure in TVET Institutions:** Invest significantly in the development of accessible and inclusive infrastructure within TVET institutions, incorporating features such as ramps, disability-friendly toilets, and specific learning aids to enhance the overall accessibility for people with disabilities (PwDs).
- **Curricular and Textbook Reform to Include PwDs:** Normalize the representation of persons with disabilities in coursebooks and educational materials to promote inclusivity and diversity within the curriculum.
- **Coordination and Collaboration Platforms with NGOs/ CSOs Working with PwDs:** Establish a framework for collaboration with organizations specializing in the empowerment of persons with disabilities, fostering partnerships to enhance initiatives focused on the inclusion and empowerment of PwDs in TVET programs.
- **Dedicated Training on Diversity, Equity and Inclusion for Administrators and Trainers:** Implement a comprehensive training program for TVET administrators, instructors, and learners, covering diverse topics such as diversity, equity, inclusion, and sensitivity training for handling issues like harassment, racism, and bullying.

Programmatic Level

- **Integrating Socio-Emotional Well-being for Persons with Disabilities:** Introduce a dedicated socio-emotional well-being component in the curriculum or organize regular sessions discussing mental health to create a safe and inclusive learning environment for persons with disabilities.
- **Training on Socio-Emotional Well-being for Trainers and Practitioners:** Recruit or train mental health practitioners to provide specialized support for the emotional well-being of TVET learners, especially those with disabilities.
- **Developing a Comprehensive Guide for Administrators, Instructors and Learners on Cultivating Inclusive**

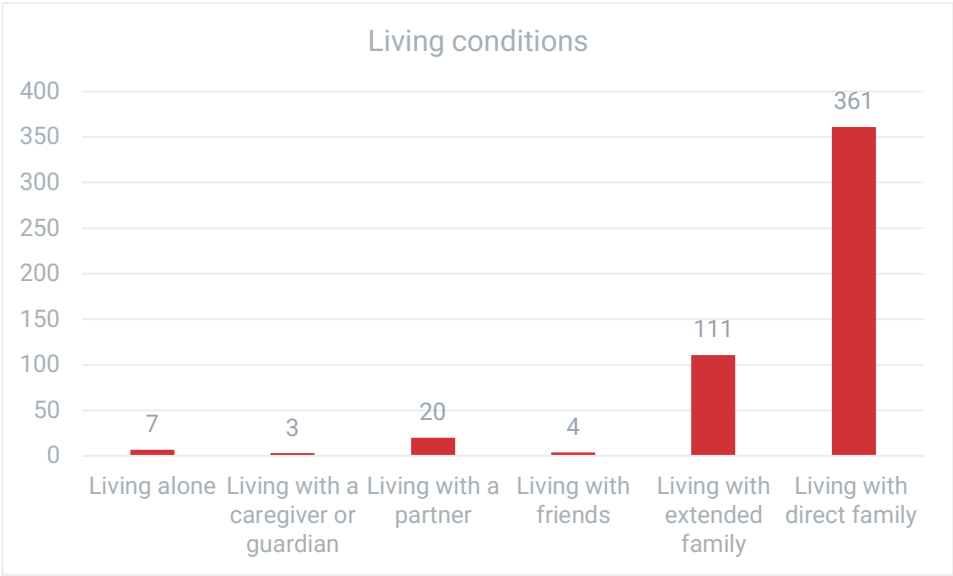
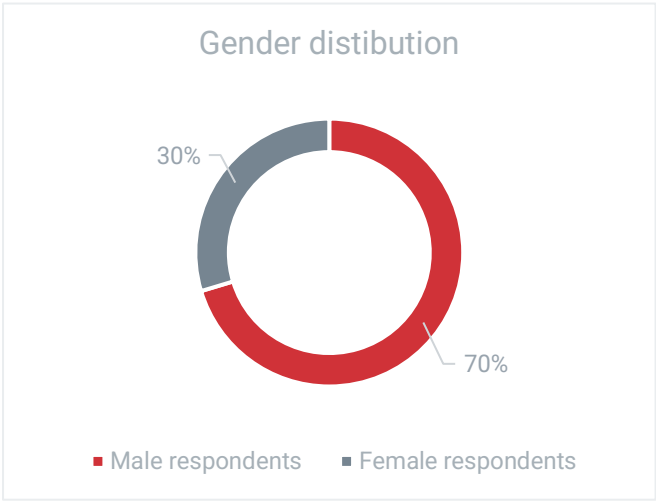
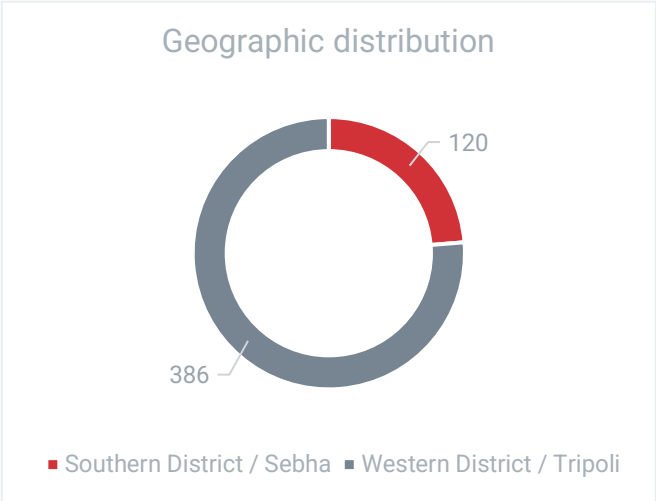
TVET Environments: Design and implement a manual for TVET administrators, instructors, and learners that provides mainstream knowledge on diversity, equity, and inclusion, fostering an environment that values and respects individual differences.

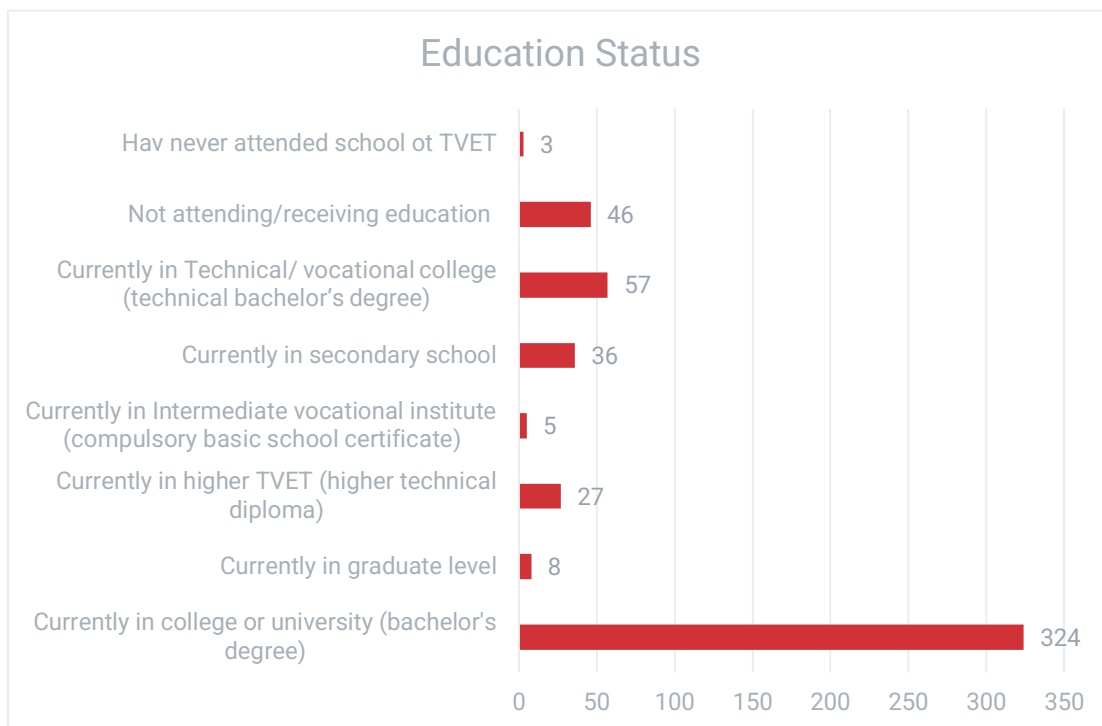
Type of Stakeholders to be involved	Prerequisites and requirements	Levels of Assessment Framework Targeted by the Intervention
<ul style="list-style-type: none"> • National Board of Technical and Vocational Education • Public and private TVET institutions • Associations of Persons with Disabilities • International and local non-stakeholders (local CSOs and NGOs, UN agencies and INGOs) 	<ul style="list-style-type: none"> • Capacity TVET institutions to build inclusive infrastructure • Priorities of donor agencies aligned with this reform • Existing programming around TVET by humanitarian/development organizations operating in Libya. 	<ul style="list-style-type: none"> • Inclusivity and Equity

ANNEXES

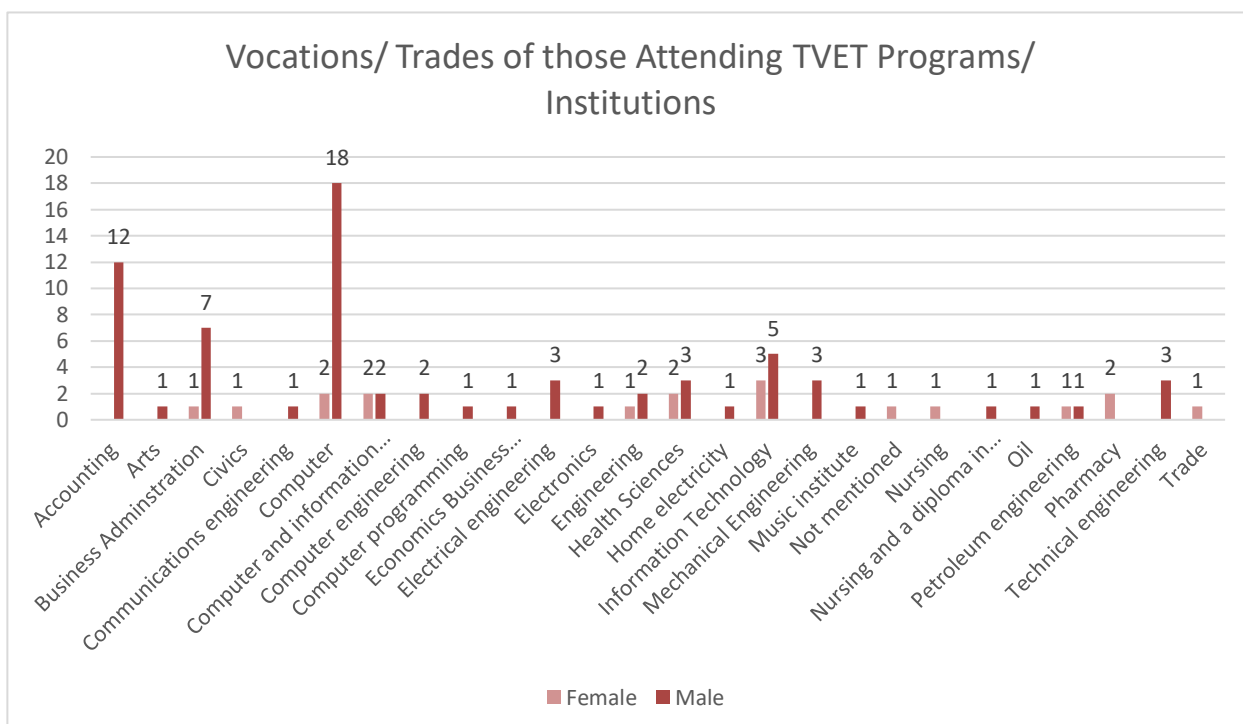
Annex 1 – Sample Descriptive

Provided below are graphs and tables showing the descriptive characteristics of the population sample for the quantitative survey.





If you are currently in full-time education, are you	
Attending regularly	328
Not attending regularly	124
Prefer not to say	5



School drop-out Reasons		12
Reasons:		
Had to do paid work to earn money (including agricultural work other than for household)		5
School too far from home		1
Quality of education at school was poor and had to do paid work to earn money (including agricultural work other than for household)		1
Other Reasons: 'Pursuing Sport =1'; 'Mental Health Challenges=1'; 'Refugee=1'		3
prefer not to say		2

Annex 2 – Data Collection Matrix

		Methods		
Focus Areas	Sub-Categories	KII	FGD	Survey
Governance and Policy Framework	Evaluate the effectiveness of the governance structures supporting the national TVET system, including policy frameworks, regulatory mechanisms, and quality assurance systems.	x		
	Analyse the adequacy and sustainability of funding mechanisms at both national and international levels to support the TVET system.	x		
	Assess the monitoring and evaluation system for TVET and its capacity to identify areas for improvement and strategic adjustments.	x		
Quality of Training and Learning Outcomes	Examine the effectiveness of the national TVET system in ensuring high-quality training, clear learning outcomes, and efficient assessment mechanisms.	x	x	x
	Analyse the partnerships and collaborations between the government, private sector, civil society, and other national and international stakeholders in promoting and reforming TVET within the national context.	x		
Delivery Modes and Technological Adaptability	Assess the effectiveness of diverse and innovative delivery modes, such as online and distance learning, in the national TVET system.	x	x	x
	Evaluate the adaptability of the TVET system to changing technological and economic circumstances.	x	x	
Relevance to Labor Market and Skill Promotion	Analyse the responsiveness of the TVET system to the needs of the labour market and its effectiveness in promoting the acquisition of relevant skills and competencies.	x	x	x

Inclusivity and Equity	Examine the effectiveness of the TVET system in reaching marginalised groups and promoting inclusivity and equity.	x	x	x
	Analysing the status of gender equality in terms of choice of training programmes, enrolment, and graduation; extent of inclusion of persons with disabilities in TVET; and the outreach of TVET to rural areas.	x	x	x
Sector Perceptions	Analyse the perspectives and attitudes held by key stakeholders, including students, educators, employers, policymakers, and the general public, towards Technical and Vocational Education and Training (TVET) in Libya.		x	x

Annex 3 – Sample Size Estimation Calculation

For the estimation of the sample size, the following calculations were done. The calculation has been made based on available data. Furthermore, the regionally disaggregated data for youth populations was not available. Thus, the estimated sample size has been calculated accordingly.

Available information:

Total population of Libya ≈ 6.9million

Total youth population (15-24 years) of Libya ≈ 1.238 million

Therefore, the proportion of youth population out of the total population of Libya is ≈ 18% or 0.18

**The above estimates taken from ILOStat - Pooled estimates for Libya (2023)*

Total population of Tripoli ≈ 1.29 million

Total population of Benghazi ≈ 807255

Total population of Sabha ≈ 153454

The above estimates for the cities taken from the Libyan Bureau of Statistics for the year 2020.

Considering the available information provided above, the minimum estimated sample size that we would require to ensure a representative sample of the youth population of Libya at the national level, assuming a 95% confidence interval level and a 5% margin of error, comes out to a size of **385**.

As researchers, in the absence of precise information regarding the actual proportion of youth in the three specified cities, we are employing an assumption that the demographic distribution of the youth population in Tripoli, Benghazi, and Sabha is akin to the overall youth population distribution observed across Libya as a whole.

Therefore, the estimated youth population (aged 15-24 years) for the three aforementioned cities is as follows:

- Tripoli ≈ **232200** (Total population of Tripoli*18%, i.e., 1,290,000*0.18)
- Benghazi ≈ **145,306** (Total population of Benghazi*18%, i.e., 807,255*0.18)
- Sabha ≈ **27,622** (Total population of Sabha*18%, i.e., 153,454*0.18)
- Total estimated youth population in the three cities: 232200+145306+27622 = **405,128**

Now, we can stratify our estimated national sample along these three cities. Therefore, the estimated sample size of youth aged 15-24 years per strata is as follows:

Formula:

Est sample size of youth at national level * (est population of youth in city/ est total youth population in three cities)

- Tripoli ≈ **220** (385*0.57)

- Benghazi ≈ 139 (385×0.36)
- Sabha ≈ 26 (385×0.07)

Upon concluding the sample size estimation process for youth aged 15-24, we have duly considered a non-response rate of 30%. Consequently, our final estimated sample size is approximately **500**. This sample size has been determined to ensure an adequate representation of the target population, considering the potential non-response bias that may occur during data collection.

Again, this estimated sample size across the three strata is as follows:

- Tripoli ≈ 285 (500×0.57)
- Benghazi ≈ 180 (500×0.36)
- Sabha ≈ 35 (500×0.07)