

**Government of Libyan Arab Jamahiriya**  
الجمهورية العربية الليبية

**United Nations Development Programme**  
برنامج الأمم المتحدة الإنمائي

**United Nations Educational, Scientific and Cultural Organisation**  
منظمة الأمم المتحدة للتربية والعلوم والثقافة

**Support for Development of Curricula for Higher Vocational Institutes**  
دعم تنمية المناهج للمراكز المهنية العليا

**Brief description**

This project supports the immediate needs of the technical and vocational education and training system to complete the updating of the curricula for all disciplines offered at the Higher Vocational Institutes. It will: 1) Support curriculum review for disciplines in hospitality, tourism, health and safety, agriculture, health technology, water treatment and extraction, applied arts and media design; 2) Evaluate the implementation of the new curricula after one year of introduction.

**وصف موجز للمشروع**

يدعم المشروع الحاجات الآنية للتعليم الفني والمهني ونظام التدريب من أجل إكمال استحداث المناهج لجميع المواضيع في المراكز المهنية العليا. وسيقدم المشروع : 1- دعماً لمراجعة المناهج في مجالات الفنادق والسياحة والصحة والسلامة والزراعة والصحة التقنية ومعالجة المياه واستخراجها والفنون التطبيقية وتصاميم الإعلام. 2- تقييم تنفيذ المناهج الجديدة بعد سنة من إدخالها

## SIGNATURE PAGE

### صفحة التوقيع

البلد: الجماهيرية العربية الليبية

Country: Libyan Arab Jamahiriya

UNDAF Outcome(s)/Indicator(s): Human Resource Development

(Link to UNDAF outcome., If no UNDAF, leave blank)

Expected Outcome(s)/Indicator (s): 1. Curriculum Reviewed for 6 main fields of disciplines for Higher Vocational Institutes  
2. New curricula for HVIs evaluated after one year of implementation

(CP outcomes linked t the SRF/MYFF goal and service line)

Expected Output(s)/Indicator(s): 1. Curriculum review workshops are held with international consultants  
2. Evaluation workshop held for new curricula

(CP outcomes linked t the SRF/MYFF goal and service line)

Implementing partner: United Nations Educational, Scientific and Cultural Organisation, UNESCO

(designated institution/Executing agency)

Other Partners:

(formerly implementing agencies)

Programme Period: 2 years  
Programme Component: Human Resource Development  
Project Title: Support for Development of Curricula for Higher Vocational Institutes in Libya  
Project ID: LIB/05/001  
Project Duration: 18 months  
Management Arrangement: UN Agency Execution

مدة البرنامج: 2 سنتان  
محور المشروع: تنمية الموارد البشرية  
اسم المشروع: دعم تنمية المناهج للمراكز المهنية العليا  
رقم المشروع: 00049370  
مدة المشروع: 18 شهرا  
اتفاقية إدارة المشروع: تنفيذ وكالة الأمم المتحدة

Budget	\$360,000
General Management Support Fee:	\$36,000
Total budget:	\$396,000
Allocated resources:	
• Government	\$396,000
• Regular	
• Other:	
Donor	

360,000	ميزانية المشروع: دولارا أمريكيا
36,000	رسوم دعم الإدارة: دولارا أمريكيا
396.000	إجمالي الميزانية

Agreed by (Government): Ma'touq Mohammed Ma'touq, Secretary

Secretariat of Manpower Employment & Vocational Training

موافق عليه من الحكومة: السيد معتوق محمد معتوق، أمين اللجنة الشعبية العامة للقوى

العاملة والتدريب والتشغيل

Agreed by UNESCO (Executing agency):

موافق عليه من منظمة اليونسكو

Agreed by (UNDP): Julio Grieco, Resident Representative

موافق عليه من برنامج الأمم المتحدة الإنمائي: السيد جوليو جريكو، الممثل المقيم



## **1. The development problem being addressed**

Libya is a large country with abundant resources and a small population of nearly 5.445 million (2002) with a very high growth rate. Over the last three decades top priority has been given to human resource development through the provision of free education at all levels. Almost full enrolment in basic education (grades 1-9) for the age group (6-15) has been achieved, with 1,080,834 (48.4% females) enrolled in 2002/03. At the secondary level, enrolment reached 316,324 students (57.99% females) with over 80% of the relevant age group. In higher education, 316,235 students (52.6% females) were enrolled in 2002/03 in the 9 universities, 15 university colleges, 35 teacher training colleges and 65 higher technical institutes. The ratio of those enrolled in higher education to the population was 5.5%, second to Canada. At present, the total number of students enrolled in all levels of education is 40.3% of the population.

Technical and vocational education has been given special importance in the education system in Libya since the adoption of the 'New Educational Structure' in 1982. Vocational training schools, called the Intermediate Vocational Centres were established throughout Libya to provide skills in all fields. The general secondary school system was vocationalised through the establishment of the 'Specialised Secondary Schools for basic sciences, life sciences, engineering sciences, social sciences, economics sciences, and arts and media studies. These measures were aimed at contributing towards the country's employment needs more directly and swiftly. In 2003, the number of Intermediate Vocational Institutes was 345 with 59,318 students enrolled while the number of Specialised schools was 1100 with 257,006 students enrolled.

Technical education at the post-secondary level is provided by a variety of polytechnic type and monotechnic Higher Vocational Institutes in various fields such as engineering, business, computer technology, marine fishing, textiles, and health sciences. In 2003 there were 65 HVIs with 40,207 students enrolled.

In 1999, UNESCO and UNDP signed a Fund-in-Trust Project (LIB/99/003) with the Arab Libyan Jamahiriya for the 'Support and Development of Specialised Schools and Technical Education'. The national implementing agency was the National Centre for Educational Planning and Training which had the responsibility at that time for curriculum development for all educational institutions in Libya. In the first phase of the project, the curricula for the Specialised Secondary Schools were revised and updated. As all the students at the secondary level are now following the new curricula, it became necessary to review the curricula for the Higher Vocational Institutes taking into consideration the outputs from the specialised secondary schools. Within the framework of the above Project, the curricula of some of the disciplines with the highest numbers of enrolment were revised and updated during 2004 and completed in a final workshop held in Tripoli during September 2004. The revised curricula for a total of 29 disciplines were in the fields of mechanical technology, electrical and electronics technology, building construction technology, computer technology, business management and finance, marine fisheries and marine technology, textile technology and clothes design and manufacture.

UNESCO team of 14 international consultants assisted 80 national experts in the final drafting of the curricula.

Since January 2005 the Secretariat of Manpower and Training has become responsible for TVET in Libya, including the Intermediate and Higher Vocational Institutes. This new project stems from the wish of SMT to continue the curriculum review and updating for all disciplines offered at the Higher Vocational Institutes using the same modality through capacity building of Libyan experts with UNESCO's international expertise. Special emphasis is placed on the upgrading of educational content through curriculum development for TVET at the higher vocational institutes, evaluating the implementation of the new curricula.

## **2. The development objectives**

The Libyan Arab Jamahiriya has given a high priority to human resource development in general and to education in particular. A high percentage of the public budget is allocated to education. The development of human resources is seen as a prerequisite for sustainable national development and a diversification of its economy through the availability of skilled manpower.

The development of updated curriculum for the Higher Vocational Institutes in all disciplines will have important consequences on the quality of education and the achievement of the set objectives of the new system. Based on the new curriculum, measures can then be taken to prepare the textbooks and teaching materials, provide the necessary facilities and train the teaching staff.

## **3. Project Strategy**

Since January 2005, the Secretariat of Manpower Training and Employment in the Libyan Arab Jamahiriya has become the central authority responsible for technical and vocational education and training. It is responsible for the preparation and development of curriculum and textbooks for TVET in Libya. Working through the SMEVT, as the national executing institution, and in close cooperation with Higher Vocational Institutes, central and local education authorities, the project will aim to provide support in curriculum development and evaluation.

Within the scope of this project, the disciplines that remain to be revised and updated are in hospitality, hotel management and tourism, agriculture, vocational health and safety, health technology and health sciences, applied arts and media design, and water resources extraction and treatment. A team of 6 international consultants will assist in the review and updating of the curricula for the hospitality and tourism disciplines and another team of 10-12 international consultants will assist in the curriculum review for the other disciplines.

The implementation of the new curricula completed in September 2004 and those to be completed under this project will be evaluated after one year of introduction by HVIs by collecting feedback from teachers and institutions. The evaluation will include a workshop for all specialised curriculum committees and international consultants (8-10 consultants) to refine and adjust the new contents as necessary.

#### **4. Beneficiaries**

The target beneficiaries of the project are, in the first instance, all the students in the Higher Vocational Institutes who will receive an updated and refined curriculum more relevant to their future employment and/or education. The number of students in higher Vocational Institutes was over 40,000 in 2003. The total number of students who will ultimately benefit from the improved pedagogical and practical content will be all Libyan students going through the TVET system regardless of gender.

Teaching staff at the Higher Vocational Institutes, totalling over 3000, will also benefit from updated curricula that utilises information and communication technology and maintains quality assurance in its implementation. By the end of the project, the Secretariat of Manpower and Training will have a substantially increased capability for curriculum development and staff development.

#### **5. Regulatory framework**

The project will support the continued efforts to update and develop the curricula for all disciplines offered by Higher Vocational Institutes. The Secretariat of Manpower Training and Employment has the sole responsibility for curriculum development for all TVET institutions. The envisaged activities of the project that involves the 65 Higher Vocational Institutes would require the active cooperation of various department within the SMT and all local education authorities in the 32 administrative regions in the Jamahiriya.

#### **6. National resources**

The Secretariat of Manpower Training and Employment is totally committed to the improvement of the quality of technical and vocational education and training through curriculum development, technical staff training and the extensive use of educational and information technology.

National counterpart consultants are expected to work closely with international consultants especially in curriculum development and curricula evaluation. The project will draw on the human resources, educators and teachers, available at the SMT as well as those in the targeted Higher Vocational Institutes. There is a wealth of potentially capable individuals available in the country that can be recruited at the appropriate time to assist in the various activities of the project.

Evaluate and review the achievement in the implementation of the New Curricula for Higher Vocational Institutes Completed in September 2004 in the fields of mechanical, electrical, construction, marine fisheries, computer technology and textile technology and carry out further improvements and adjustments.

### **Activities**

- 1.2.1 Collect feedback from technical teachers, heads of departments on the implementation of the new curricula over the past year.
- 1.2.2 Review and analyse the feedback and comments by the national curriculum committees.
- 1.2.3 Recruit international consultants for short assignments to carry out the evaluation of the feedback on the implementation.
- 1.2.4 Organise a workshop for one week to review the comments and feedback on the curricula and make the necessary adjustments and changes.

## **2. Indicators to monitor progress**

Table 1 shows a summary of the indicators for monitoring progress towards producing the outputs listed above.

### **D. Inputs**

#### **Government inputs**

##### **Personnel**

- Secretarial assistance as and when needed.

##### **Training**

- Transportation in and out side Tripoli

##### **Financial contribution**

- Funding for the project as self-benefitting Fund-in-Trust.

##### **UNDP inputs**

##### **Project Personnel**

##### **Consultants**

- Ten short-term consultants (including Team Leader) for curriculum review for the HVIs (total 10 man-month).

## **B. Strategy for Use of UNDP Resources**

This project aims at the enhancement of the national capacity for sustainable human resource development that falls well within the UNDP mandate. Through training of personnel and technical assistance, UNDP/UNESCO intervention will contribute to capacity building in the technical and vocational education sector in order to promote quality and competence. The activities of the project will enhance existing or initiate new educational practices that are sustainable within the Libyan technical and vocational education system. At the end of the project period, the outcomes will become integral parts of the normal work of the Secretariat of Manpower Training and Employment with a wealth of added expertise and capacity for future development and improvement.

UNDP will be required to keep a close eye on the budget and implementation of the project. The Secretariat of Manpower, Employment and Vocational Training has requested help from UNDP and UNESCO (as the executing agency) in the running of the project to provide access to the wide international expertise and resources that can be utilized to achieve the set goals. The local UNDP offices, working very closely with the staff of the Secretariat of Manpower Training and Employment, will be able to provide valuable support for the project activities and maintain effective monitoring of progress at each stage of implementation.

## **C. Immediate Objectives, Outputs, Indicators and Activities**

### **Objective 1: Review and updating of Curricula for Higher Vocational Institutes**

1.1 Output 1: Revised curricula for disciplines in Hospitality, Hotel Management, Tourism, Optometry, Health Science, Health and Vocational Safety, Agriculture, Applied Arts and Media Design, and Water Resources Treatment and Extraction for Higher Vocational Institutes

#### **Activities**

- 1.1.1 Assign national review committees to prepare draft curricula using standard formats.
- 1.1.2 Prepare English translation of proposed curricula and syllabi.
- 1.1.3 Identify and recruit international consultants in the specific fields of specialisation offered by the higher vocational institutes.
- 1.1.4 Send draft proposed curricula to international consultants for first review.
- 1.1.5 Organise Curriculum Review Workshop for 10 days in Tripoli for in-depth review of the curriculum to be attended by international and national experts.
- 1.1.6 Prepare final version of the curricula ready for adoption by the national authorities.

1.2 Output 2:

- Six short-term consultants (including Team Leader) for curriculum review for the hospitality and tourism disciplines in HVIs (total 6 man-month).
- Ten short-term consultants (including Team Leader) for the evaluation of the implementation of the new curricula (total 14 man-month)
- Two unidentified consultants for short-term assignments, (total 2 man-month).

#### **Sub-contracts**

- Two main sub-contracts for local workshops in cooperation with local institutions.

#### **E. Risks and Prior Obligations**

The project is dependent on the continued enthusiastic support of the Secretariat of Manpower Training and Employment. Any delay in the provision of funding and the appointment of the National Project Co-ordinator must be avoided if the project is to be implemented as planned. The project team, NPC and consultants must be given access and parameters within which they can operate, e.g. in the issue of visas for international consultants and access to selected Higher Vocational Institutes.

It is also assumed that there will be adequate qualified national experts and technical teaching staff from the HVIs and other national agencies to participate in the curriculum development committees.

#### **F. Management**

The management of the project will rely mostly on personnel of the Secretariat of Manpower and Training and the Higher Vocational Institutes. A National Project Co-ordinator to be assigned from SMT based in Tripoli, will carry out the planning and execution of the project activities. He will be working in close co-operation with Directors of the Higher Vocational Institutes in Libya. All activities concerned with planning of development of the curricula, evaluation and training on implementation will be channeled through the SMEVT.

The National Project Co-ordinator, will prepare the detailed work plan with the coordination of UNESCO and UNDP.

UNESCO as the executing agency will have the main task of managing the various activities outside Libya that are concerned with recruitment of consultants and monitoring and coordination. UNDP will also have an important role in the coordination and monitoring of the project.

#### **G. Monitoring and Evaluation**

The project will be subject to tripartite annual review (Government, UNDP and UNESCO). The review team, meeting in UNDP Tripoli, each time will have reports from:

- The National Project Co-ordinator (the Project Performance Evaluation Report – PPER)
- An independent international evaluator who will have spent a week with the project shortly before the review meeting.

The last of these reviews will consider the Project Terminal Report. This will be prepared in draft sufficiently in advance to allow for review and technical clearance by UNESCO, the executing agency, at least four months prior to the terminal tripartite review.

It is suggested that the project be visited by the evaluator 12 months after it has officially finished to review (and report back to UNESCO) on evidence of its continued influence (post-summative assessment).

## **H. Legal Contexts**

This project document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the Government of the Libyan Arab Jamahiriya and the United Nations Development Programme, signed by the parties in 1976.

The country's implementing agency shall, for the purpose of the Basic Standard Agreement, refer to the Government co-operating agency described in that agreement.

The following types of revisions may be made to this project document with the signature of the UNDP Resident Representative only, provided he or she is assured that the other signatories of the project document have no objections to the proposed changes:

- (a) Revisions in, or addition to, any of the annexes of the project document.
- (ii) Revisions which do not involve significant change in the immediate objectives, outputs or activities of a project, but are caused by re-arrangement of inputs already agreed to or by cost increases due to inflation; and
- (iii) Mandatory annual revisions that reshape the delivery of agreed projects inputs, or reflect increased expert or other costs due to inflation, or take into account agency expenditure flexibility.

## **I. Work Plan**

Annex 1 gives the main milestone dates for the project and Table 1 shows a tentative work plan for the first twelve months. The National Project Co-ordinator in consultation with UNESCO prepares the detailed work plan for all the objectives, outputs and activities.

Annex 2 . It will be revised upon signature of the project document.

#### **J. Budgets**

The following budget sheets are attached:

- Project Budget.

**DEVELOPMENT OF CURRICULA FOR HIGHER VOCATIONAL INSTITUTES  
Project Budget**

SBLN	Description	Total	2006	2007
<b>10</b>	<b>Personnel</b>			
<b>11</b>	<b>International Consultants</b>			
11-51/60	Curriculum Development Consultants (1-10)	62,000	50,000	12,000
11-61	Curriculum Consultants (Team Leader)	24,000	14,000	10,000
11-62/72	Curriculum Evaluation Consultants (1-10)	35,000		35,000
11-73	Planning Consultant	10,000	10,000	
11-97	Hotel management Consultants (1-6)	53,000	48,000	5,000
11-99	Line Total	184,000	122,000	62,000
<b>16</b>	<b>Missions Costs</b>			
16.01/03	Missions	8,000	5,000	3,000
16-99	Line Total	8,000	5,000	3,000
<b>17</b>	<b>National Professional</b>			
17.01	National Consultants	106,000	84,000	22,000
	Admin. Staff	7,000	5,000	2,000
17.99	Line Total	113,000	89,000	24,000
<b>19</b>	<b>Project Personnel Total</b>	<b>305,000</b>	<b>216,000</b>	<b>89,000</b>
<b>20</b>	<b>Contracts</b>			
21	Contract A (premises)	3,000	3,000	
22	Contract B (food)	20,000	20,000	
<b>29</b>	<b>Subcontracts Total</b>	<b>23,000</b>	<b>23,000</b>	<b>0</b>
<b>30</b>	<b>Training</b>			
<b>39</b>	<b>Training Total</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>40</b>	<b>Equipment &amp; Supplies</b>	<b>5,000</b>	<b>5,000</b>	
<b>45</b>	<b>Equipment</b>			
45-01				
45-99	Line Total	5,000	5,000	0
<b>49</b>	<b>Equipment Total</b>	<b>5,000</b>	<b>5,000</b>	<b>0</b>
<b>51</b>	<b>Miscellaneous</b>			
52	Reporting Costs	3,000	1,000	2,000
	Accommodation + food	15,000	15,000	
	Line Total	18,000	16,000	2,000
<b>53</b>	<b>Sundries</b>			
53-01	Sundries	3,000	2,000	1,000
53-02	Implementation Support Services	6,000	5,000	1,000
53-03	Adjustments			
53-99	Line Total	9,000	7,000	2,000
59	Miscellaneous Total	27,000	23,000	4,000
<b>99</b>	<b>Budget Total</b>	<b>360,000</b>	<b>267,000</b>	<b>93,000</b>
<b>101</b>	<b>Government Cost-sharing</b>	<b>360,000</b>	<b>267,000</b>	<b>93,000</b>
<b>101-99</b>	<b>Line Total</b>	<b>360,000</b>	<b>267,000</b>	<b>93,000</b>
	AOS(10%)	36,000	26,700	9,300
	Grand Total	396,000	293,700	102,300

## ANNEXES

### **Annex I**      **Work Plan**

January 2006	Assignment of National Project Co-ordinator as early as possible Detailed Work Plan Developed and agreed with UNESCO and UNDP
January 2006	National Committees formed to prepare draft curricula for new group of disciplines.
April 2006	Curriculum Review Workshop held in Tripoli for two weeks
May 2006	Feedback gathered on the implementation of curricula of first group of disciplines.
July 2007	Curriculum Evaluation Workshop held in Tripoli for one week. the
September 2007	Preparation of Terminal Report
October 2007	Visit of external Evaluator.
October 2007	Tripartite Review.
December 2007	Project closes Tripartite Review

## **Annex II Terms of Reference for Consultants**

### **II.1 Terms of Reference for International Consultants**

1. Review the proposed curricula (Arabic/English) in his field of specialization for HVIs in Hospitality Management, Tourism, Health Sciences, Health and Safety, Agriculture, Applied Arts and Media Design, Water Resources Treatment and Extraction and submit an initial report on their content and suitability to the level of study in comparison with similar standards in other countries. The comments should be completed within 2 weeks and sent to UNESCO and SMEVT.
2. Attend the workshop to be held in Tripoli for 1-2 weeks to carry out in-depth review of the curriculum in his field of expertise with Libyan experts. At the end of workshop, the detailed curriculum including content distribution per week for the theoretical and practical parts, outline guidance for teachers, evaluation and assessment of students to be finalized.
3. Submit a report to UNESCO and the Secretariat of Manpower and Training containing his/her recommendations for implementation of curriculum, suggestions and other comments.

### **II.2 Terms of Reference for UNESCO Coordinator (Team Leader)**

1. Participate in the recruitment of suitable consultants for the various disciplines/specializations.
2. Act as a consultant in his own field of specialization or competence as given above.
3. Liaise between UNESCO/SMT/consultants to ensure that the proposed curriculum is received for evaluation and co-ordinate the provision of information to help the experts to carry out their review speedily.
4. Co-ordinate the various activities in the preparation for the workshop in Tripoli.
5. Co-ordinate the work of the team of international consultants in Tripoli with national counterparts to ensure the smooth and fruitful conclusion of the workshop.
6. Submit a final report to UNESCO/ SMT on the overall review of the curriculum.
7. The Team leader should be assigned and commence work as soon as the Agreement is signed between UNDP, UNESCO and SMT, his assignment for the duration of the project activities outlined in Section C: Objective 1, (expected to be for 4 months).

### **II.2 Terms of Reference for Planning and Co-ordinating Consultant**

1. Assist the National Project Co-ordinator in the preparation of the first detailed work plan, including all the activities, at the start of the project.
2. Make regular visits to assist in the development and refinement of the annual work plans for the later stages of the project.
3. Help in the regular evaluation of the progress made in the implementation of the project.
4. Assist in the preparation for budget revisions to meet the changing situation in implementation.

**Table 1: Objectives, Outputs and Monitoring Indicators**  
**Project Document Number: LJB/05/001**

**Revision: A**

Objectives and outputs		Monitoring indicators for objectives and outputs	
Code	Description	Year 1	Year 2
T01	Revise curricula for Hospitality, Hotel Management, Tourism, Optometry, Health Science, Health and Vocational Safety , Agriculture, Applied Arts and Media Design, and Water Treatment and Extraction for HVIs.		
<b>Outputs</b>			
01	Assign national review committees to prepare curricula.	Committees Assigned	Completed
02	Prepare English translation of proposed curricula	Translations	Completed
03	Recruit international consultants in the specific fields	Consultants Recruited	Completed
04	Send proposed curricula to international consultants for review.	Reviews received	Completed
05	Organise Curriculum Review Workshop for two week in	Workshop organised	Completed
06	Prepare final version of the curricula	Final Documents Ready	Completed
T02	Evaluate the implementation of the New Curricula for HVIs in mechanical, electrical, construction, marine fisheries, computer technology and textile technology and make adjustments.		
<b>Outputs</b>			
01	Collect feedback from HVIs on new curricula over first year.	Feedback Collected	Completed
02	Analyse feedback by the national committees.		Feedback Analysed
03	Recruit international consultants for evaluation of feedback		Completed
04	Organise a workshop for to review feedback and make adjustments		Consultants Recruited
05	Revised documents prepared and distributed to HVIs	D	Completed
			Workshop Organised
			Completed
			Documents Ready
			Completed

**Table 2: Tentative Work Plan for the first 12 months**

		Project Document Number: LIB/05/000												Revision: A			
Objective Output Activities		01/06	02/06	03/06	04/06	05/06	06/06	07/06	08/06	09/06	10/06	11/06	12/06				
<b>1</b>	<b>Revise curricula for New Disciplines for HVIs.</b>																
1.1	Assign national committees to prepare curricula.																
1.2	Prepare English translation of proposed curricula																
1.3	Recruit international consultants in the specific fields																
1.4	Send proposed curricula to international consultants for review.																
1.5	Organise Curriculum Review Workshop for two week in Tripoli																
1.6	Prepare final version of the curricula																
<b>2</b>	<b>Evaluate implementation of the New Curricula for HVIs in mechanical, electrical, construction, etc.</b>																
2.1	Collect feedback from HVIs on new curricula over first year.																
2.2	Analyse feedback by the national committees.																
2.3	Recruit international consultants for evaluation of feedback																
2.4	Organise workshops for to review feedback																
2.5	Revised documents prepared and distributed to HVIs																