Strategic Management in Libya's Education and Employment Policy

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Abstract: Strategic management is all about identification and description of the strategies that managers can carry to achieve better performance and a competitive advantage for their organization. Strategic management can also be defined as a bundle of decisions and acts which a manager undertakes and which decides the result of the firm's performance. The manager must have a thorough knowledge and analysis of the general and competitive organizational environment so as to take right decisions. One of the major role of strategic management is to incorporate various functional areas of the organization completely, as well as, to ensure these functional areas harmonize and get together well. Another role of strategic management is to keep a continuous eye on the goals and objectives of the organization. Mission of this research is to determine the advantages and disadvantages of the current situation in the Libyan education and employment system, and to determine ways of improving these two sectors. To improve the teaching and learning processes in Libya, we need to make changes in the education market, and satisfy the needs of learners and the community. Higher educational institutions in Libya have no option but to move with the times and adopt e-learning. Successful initiatives and experiences in neighboring countries can serve as a powerful example for Libyan institutions that may follow their strategies to fulfill the potential of ICT for teaching and learning and to achieve rapid technological development. The integration of e-learning in the education system is likely to gather speed thanks to recent decisions and commitment of the Libyan government. Access to ICT facilities is likely to be improved in the very near future in all Libyan institutions thanks to major infrastructure projects that are currently in progress.

Keywords: Education, E-learning, Libya, Strategic management, Technical development

1. INTRODUCTION

Strategic Management is recognition and explanation of the strategies that managers can take to realize improved performance and a competitive benefit for their organization. Strategic management can also be defined as a bundle of decisions and acts which a manager undertakes and which decides the result of the firm's performance (Wahidabi, 2010, pp. 11). Role of strategic management is to include a variety of practical areas of the entire organization, plus, to make certain that these functional areas are well harmonized. Another role of strategic management is to keep a continuous look at goals and objectives of the organization. Mission of our research was to determine the advantages and disadvantages of the current situation in the Libyan education and employment system. Also to determine ways of improving these two sectors. The objectives and goals are challenging but achievable. Current education system is good, but not enough to perform many specialized services. There are not enough professional teachers, and this is obviously one of the directions towards improving education and employment. We assume that education has an important role in employment. That education is necessary for creation of new jobs, modernization of work (such as the introduction of information technologies), as well as diversification and expansion of the local economy, and thus job creation, through fostering entrepreneurship and focusing on the generation of small and medium enterprises, and on sectors with yet unexploited potential such as the agro-food sector.

2. IMPORTANCE OF STRATEGIC MANAGEMENT

Strategic management is a novel scientific discipline, which occurs as a result of need to increase turbulence and complexity of the environment. It implies a continuous process of regular adaptation to a changeable environment of enterprise, in which the environment is making a enduring impact on the company. Strategic management can be defined as the process of directing the activities of the companies which, based on the anticipation of opportunities and threats, on the one hand, and the strengths and weaknesses of the company, on the other hand, identify critical factors for business success, and according to previous procedure set out the strategic vision, mission and chooses development goals and directions, methods and tools in the realization of their optimal dynamic business environment (Mckeown, 2012, pp. 5-10). The top management team of the organization has to assign responsibilities concerned with specific tasks or processes to specific individuals or teams. This particular phase within strategic management also involves the process of managing itself. This aspect includes monitoring results, comparing to benchmarks and optimal practices, evaluating the efficacy and efficiency of the process, controlling of variances, and making proper adjustments whenever necessary to the process as situations arise. When implementing specific programs, this involves acquiring the requisite resources, developing the process, conducting training regimes, process testing, documentation, and integration with, e.g. and/or

conversion from, legacy processes. Thus, it becomes inevitable that problems are bound to occur during this phase of strategy implementation. Contingency plans should be put in place to back up any potential short-coming existing in the main plan.

3. STRATEGIC PLANNING AND LEADERSHIP

Strategic planning is a management tool. As with any management tool, it is used for one purpose only: to help an organization do a better job - to focus its energy, to ensure that members of the organization are working toward the same goals, to assess and adjust the organization's direction in response to a changing environment. In short, strategic planning is a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it, with a focus on the future (Bradford and Duncan, 2000, pp. 5-6). Effective strategic planning articulates not only where an organization is going and the actions needed to make progress, but also how it will know if it is successful (Bradford and Duncan, 2000, pp. 33-35). Organizations need to have a clear picture of where they are going in order to perform performance management effectively. This means they communicate about their purpose, strategy, values they hold, as well as the standards of behavior that are expected from their employees. If an organization is clear about these issues, it can deliver them to employees through its performance management systems. Leadership is crucial to achieving high performance, regardless of the job or area of responsibility. Leadership is also very important in helping others strive to achieve a high level of performance for them and for the organization. Leadership is a very complex process, because it is very difficult for an individual to know and understand all the factors that influence the motivation of people as a leader. Nevertheless, it is undoubtedly that the behavior and activities of sales managers directly affect the work motivation of their associates. The leader should strengthen and exploit the potential of his associates, direct them towards the goal and give them feedback on the success of achieving the set goal. All companies want to work even faster and better. In order to achieve these goals by all leaders, team leaders who achieve these goals, tasks to achieve, encounter some resistance within their team, which should be overcome using the model of performance with the simultaneous application of certain standards and continuous efforts to improve them. Furthermore, decision-making is one of the main executive tasks of the leader, regardless of the level of governance. Leaders should make decisions clear to their collaborators in terms of less complex, generalized, clarification, with the rejection of alternatives and differentiation, distinction, important things from less important ones. It is necessary to remove all uncertainties immediately at the beginning. However, if leaders' decisions also imply certain risks, they should be explained in advance to associates. Leaders should be aware of their existence and to make their decision, professionally, with the confidence in their own abilities, as well as the abilities of their associates, come to a common solution, but one should not forget the fact that leaders are responsible for the consequences of their decisions. From the perspective of improving performance, people deserve a clear direction. They should have some understanding of what the organization is trying to do to realize and what role they play in everything that happens. The first principle The performance is to focus on results, not to lose sight of the results that are required to fulfill the goals of the organization. The focus is on taking care of the goals, that objectives, activities, results, and measures are in a level and coherent. When people know before them and before the goals set goals, they need to know what is expected of them. Once they find out what is expected of them and the direction they are going to go, they will require tools to help them do their job. Finally, people should get signals to help them stay on the course. This should be taken care of by leaders in organizations. In addition to leadership, teamwork is also important for the well-functioning organization. The nature of the teams can be changed, but their basic function is to fulfill the common goal. Even when management ensures a good start to business, there is no guarantee that organizational success will continue. The team represents a form of formal organization of a common working or business process that connects certain goals and interests of members, common missions and tasks. The team is a specific type of artificially organized and structured small group that has common goals and interests. Good teamwork begins with a common understanding of the importance of the work that the team deals with. Many organizations employ people who are willing to work teamwork and are prone to teamwork. Good teamwork is recognized and rewarded. Teamwork has been built within the organization's culture.

4. LIBYAN EDUCATION SYSTEM

Libya's population includes 1.7 million students, over 270,000 of who study at the tertiary level. The literacy rate is the highest in North Africa; over 82% of the population can read and write (Library of Congress, 2012). Primary education is both free and compulsory in Libya. Children between the ages of 6 and 15 attend primary school and then attend secondary school for three additional years (15- to 18-year-olds). According to figures reported for the year 2000, approximately 766,807 students attended primary school and had 97,334 teachers; approximately 717,000 students were enrolled in secondary, technical, and vocational schools; and about 287,172 students were enrolled in Libya's universities (IMF, 2012). Primary and secondary education is compulsory in Libya, which has led to increased interest in attending universities and higher education institutes. According to government data, the number of Libyans attending university went from 33 students in 1956 to 279,150 students in 2008. The number is expected to exceed the half-million-mark by the year 2025 (IMF, 2012). In the wake of the revolution in 2011, the country's education sector is facing immense challenges, largely as a result of lack of proper planning processes in the past. Libyans are eager to reform their education system. They expect education to play a major role in building a political system and a more equitable society. In the medium and long term the Libyan authorities have identified many fields where improvements are needed: formulation of new educational policies and sector plans for the reform of education, curriculum development,

development and dissemination of early childhood, inclusive education and technical and vocational education programs, regulating private education, introducing e-learning, training teachers and developing institutional capacity within the ministry and the education system as a whole. Higher education in Libya faces some major challenges. These include increasing demands for improvements, raising the quality of graduates and their career prospects. There are also problems about accreditation and the quality of educational institutions and programs, not to mention the financing and governance of the institutions. Another major challenge to Libya's education sector is the lack of any real and effective IT infrastructure, and the lack of scholarly activities and scientific research throughout the sector. Libya can meet the challenges in the higher education and scientific research sector. To do so, a well-planned medium to long-term strategy is required. Developments need to include facilities development in parallel with human resource development. The infrastructure for E-learning and ICT education will require significant investments in order to develop and help enhance the performance of the sector. In addition, the sector will require closer collaboration with institutions in other countries to achieve excellent Quality Assurance Systems and accreditation of educational programs. Most importantly, there is an urgent need for a commitment by Libya's new leaders towards the sector. Funding needs to increase dramatically. There is also an urgent need for robust measures to tackle corruption and financial waste in the sector. Academic freedom was non-existent in Libya for decades. Censorship had a disastrous impact on the country's higher education and scientific research sector. Academic freedom for staff and students within the sector should be encouraged and protected, along with the sharing of good practices (Eljarh, 2012, pp. 112-114).

5. E-LEARNING IN LIBYAN HIGHER EDUCATION

Like in most developing countries, the use of ICTs and the implementation of e-learning in Libya are still in an early stage. Some Libyan universities, such as Alfateh University, Garyounis University, and Academy of Postgraduate Studies and Economic Research, have the basic ICT infrastructure (computers, Internet access), they still use the "traditional" model of education. This model is based on face-to-face interactions in, and outside of, classroom between students and teachers, and learning activities that are only available on campus. Libyan Open Universities (LOPs) offer students the opportunity to study at home; how-ever, the learning experiences are traditional too, as the universities rely largely on printed learning materials. This is beginning to change, as recently several institutions have introduced electronic resource repositories, e-libraries. These universities provide an opportunity to acquire higher education to students with work and family commitments, and to students from the regional areas of the country. LOP students study at home and come to the university only at the end of semester to sit exams (Rhema and Miliszewska, 2010, pp. 423-434). The main purpose is to use ICT and e-learning to improve and improve the quality of Libyan education through:

- Adopting modern, technology-assisted educational techniques and methods;
- Supporting the scientific community to get involved in research within the general Libyan population;
- Encouraging the private sector to engage in funding higher and specialist education;
- Developing open and distance learning; and,
- Boosting the profile of higher education.

The drive towards the deployment of e-learning in Libya is motivated by the country's desire to further develop and improve its education system, especially higher education. Therefore, Libya now is working hard to provide all universities with technological infrastructure as soon as possible. There have also been developments in the use of the new technologies in education.

6. STATE IN EMPLOYMENT

As of 2005, Libya's labor force totaled an estimated 1.64 million people. Unemployment as of 2004 was put at 30%. It was estimated that for 1997 (the latest year for which data was available), 17% of the workforce was in agriculture, with 29% in industry and 54% in the services sector. Foreign workers, who do much of the blue-collar and technical work, are not treated with quality under Libyan labor law, and may only stay in the country for the duration of their employment contracts. The largest employer is the government, which operates public utilities, public works, several banks, the port and harbor organizations, and other enterprises.

7. RECOMMENDED ACTION FOR IMPROVE THEUNEMPLOYMENT SITUATION

Recommended action for improve the unemployment situation in Libya are:

- to achieve universal access to quality education, in particular to primary and technical education and job training;
- to combat illiteracy (the eradication of which is one of the prerequisites of human development) and to eliminate gender disparities in educational opportunities and support;
- to promote non-formal education for young people; and

- to introduce and improve the content of the curriculum so as to promote greater responsibility towards, and awareness of, the interrelationships between population and sustainable development; health issues, including reproductive health; and gender equity.
- Investments in education and job training should be given high priority in development budgets and take into account the range and level of future workforce skill requirements.
- It also emphasizes that education about population issues must begin in primary school and continue through all levels of formal and non-formal education, taking into account the rights and responsibilities of parents and the needs of children and adolescents.

CONCLUSION

Libya possesses key strengths including an enterprising workforce, rich endowment of natural resources, accumulated capital reserves, and an attractive geographical location linking Europe to Africa. Over the last few years, Libya has made a deliberate choice to develop its prosperity by reintegrating with the international community, while preserving its unique identity. In this work we analyzed of the existing state, of education in Libya, strategy for improvement, information management and e-learning system improving employment policy. The focus was to identify the factors that act as barriers to creating innovative learning environments, improvement of E-learning excellence amongst postgraduate students in Higher Education (HE) in Libya. This paper also proposes a set of recommendations for improves in using of information management and E-learning systems in Libyan High Education. Education is the core of human capital formation and central to development of society, and that should bi in Libya also. It is widely accepted that investment in education and quality research at various national institutions are vital in achieving higher economic growth. There is overwhelming evidence that education improves personal health, encourages stronger national identity and promotes peace and stability. The development literature has also drawn attention to the role of education in reducing inequalities that exist in many countries, particularly in developing societies with lower levels of income. The high correlation between the level of education and income or wealth is considered from the equity perspective as a justification for public intervention when the conventional market mechanisms do not function efficiently to ensure equality. Therefore, public intervention in the education sector, particularly in primary education, is universally acknowledged today. The benefits from investing in human capital are not necessarily linked with attaining higher enrolment ratios, since poor quality may decrease returns of education and lead to high dropout rates. With a comprehensive approach to education, it is important that the education policy should provide people with learning opportunities that will assist them in developing skills to embark on new undertakings. The main therapy for unemployment is ending "uncertainty" for private business. The changes on the budget, tax reform, immigration reform, and the environment may be an ending that uncertainty. Government cannot actually create jobs, but instead that it can foster certainty in private business, which in turn creates jobs. Libyan workers have the highest productivity — measured by GDP per worker — in North Africa and the Middle East, and a high percentage of women are also appropriately and actively engaged in the workforce. The social sector is efficient and streamlined, and employment continues to shift towards the productive sectors. Libyans are known for their hard work, focusing on their primary occupation and maintaining work hours and work efficiency on a par with the most developed economies of the world. The Libyan government must to be responsive and efficient in facilitating enterprise, fighting corruption on behalf of the people and driving out bureaucracy.

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