

Analytical Study of the Libyan Labour Market Environment

دراسة تحليلية لبيئة سوق العمل الليبي

د. زكريا عبدالله العوكلي. استاذ مساعد بقسم التخطيط. كلية الآداب. جامعة عمر المختار بالبيضاء.

د. مسعود عبدالله الدعوب. أستاذ مشارك بقسم التخطيط. كلية الآداب. جامعة عمر المختار بالبيضاء.

Dr: Zakaria A. Al-Awkali. Assistant Professor, Department of Planning. college of Literature. Omar Al-Mukhtar University in Al-Bayda.

Email: abdullazakarya85@gmail.com.

Dr: Masoud A. Daoub. Associate Professor, Department of Planning. college of Literature. Omar Mukhtar University in Al-Bayda.

Email: masouddaoub@yahoo.com.

المخلص: تمت صياغة السؤال الرئيسي لهذه الدراسة على النحو الآتي: كيف يمكن تكييف تقنية دلفاي لفهم و تحليل سوق العمل في ليبيا؟، و تم إجراء الدراسة عن طريق جمع و تحليل المصادر الأولية و الثانوية حول دراسة حالة سوق العمل في ليبيا. تضمنت عملية جمع البيانات التجريبية تطبيق تقنية دلفاي لتطوير سيناريوهات مستقبلية باستخدام لجنة من الخبراء. و لقد أحدث هذا النشاط سؤالاً بحثياً رئيسياً أخيراً: ما هي الاستراتيجيات و السيناريوهات الممكنة لتنمية سوق العمل الليبي؟. و عبر تطبيق تقنية دلفاي تتم وضع أربع استراتيجيات محتملة لسوق العمل؛ هي: البقاء، الدفاع، إعادة التوجيه، و الاستراتيجية الشمولية. كما تم بناء ثلاثة أنواع من السيناريوهات - متفائلة و ممكنة و متشائمة - من أجل تنمية سوق العمل الليبي.

الكلمات الداله: التحليل، البيئة، سوق العمل الليبي.

Abstract:

The main questions of this research are formulated as: In how can the Delphi Technique be adapted to understanding and analysis of the Libyan labour market?. The research was conducted by collecting and analysing primary and secondary sources on Libyan labour market. The empirical data collection comprised the application of the Delphi Technique to develop future scenarios using a panel of experts. The latter activity generated a final key research question: what are the possible strategies and scenarios for the development of Libyan labour market?. The evidence gathered for this research suggests that labour market (LM) has many factors of weakness and threats, that in turn constitutes an element of instability in Libyan labour market. The Delphi Technique was used to build four strategies -survival , reorientation, defensive and radical strategy-; and in the light of the strategies for Libyan labour market three scenarios - optimistic, possible and pessimistic - have been built.

Key words: analysis, environment, Libyan labor market

Introduction:

Firstly: Statement of the problem: In Libya, since the 1960s and 1970s until now the major bottleneck of socio-economic development is the shortage of skilled and semi-skilled national labour force. As Mogassbi (1984, p. 6) has written: "The discovery and exportation of oil has caused Libya to accumulate a super-abundance of money while experiencing a shortage of skilled and semi-skilled workforce. In fact, trained workforce is the most decisive resource limiting Libya's current rate of socio-economic development". Moreover, the fundamental problems facing the Libyan educational system lie in the weak relationship between it and the society. so there is lack of balance between the outputs of educational system on the one hand and LM needs on the other. In this case three matters emerge that require urgent investigation:

- 1) The ability of Libyan educational system to meet the skills needs of the Libyan LM in a rapidly changing context.
- 2) The ability of the Libyan LM to absorb Libyan educational system skills.
- 3) The development of methods that will facilitate educational planning in the context of the Libyan situation.

Here, can be submitted four different scenarios that may explain the relationship between Libyan educational system outputs and the Libyan LM:

- I) The Libyan LM is capable of absorbing all the outputs of the Libyan educational system.
- II) The Libyan LM is sound but the Libyan educational system outputs are unsuitable for the requirements of that market.
- III) The Libyan LM is incapable of absorbing the Libyan educational system outputs in spite their fitness to the economic and social development needs.
- IV) The Libyan LM is incapable of absorbing the Libyan educational system outputs.

With regard to the second and third conceptions, these may exist in most countries, especially those in the developing countries. Also within these two conceptions there are a group of simulation and difference. The extreme cases mentioned in the first and fourth conceptions are intended to reveal the full extent of the possibilities in the relationship between the LM and the educational system outputs and to broaden the analysis. This means that Libyan LM could not be capable of absorbing all the outputs of the Libyan educational system at the same time. It is difficulty to study the educational system in Libya as a whole, so this research will be focus on the outcomes of higher education, because it is the most category entering to the labor market.

Secondly: Research questions: This study will investigate the following research questions:

1. How can the Delphi Technique be adapted to understanding and analysis of the Libyan labour market?
2. What are the possible strategies and scenarios for the development of Libyan labour market?

Thirdly: Libyan Labour Market: Through an examination of economically active Libyan population (15-64) by sectors of economic activity, by the general population census from 1954 to 2006, can be noted that:

1. It is possible to see that the public services sector was the largest sector. Where the proportion of workers in this category ranged between 21.31% in 1964 and 64.85% in 1984, including in 1954 this proportion was 46.2% and in 1973 it was 37.4%, in 1995 it was 56.06%. Afterwards in 2006 this proportion increased to 63.63%;
2. the mining and quarrying sector was the smaller sector - where the proportion of workers in this sector 1954 did not exceed 0.07% of the total. At its highest in 1964 this sector accounted for 3.29%, and in 1973 this proportion was 2.09%. In 1984 this proportion becomes 1.68%, while this proportion was in 1995 about 2.17%. In 2006 this proportion was 2.55% -, in terms of size of force labour, which absorbed;
3. In the same context, the low participation of women in the labour force should be noted. For instance, in 1954 the proportion of women was 47.8% of the total economically active population, while it had fallen to back 4.6% in 1964. Afterwards in 1973 this proportion increased to 6.7%, and then again increased in 1985 to reach 13.3%. In 1995 women accounted for 19.6%, while in 2006 it rose to reach 29.1%;

While forecasts cannot predict the future precisely, they can signal trends and complement other LM information. In the same context, with no clear long term trend the extent of this variation in ratios from year to year can be ascribed to several factors, including:

- I. Low rate of illiteracy among males due to continuous improvement in education;
- II. Increased reliance on the oil industry since 1959, which has led to emerge of new jobs and new skills;
- III. Volatility in the rates of dependence on foreign labour due to instability in Libyan development plans.

The data mentioned above can point to sectors that may need more attention and highlight sectors where need to know more about change education and training or career paths etc. However, this data demonstrates a very important point: it is the size of each sector in economic activity as measured by the size of the labour force in those sectors; this provides a particular view of the LM needs. Furthermore this baseline data and understanding of the structure of the labour force can be fed into the later stages of the presented in this research, in particular the planning and building of scenarios for the Libyan LM that are consistent with the size of each sector and its aims.

Evidently, the population of Libya shares a number of similar characteristics with other Arab oil exporting countries in regards to labour force. These characteristics were summarised as follows by the ILO (1979, p. 17) more than 40 years ago, but still hold true to a large extent:

- ▶ The supply of indigenous labour is unusually small not only because of the smallness of the population, but also, because of the absence of women from the labour force.
- ▶ The youthfulness of the population.
- ▶ The increased number of students in secondary and higher education.

Finally, through the analysis of some of the laws and decisions on Libyan education system and Libyan LM, the relationship between the stages of the educational system and the LM in Libya can be identified. This results in a conceptualisation of the Libyan education system consisting of three stages - The basic education, secondary and higher education -, each stage leading to the next stage or to the LM. With the observation that basic education does not lead to the LM, but leads only to the secondary school.

Section One: Building and application Delphi questionnaire:

Fundamentally, Delphi Technique appears to be a straightforward approach to doing research in the area of forecasting and for building consensus. Researchers, at first glance, think of Delphi as a simple technique that can be done easily. However, one must carefully consider the problems associated with Delphi before designing a Delphi study (Yousuf, 2007). In order to reduce the impact of the disadvantages of the Delphi Technique, the following protocols were used:

- 1) Researchers ensures that all the community is proportionately sampled.
- 2) Researchers edits the results into a manageable summary of items presented in random order. Prepare the next questionnaire in an appropriate format for rating or ranking.
- 3) Each member rates or ranks each item for the final time, in the light of the emerging pattern of group consensus and the reasons for dissent.
- 4) The results of questionnaire are tabulated and presented as the final statement of group consensus.

One of the disadvantages of the Delphi Technique is that it can be time consuming. But there are some researchers such as Weaver (1972), Dalkey and Rourke (1971), Yousuf (2007) and Shehata (2006) who argue that certain steps need to be taken to conduct a successful Delphi Technique, as Table (1) show:

Table (1)
Steps of Delphi technique

N	First Step	Second Step	Third Step	Final report
	Choose questions and build questionnaire	Receive responses to first set of reformulated responses	Receive responses to second set of reformulated responses	Receive responses to third set of reformulated responses
	Choose a panel of experts' and contact them to get their consent	Analysis and reformulate responses	Analysis and reformulate responses	analyze and formulate responses
	Supply the panel with questions	Feed reformulated responses back out to the same panel	Feed reformulated responses back out to the same panel	Write final report

Source: Authors Survey.

Section Two: Initial SWOT matrix of labour market (LM):

Based on an analysis of LM initial SWOT matrix, a range of factors were found two main factors - factors related to workers and factors related to the administration - related to internal environment (strengths, weaknesses), as the table (2) shown:

Table (2)
Factors related to internal environment Libyan LM

<i>Internal factors</i>	<i>Strengths</i>	<i>Weakness</i>
FRW	high level of human relations within the LM. high cultural level of the workforce.	the workforce does not have the skills different from additional skills requested for work routine. the higher education graduates do not know how to deal with information technology and computer and how to apply the workplace. lack of knowledge of digital information systems. low of behaviour of graduates at the LM due to lack of their job satisfaction. low of workforce productivity. inability to work collaboratively within a group because of lack of their communication skills. confusion between the concepts of competition and teamwork among graduates.
FRA	there is specialization and division of labour within the economic sectors. understanding delegation of authority by the director to his subordinate.	the lack of continuous assessment and follow-up in order to achieve human development. there are no specific criteria for measuring the performance of workers or companies and factories. Weak training courses and inability to provide continuing education. Weak institutional environment within the public sector. the low level of leadership behaviours among the managers. the absence of the concepts of career commitment, competition, and excellence in the LLM. lack of clarity in the structure of the LM and the ways in which control the flow of its work. poor decision-making capacity of the administrators as well as personnel.

Source: Authors Survey

Acronyms: Factors Related to Worker (**FRW**), Factors Related to the Administration (**FRA**).

Through the data contained in Table (2) it can be observed that there are four factors of strength in the internal environment of LM as follows:

1. There is specialization and division of labour within the economic sectors (FRA): This result is not consistent with the findings of the Council of General Planning (2004) when said: There are organizational problems that have affected on the performance of administration and the effectiveness of management such as: Lack of attention to building the realistic of organizational structures for specialization of labour, and weak functional classification that reflects the actual size of the work, and weak performance standards, also the absence of objective criteria for public office, and weakness the programmes of material and moral stimulus.

2. High level of human relations within the LM (FRW): Conversely, this result is not consistent with the findings of the Alarabi and Alakechlan (2009, p. 101), where they stressed: "Employees do not seek to influence the decisions of the group because of lack of advanced preparation and surprise and fear of the unknown and uncertainty. Also, low level of human relations in the organization". However, there is need to return to study the way in which workers interact each other in the workplace and different working conditions.
3. Understanding delegation of authority by the director to his subordinate (FRA): Although this result was not supported by any Libyan researcher or writer. But, ECF (2003, p: 31) has remarked: "...public sector institutions have been afflicted by problems of corruption, nepotism, inefficiency, poor coordination, poor management and institutional capacity, non-existent salary policies and political interference...".
4. High cultural level of the workforce (SCF): This result does not agree with the recommendation made by Salem (2006) - in his study about the reality of higher education in Libya and its impact on the workforce - when he said: We need to address the educational situation of the Libyan workforce through eliminating illiteracy and low qualifications of the Libyan workforce. In most cases, the culture intersects in various ways to create an innovative capability. Innovation requires workers to be able to generate new ideas. So, the role of culture is enabling and encourages innovation and gets rid of the mistakes before they pose a threat to the workflow.

There are thirteen factors of weakness in the internal environment of LM, which can be discussion as following:

1. The workforce does not have the skills different from traditional skills requested for work routine. (FRW): As Alhadi (2006, p: 401) has stressed: "The higher education is drive by supply rather than demand, and there is emphasis on quantity rather than quality, also weakness of the higher education system response to the LM needs, which led to a shortage of skills and increasing unemployment rates".

Apart from this, the result does not agree with the findings of the Ismail, Awang and Siang (2010) - in their study about the determinants of workers' competitiveness in Malaysian information and communication technology sector - when they have pointed out: That workers' competitiveness index in the ICT sector is quite high with 42.9 percent achieve a high level and 50.8 per cent achieve a moderate level. Nevertheless, there are 4.9 percent of the respondents are still at the low level of competitiveness index and only 1.4 percent of the respondents are at the high level.

2. The lack of continuous assessment and follow-up in order to achieve human development (FRA), and no specific criteria for measuring the performance of workers or companies and factories (CF). Indeed, this result has been supported by El-Deruish and Salem (2006) when they recommended: It has become necessary to adopt a sophisticated system to assess performance, because the adoption of process control and evaluation in Libya on the follow-up reports are no longer sufficient Therefore recommends that researchers need to pay attention to the development and planning systems, supervision systems and evaluation systems of performance in the organizations of the business and general administrative units.
3. The HE graduates do not know how to deal with information technology and computers, and have to application at the workplace (FRW), and lack of knowledge of digital information systems (FRW). This result has not been supported by any Libyan writer or researcher, but as discussed previously Elmograbi (2006, p. 170) has recommended: "The staff must be highly qualified, have high skills, high ambitions, knowledge and use the technology and organizational and administrative capacity". In contrast, El-Duaibi (2002, p. 8) has confirmed that what is needed is: "Work on the development of education systems and vocational training in order to respond to all the developments of globalization, IT and electronic communication techniques". Today, all employees should know how to use information technology because most businesses are managed with modern methods, especially in countries where population is relatively small.

4. Weak training courses and inability to provide continuing education. (FRA): As Belhaj and Karoash (2004, p. 29) agreed: "In fact, the most of the teacher training during work programmes are traditional in its structure and tactics and free of any strategy for the renewal or innovation". In 2003 the National HDR has said: should be use of advanced technology and offering high quality training programmes in order to improvement of workforce competitiveness.
 5. Weak institutional environment within the public sector (FRA): Because of this the WB (2006, p. 11) has stressed that: "Inadequate mechanisms to help workers cope with change restrict entrepreneurship and the adaptability of workers. The inadequacies can also increase resistance to reforms that would benefit society as a whole".
 6. The low level of leadership behaviours among the managers (FRA): This result was supported by Elashag (2005, p. 34) when he said: "The study revealed no changes in the management system, bureaucracy, lack of managerial efficiency and corruption were the direct cause of the lag of the Libyan industrial sector". In fact, in most developing countries, public institutions are synonymous with poor quality services, corruption and inefficiency because of over-centralisation of power, lack of media freedom to expose scandals, the impunity of well-connected officials and an absence of transparency in public fund management.
 7. Low of behaviour of graduates at the LM due to a lack of job satisfaction (FRW): That when employees succeed it is often because they have combination of behavioural competencies and technical skills. This is supported by the WB which wrote in 2007: "Behavioural skills, developed from a very early age through late youth, have long-lasting effects on schooling, work, and social outcomes. They incorporate many traits, including motivation, persistence, self-discipline, self-confidence, and the ability to weigh options and come to a decision (decision-making skills). They also include social skills, such as teamwork and the ability to negotiate conflict and to resist peer pressure". (WB, 2007, p, 72)
- In addition to considering the technical skills and experience, it is also necessary to think what behaviours, knowledge and factors will be necessary for success, which may include appreciating social responsibility by developing positive relationships, and sustainability through planning how to achieve work and personal aims, also humanity and ethical considerations through taking personal responsibility to resolve problems and integrity and ethics in judgement about work and organisational issues.
8. Low workforce productivity (FRW): As Shinib (2001, p. 236) stated: "There is no awareness among workers and most supervisors about the concept of quality and its impact on productivity at the factory". Productivity is one of the most important issues in both developed and developing countries. It is very important to know factors negatively affecting labour productivity. Enshassi, et al (2007, p. 245) - in their study about the factors affecting labour productivity in building projects - have said: "The analysis of 45 factors considered in a survey indicates that the main factors negatively affecting labour productivity are: material shortage, lack of labour experience, lack of labour surveillance, misunderstandings between labour and superintendent, and drawings and specification alteration during execution".
 9. Inability to work collaboratively within a group, because of a lack of communication skills. (FRW): This result has been corroborated by Alarabi and Alakechlan (2009) where they are writing about working relations in Yemen, Guznov (2009) has also stressed the importance of cooperation between teamwork members. Furthermore, Elmograbi (2006, p. 169) stressed suggested: "... The content of higher education must be based on an environment of political, social and economic development through training programmes that facilitate improved human relations and effective communication".

In contrast, in 2006 Glio and Abulifa have talked about a new standard needed to measure the efficiency of Libyan graduates professional skills, which require them to possess efficacy and technical competence. On the basis of the researcher's personal experience and direct observations during the work in one Libyan university since 2000 to 2006 -, unfortunately, in Libya there is no standard to measure the learning and skills acquired

during the programme to know the abilities of students to successfully enter the LM. Consequently, new national standard is needed.

10. Confusion between the concepts of competition and teamwork among graduates (FRW): As Ettalhi (2002) has noted about Libya's LM: Criteria for promotion and improvement of financial conditions ... often entice new entrants to the labour market more than diligence to acquire the ability to practice the profession. In fact, will remain a tendency for private initiative in the context of the individual nature or family or limited community is the dominant feature of economic activity in our country, and we saw that this did not represent an obstacle to economic development but it needs to reflect and take into account the current policies.

Tarricone and Luca (2002) have confirmed that: the teamwork help to promote deep learning that occurs through interaction, problem solving, dialogue, cooperation and collaboration. Moreover, it is a "healthy thing" to discuss problems or difficult issues and try to offer constructive help/criticism in trying to resolve these problems. In contrast, competition is an inevitable part of relationships among graduates/workers. Whilst competition can helps graduates/workers to learn and grow If they understand the meaning of competition and teamwork correctly, unhealthy levels can be harmful if competition taken the form of conflict. Unhealthy competition can lead to social, behavioural and technical problems for graduates/workers.

- 11. The absence of the concepts of career commitment, competition, and excellence in the LLM (FRA):** This result has not been stated by any writer or researcher about Libya, but Maeh (1989, p. 5) says: "In discussing employee commitment, the term personal investment comes to mind since it seems to suggest the kind of personal involvement needed in an effective organization. And essentially two things are meant by that term. First, the term implies a certain personal identification which involves loyalty-staying with the organization through thick and thin. Second, the term implies a willingness to put forth one's best efforts in making the organization work".
- 12. Lack of clarity in the structure of the LM and the ways in which the flow of its work is controlled. (FRA):** This result has not been stated by any writer or researcher about Libya. Obviously, there is a lack of clarity in the structure of the Libyan economy generally and the LM in particular, because of the dependence on oil as the main source of income, this creates a problem in the distribution of employment and the characteristics of the employment between the different sectors.

Where the oil still constitutes the main source of income denominated in foreign currencies, where the income from oil exports is greater than 95% of the total income in the Libyan economy. Even if we focused on non-oil gross domestic product (GDP) only, will find that the contribution of agriculture and industry together, exceed in the best cases 15% of the non-oil GDP (Abusnina, 2002). As Mirza (2002, p. 8) has stressed that: "The issue of restructuring, economic regeneration and a commitment to World Trade Organization (WTO) rules is not enough to create the economic structure can continue in the performance. Also, the continuation of the economic structure and employment structure Existing lead to increased dependence on oil".

- 13. Poor decision-making capacity of the administrators as well as personnel (CF):** This result is consistent with the findings of the a report by the Libyan Council of General Planning [the body responsible for drawing up the plans and policies] - In their report about prospects for development and administrative development- they suggested that there is: "A need to focus on development of the administrative leaders. On the grounds that they are a tool to develop the administrative apparatus, they are also responsible for implementing decisions and strategies. Therefore, it is necessary to focus on training them and developing their behavioural skills and development of the ethical and behavioural standards of the occupants of leadership positions". (Council of General Planning, 2004, p: 5)

Actually, that the weakness of the ability to make decisions among administrators and workers maybe due to used the highly centralized to public sector management, by the early 1970s Libyan's resource allocation and personnel administration systems were highly centralized and rule-oriented. In fact, the proliferation of controls actually sowed the seeds of its own malfunctioning. Consequently, the system was failing to control the use of publicly of Libyan financial and human resources yet. In contrast, employees do not have an ability to take

decisions especially with some cases, which require direct action to resolve it. And this may be due to laws and regulations governing the work, which characterized by highly centralized, or lack of training and experience.

Based on an analysis of LM initial SWOT matrix, a range of factors were found four main factors - economic factors, political factors, competitive factors and social and cultural factors - related to external environment (threats, opportunities), as the table (3) shown:

Table (3)
Factors related to external environment Libyan LM

External factors	Opportunities	Threats
EF	There is large private capital and free to work in the Libyan LM.	Linking the wages and bonuses with position functional rather than linked to performance. Incentives and rewards are low within different business sectors. Scarcity of research centres dealing with the development of human resources. The imbalance in the distribution of public spending between economic sectors.
PF	The laws and regulations prevailing are more effective for convince investors and companies to invest in Libya.	Weakness of labour unions. The absence of laws regulating the relationship between workers and employers. The absence of clear strategies to develop the LM. There is no stability at the LM institutions.
CF	Low level of use of foreign labour.	Stability of the LM of rapid change in order to follow global changes. There is no diversification of the structure of the Libyan economy in order to ensure sustainability in the development process. Lack of attention to changes that occur in the work environment.
SCF	Low level of use of foreign labour.	Increasing influence of social values on the values of work, which limit of the accountability functional.

Source: Authors Survey

Acronyms: Economic Factors (**EF**), Political Factors (**PF**), Competitive Factors (**CF**), Social and Cultural Factors (**SCF**),.

Apart from this, the LM opportunities identified by the expert panel in the Delphi Technique phase of the study include some elements, which can be discussed as follows:

1. There is large private capital and free to work in the LLM (EF).
2. The laws and regulations prevailing are more effective for convince investors and companies to invest in Libya (PF).

Evidently, these results (1 and 2) from the Delphi Technique process are not consistent with the findings of the El-Juhaimi, (2002) - in his study about the identity of the Libyan economy and the task of planning -, where he stressed that: With the exception of the oil sector, there is no significant investment although Libya has developed laws that support foreign investment. In addition, the weak Libyan private sector is a result of its weak financial possibilities and laws regulating it, the outcome so far is very modest and apparently it will not help to diversify the national economy. In contrast, these results have not agreed with the recommendation made by Al-Maury (2006, p. 118) when he said: "We need to lift administrative constraints and modify legislation that restricts the ability of local capital to move functional and geographical to invest in the labour market in Libya".

3. Low level of use of foreign labour (CF): Although this result was not supported by any Libyan researcher or writer, but it is consistent with the demographic changes, where the available statistics suggest that the country has gone through periods of growth and stagnation in the foreign labour population, most recently the data suggest a stagnation. In contrast, according to El-Ziny (2002) during the period from 1981 to 1985 the employment opportunities for Libyans amounted to 167,200 jobs, while declined opportunities to non-Libyans to reach about 85800 jobs. In fact, the sharp fall in the non-Libyan growth rate maybe due to the education, agriculture and health sectors have decided to dispense with non-Libyan employment where most of them were working.

In the same context, the Delphi Technique panel surveys resulted in a number of the LM threats being identified. These include following elements:

1. Linking the wages and bonuses with position functional rather than linked to performance (EF), and incentives and rewards are low within different business sectors (EF).
 About this result, the BTI (2010) has noted: "...although at the beginning of 2007 some public sector salaries were increased by 110% and petroleum sector salaries to 275% ..., civil servants are forced to take second jobs or find other ways of earning money. This suggests that there have been recent improvements in the incentives offered to employees. However, Ismail and Halim (2008, p. 20) have confirmed: "The majority of the employees perceive that their pay structures and levels are appropriately allocated based on the pay distribution rules, and this may increase their feelings of distributive justice. As a result, it may lead to increased job commitment within the organization, also, they said: in terms of pay allocation rules, the type, level and/or amount of pay for high performers need to be revised according to current market and organizational changes. This adjustment will help employees to meet their expectations, standard of living and status in society, thus leading them to be more proactive and productive in the workplace".
2. Scarcity of research centres dealing with the development of human resources (EF): In Libya until 2002 there were 20 research centres and within these centres there was not centre to deal with the development of human resources. There is therefore no Libyan based substantial body of research on human resources issues in the Libyan economy. (El-Hawat, 2003)
3. The imbalance in the distribution of public spending between economic sectors (EF): this result has not been supported by available research on the Libyan economy. However, this seems clear from the distribution of general budget expenditure where disparities can be observed in the distribution of public expenditure between economic sectors, as Central Bank of Libya (2007) pointed: In 2007, the size of the overall public budget 322446 million Libyan dinars [Libyan Pound], allocated towards 2.5% to defence sector and 3.3% to the project of the Manmade River, whereas 67.4% to the General People's Committee, taking into account that the General People's Committee is made up of about 30 ministry and general authority.
4. Weakness of labour unions (PF), and absence of laws regulating the relationship between workers and employers (PF). Immediately after the military coup in 01/09/1969 led by the Gaddafi against King Idris - the king of Libyan Kingdom -, the role that labour unions, professional syndicates, and other organized interest groups would play in the new society was in doubt. For example: in 4/11/1969 Gaddafi - in his speech in Tripoli - stated: "There will be no labour unions ..., there may be certain labour organizations, but only for ordinary administrative duties" (Libyan TV, 1969). In the same context, since 1972 the strikes have been prohibited (The Revolutionary Command Council, 1972). So, there is no Libyan researcher or writer has been supported this results.
 Since 2nd March 1977 the General People's Congress emphasized that political activity was to be solely within the purview of popular congresses - units of local government - after that labour and other associations performed only administrative duties pertaining to the occupations or non-political activities of their members (General People's Congress, 1977). Although Libyan labour unions did not have a real political role similar to that such unions play in the Western countries, but in the mid-1980s, there were some separate syndicates existed for labour, teachers, engineers, physicians, lawyers, and other professionals.
5. The absence of clear strategies to develop the LM (PF): From this result it seems there are not clear strategies in Libya for investment in human resource development, employment creation. As Mirza (2002, p. 3) has supported this result - in his study about the formation of the identity of the Libyan economy "Strategic options" - when he reminded: "The economic policy-makers have stressed on the need for withdrawal of the state of many economic activities, and give opportunity to the private sector to work. But, the frames that were found were not enough, or not applied correctly". Under those circumstances, the key aims of such strategies should be to improved working conditions, encouraging geographical mobility and forecasting of future occupational requirements.
6. There is no stability at the Libyan LM institutions (PF): this result has been supported by Mniena (2001) - in her study about the effect of structural and administrative changes on higher education policies in Libya -, Theeb (2009) - in his study about development of a model for implementation of strategic change management in Libyan

higher education - and El-Atrash (2002) when he stressed that variety of reasons and factors have contributed to deepening the structural imbalances and instability of the Libyan economy such as the inefficiency of many institutions, companies and public service units, and frequent interventions in their work, also lack of administrative stability due to mergers and cancellation.

In the same context the frequent and incoherent structural and administrative changes have affected adversely the stability of the Libyan LM institutions and their ability to design and implement policies. In contrast, from the perspective of improving the stability at the Libyan LM institutions, knowing what are the factors causing instability and develop the stability index as a measure of LM activity -because instability drives the economy towards no equilibrium and unemployment-, the independent studies needed to verify all of these factors.

7. Inability of the LM of rapid change in order to follow global changes (CF): In fact, this result has not been supported by any Libyan researcher or writer, but Arpaia and Mourre (2005) have stressed that: Among both policy makers and academics, there is a growing consensus on the need to adapt labour market institutions to the changing structure of markets and to the more rapid path of technological progress. Because of the complexity of labour market problems, one-size-fits all approach appear as unrealistic. Nevertheless, as underlined by the selective review of the literature in this paper, some elements are common to most of the successful reform strategies.

More recently, trends in economic development patterns in both industrialized and developing countries are bringing profound changes in labour markets. Such trends reflect the complex inter-play of a wide range of economic, social and demographic factors alongside developments technology that the successful reform strategies must be taken into account to provide the needed infrastructure for developing of the human resources.

8. There is no diversification of the structure of the Libyan economy in order to ensure sustainability in the development process (CF): This result has agreed with the Salem (2006, p. 199) result's when he pointed: "55% of the economic activity of the labour force is concentrated in the area of public services, social, cultural and personal".

Fundamentally, the diversification of the structure of the Libyan economy holds great potential to increase Libyan's economy resilience and would contribute to achieving and sustaining long term economic growth. As the OECD and United Nations (2010, p. 3) - in their study about: Economic diversification in Africa: a review of selected countries - have confirmed that: "Broadly-based economies, active in a wide range of sectors, and firmly integrated into their regions, are better able to generate robust growth and sustainable growth. However, the expansion of activities in underdeveloped sectors, or indeed the development of new activities, is a significant challenge and requires a combined effort by African governments, the private sector and the international community".

9. Lack of attention to changes that occur in the work environment (CF): In fact, this result has not been supported by any Libyan researcher or writer, but the WAG (2007, p. 1) has confirmed on: "The modern economy will increasingly depend on improving and updating individuals' skills so that they can remain and compete in the LM. It is therefore essential that we build a society and workforce that are adaptable, motivated and highly skilled".

In indeed, this seems obvious because the companies and institutions in Libya are still using old methods and techniques in the conduct of work. Where it was noted, the Libyan companies or institutions did not use capital-intensive technology.

10. Increasing influence of social values on the values of work, which limit of the accountability functional. (SCF): Al-Maury (2006, p. 119) has confirmed on: "Reduce the impact of negative social factors on the relationship between the outputs of higher education and the labour market such as: the restrictions imposed on women and the negatives caused by tribal affiliation or family". Moreover, the tribal affiliations or family in Libya are adversely affecting the accountability functional and weaken the possibilities of control and evaluation.

To conclude, as discussed elsewhere, there were eight factors of strength and nine factors of weakness in the internal environment of higher education. On the other hand, there were four opportunities and thirteen threats related to the external environment of higher education. In the same context, there were four factors of strength

and fifteen factors of weakness in the internal environment of LM. Also, three opportunities and twelve threats related to the external environment of LM. The administration is more weakness side in the internal environment of higher education, because it did not possess any of the possible elements that supported while suffering where it has many weakness factors. On the other hand, the side the most powerful of the internal environment is students, because it do not has any weakness factors and has three strength factors.

Furthermore, there are two aspects are considered the more weakness in the external environment of higher education are: the economic side and the political side because they do not have any factors related opportunities and the economic side has four factors related threats while the political side has five factors related threats. Apart from this, the competitive side is most powerful of external environment because it has two factors related to opportunities, and has only one factor related to threats. In the same way, the internal environment of the LM is very weak because it has just four factors of strength [two factors related to workers and two factors related to the administration] where there are fifteen factors of weakness. So can be say it needs to support for addressing its weaknesses. Moreover, the external environment of the LM is very weak because it has just three factors of opportunities where there are twelve factors of threats. However, the social side is considered the most weakness because it does not have any factors related opportunities, so it also needs to support for addressing its threats.

Section Three: Building Libyan LM strategies and scenarios:

In fact, the development and implementing of strategies for change in the Libyan LM has become an urgent necessity due to the importance of these sectors. For this reason and according to results of the LM initial SWOT matrix the confrontation SWOT matrix has been built for the Libyan LM and based on an analysis of the LM confrontation SWOT matrix four strategies have been built for the Libyan LM. These strategies are intended to address the issues raised in the SWOT analyses and to offer alternative foci in order to throw into sharp relief the benefits and consequences of each. The Table (4) show the LM strategies.

Table (4)
LM Strategies and strategies pivots

Strategy	Strategy pivots	Strategy	Strategy pivots
Survival strategy: To reduce negative effects of external threats on Libyan LM weaknesses.	develop specific criteria for measuring the performance. increase the wages, incentives and rewards. balance in the distribution of public spending. governing the relationship between workers and employers. governing the ways of work.	Reorientation strategy: To address the weaknesses in the Libyan LM	develop the Libyan workforce skills. development the institutional environment. development level of leadership behaviours.
Defensive strategy: To face threats to the Libyan LM by focusing on its existing strengths.	develop human relations and reduce the impact of social values. make LM institutions more stable increase of workforce productivity give priority for conducting leading research in future. improvements in technological development in all economic sectors.	Radical strategy Benefit from opportunities exploiting strengths in the Libyan LM.	develop flexible policies for information technology. develop the laws and regulations. simplification of bureaucratic procedures.

Source: Authors Survey.

Through the data contained in table (4) the Libyan LM strategies can be discussed as in the following points:

1. **LM survival strategy:** aimed to reduce negative effects of external threats on Libyan LM weaknesses. This strategy can be implemented by diversification of the structure of the Libyan economy in order to ensure sustainability in the development process through balance in the distribution of public spending between economic sectors. Also, establish laws governing the ways of work and the relationship between workers and employers. But, it is important not to forget there are new challenges that will emerge in addressing labour market needs. Changing demographics, new technologies, and the emergence of new industries are among these challenges. Collective efforts will be needed in attracting, retaining and training workers for the decades to come. Key to these efforts is the need to provide timely and relevant information.
2. **LM defensive strategy:** As in the case of the HE strategy, this is oriented to face threats to the Libyan LM by focusing on its existing strengths. This strategy can be implemented by upgraded domestic capabilities to enable all economic sectors to compete through develop human relations within the LM; and improvements in technological development in all economic sectors -such as management, marketing, quality, skills development, etc-, to increasing of workforce productivity. "Libya is reviewing its institutions and structures to meet the requirements of the 21st century, as in a number of other developing countries. To ensure the capacity of Libya to achieve the desired objectives, in particular, these audits will serve Libya in their quest to become a modern society with an advanced economy.
3. **LM reorientation strategy:** This strategy can address the weaknesses in the Libyan LM by strongly supporting public and private actions to strengthen and development the human resources through developing the Libyan workforce skills to replace foreign labour and institutional environment within the public sector. The country still depends heavily on foreign skills in the implementation of many development projects. In fact, lack of Libyan workforce contribution in the establishment of these projects was a missed opportunity for many Libyan workers to acquire the necessary skills and expertise when many giant foreign companies implemented these projects. This led to strengthening the policy of dependence on foreign workers to achieve socio-economic development".
4. **LM Radical strategy:** this strategy intends to benefit from opportunities exploiting strengths in the Libyan LM. To achieve this strategy, must promote and stimulate use of and demand for technological services from the existing infrastructure on the part of LM institutions through develop the laws and regulations to be more effective for convince investors and companies to invest in Libya. On the other hand, simplification of bureaucratic procedures involved in starting up new businesses with a legal, administrative and financial framework that facilitates innovative activity. Economists agree on the crucial role of the macro-economic context for the speed of labour market integration of a cohort of graduates and the duration of the transition period. Yet, they do not always agree on the role played by other factors such as the wage determination system, the stringency of employment protection legislation, the links between the education system and the labour market, and labour market policy. So, adopting this strategy, the Libyan LM institutions must work to develop short-term strategy against unemployment which obstructs access to permanent employment through last points above.

Based on the evidence collected in the Delphi Technique and through the data contained in Table (4), and in light of all that has been said about the strategies for Libyan LM, three scenarios have been built for Libyan LM, as shown in the points below. As will be seen in each case there are important roles for the Libyan LM institutions.

- A. **The optimistic scenario (1) of the Libyan LM:** In this scenario it is possible to take advantage of actions "strengths" and events "opportunities" - with assumption that this neutralizes the effect of the weaknesses and threats - for diversification of the structure of the Libyan economy and strongly support both public and private

sectors in order to ensure sustainability in the development process through strengthen and develop the human resources. These actions (S) are:

1. High level of human relations within the LM.
2. High cultural level of the workforce.
3. There is specialization and division of labour within the economic sectors.
4. Understanding delegation of authority by the director to his subordinate.

What is more, skills development also means enabling people of working age to acquire skills which are needed by economic sectors currently and in the future. On the other hand, an unemployment in a more diverse economy is more stable over business cycles than in a less diverse economy. Thus, it can be concluded that, in general, economic diversification in small economies -as Libyan economic - should lead to greater cyclical stability. With regard to relationships between the elements in this scenario could take the trends that shown in the Figure (2).



Figure (2): The relationships between the elements in scenario 1

Through an examination of the relationships between the elements in Scenario 1 as shown in Figure (2), there is a simple relationship between those elements. Beyond this, the availability of all these elements will lead to diversification of the structure of the Libyan economy in order to ensure sustainability in the development process, where it is possible to take advantage of events (O) in order to support actions (S). These events (O) are:

1. There is large private capital and free to work in the Libyan LM.
2. The laws and regulations prevailing are more effective for convince investors and companies to invest in Libya.
3. Low level of use of foreign labour.

Hence, this scenario consists of six main views for diversification of the structure of the Libyan economy and strongly supported public and private sectors in order to ensure sustainability through develop human resources:

- I. Establish laws governing the ways of working for the development of programmes and the coordination of work within the institutions in order to improve the quality of operational performance, in particular with regard to increasing the workforce productivity.
- II. Establish laws governing the relationship between workers and employers in particular with regard to develop the leadership behaviours among the managers.
- III. Increase spending on research and development in the public sector through employment of modern techniques in the management and development of the Libyan LM institutions. In particular this increase should give regard to stimulating private capitals to increase the rate of investment in the Libyan LM.

- IV. Develop specific criteria for measuring the performance of workers or companies and factories in order to develop the Libyan labour force skills to replace foreign labour, in particular with regard to the training courses and programmes of continuing education.
- V. Increase the wages, incentives and rewards and linking them with performance rather than functional position. In particular this should give due regard to the absence of diversity and differences between the LM institutions, where currently all Libyan LM institutions use the same system for wages, incentives and rewards.
- VI. Develop the laws and regulations prevailing to become more effective for convincing investors and companies to invest in Libya. In particular this should benefit from the experiences of other countries, especially those that have achieved tangible success in human development, while preserving the national identity and culture.

Naturally, transformation from centrally planned to market economies requires economic and social restructuring, where the diversification of the economic structure and sectoral restructuring, may contribute to employment, innovation, that the principal disadvantage faced by the economy is the shortage of resources. And, one of the most important lessons learned in the implementation of reforms in the developing world is that public consultation with various private sector stakeholders is one of the prerequisites for successful reforms of the business environment. There are a number of different mechanisms to bring private sector interests into the policy process. However, when there is a very specific business environment reform such as the introduction of legislation that targets and can greatly affect a very specific industry, it is much easier to obtain private sector participation in the process.

Moreover, that successful diversification requires careful analysis of the market, for example through a feasibility study. After identifying the need for change, focused strategy for diversified development should be introduced. Deakins and Freel (2003) emphasise that a successful diversification strategy requires both planning and the education and training of entrepreneurs to foster needed change.

It is important to take into account the skill needs of economic sectors, where the pressures of unemployment and skill shortages are such that immediate action is required. Here the regulatory transparency in the economic sectors should be improved by increasing participation of these sectors in the process of creating new laws and regulations to impact on systemic reform. Any long-term impact on institutional capacity would be to get large numbers of people skilled and productive as quickly as possible.

B. *The possible scenario (2) of the Libyan LM:* In this scenario, can be stimulate of the diversification of the economic structure and sectoral restructuring by take advantage of the strengths and opportunities to address the deficiencies caused by weaknesses and threats. To be more precise, here can be take advantage of strengths (S) in order to minimize the impact of weaknesses (W) on the actions of this scenario. As show in following points:

- I. Advantage of the high level of human relations within the LM (S) in order to minimize the impact of the low level of behaviour of graduates at the LM due to lack of their job satisfaction (W); and also inability to work collaboratively within a group, because of lack of their communication skills (W). Where Dunbar (2010, p. 4) said: the term "Skills development" indicates a shift in emphasis away from supply-led systems which dictate the mode of learning and the pathways to be followed. Instead, "it places emphasis on the acquisition of skills in demand in the workplace, be these generic or technically specific, regardless of where, when or how they are acquired. This change of emphasis alters the relationship between training provision and the labour market, allowing for a greater range of types of learning environment, flexibility of content and engagement by stakeholders".

Additionally, accelerating skill-building and fostering entrepreneurship is very important to building the local economic capacity, which could be tapped to motivate local entrepreneurs. As the UN (2004) - in its Report about unleashing entrepreneurship to make business work for the poor - stressed that: More investment is needed in local business-related skills, including foreign languages, information technology skills and basic finance,

economics and project management. Public-private partnerships that combine more practical training on the job with basic education could be the basis for viable apprenticeship models. Also effective are recent efforts to conduct more leadership training by pre-eminent educational and leadership institutions for top decision makers from developing countries. Of particular importance is building local training capacity by “teaching the teachers”, the only way to meet the large demand for local (and developing country to developing country) training.

II. To minimize the impact of the inability to know how to deal with information technology and computers, and applied at the workplace (W), also a lack of knowledge of digital information systems (W), it may be possible to take advantage of the high cultural level - education level - of the workforce (S). The relevance of training as part of a set of technology transfer actions within the labour relations of the Libyan LM is today an indisputable fact. There are many local, regional and international organizations that have confirmed the relevance of training in this context. For example as the ILO (2000) - writing about the Latin American and the Caribbean region - has confirmed that:

The most innovative experiences at the regional level on the subject of training conceive the latter as part of a set of technology transfer actions, both of labour and of production, adaptation and innovation. This marks a turning point, both conceptual and methodological, in the action of institutions, training centres and technological education units.

Of course, technology is the foundation for national economic recovery due to the fact that it encompasses all issues of production. As the ILO (2000) has emphasized: Technology itself has exceeded today the purely technical dimensions of experimental development or laboratory research; it encompasses issues of production engineering, quality, management, marketing, technical assistance, purchases, sales, inter alia, which transform it into a fundamental vector of expression of the culture of societies.

III. In order to tackle the weakness of the institutional environment within the public sector (W), it may be possible to take advantage of the specialization and division of labour within the economic sectors (S) in order to provide continuous assessment and follow-up in order to achieve human development (W).

IV. It may be possible to minimize the impact of the low level of leadership behaviours among the managers (W), through the advantage of the understanding the delegation of authority by the director to his subordinate (S).

The points 3 and 4 mean that the Libyan government should be developing flexible policies for information technology, which leads to a rise in the level of delegation of authority to include all levels of administration. In that case, the methods of communication will be better, where the level of delegation of authority to include all levels of administrative lead to increase specialization and division of labour within the economic sectors.

In the same context, ICT is a dynamic driver for sustainable economic growth in Libya or other countries As the World Economic Forum (2009, p. 7) stated: "The ICT sector is an ever-evolving constellation of players who interact to ensure balance, collaboration, interdependency and sustainability. Because the ICT sector thrives on rapid innovation and the introduction of new technologies, it encourages a collaborative spirit for all other sectors with which it interacts".

In other words, promoting and stimulating use of and demand for technological services is becoming increasingly important in a fast moving LM by reappraising from the point of view of its contribution to industrialization and its importance for human development and economic stability in Libya. In contrast, technological services themselves have become a form of industry as other services because they have become increasingly responsive to market forces and increasingly integrated in the network of services such as marketing, sales and transportation etc.

In contrast to the response to the actions in this scenario planning exercise, the events cannot be controlled but may be taken advantage of in order to minimize the impact on each other. Thereon, there are three events (O) that may be applied to minimize the impact of events (T) on this scenario:

- There is large private capital and free to work in the Libyan LM (O) to impact on: Incentives and rewards are low within different business sectors; and the imbalance in the distribution of public spending between economic sectors (T).
- The laws and regulations prevailing are more effective for convince investors and companies to invest in Libya (O) to impact on: weakness of labour unions, and absence of laws regulating the relationship between workers and employers, and absence of clear strategies to develop the LM, and instability at the LM institutions (T).
- The low level of use of foreign labour (O) to impact on: linking the wages and bonuses with position functional rather than linked to performance (T).

In the same context, the Figure (3) shows nature of the relationship between actions (S-W) and events (O-T) in this scenario:

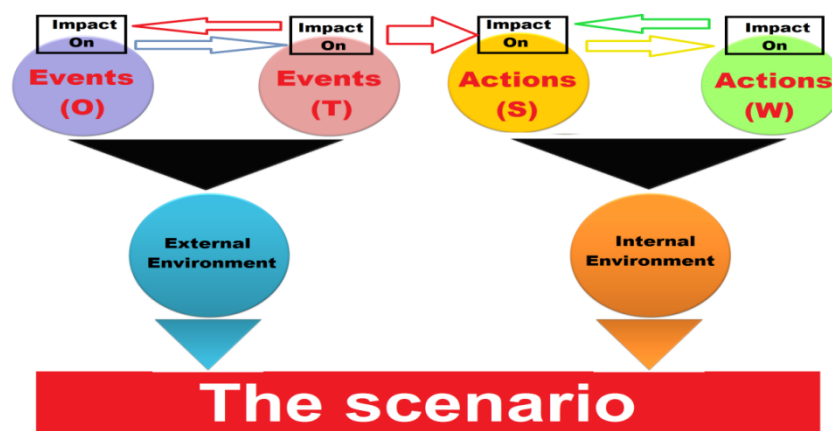


Figure (3): The relationship between actions and events in scenario 2

Through an examination of the relationships between actions and events in scenario 2 as shown in the Figure (3), it can be noted that:

- I. There is reciprocal impact between the events "Opportunities" (O) and the events "Threats" (T) and both events impact on all actions.
- II. There is reciprocal impact between the actions "Strengths" (S) and actions "Weakness" (W), whereas, both actions are not impact on all events.
- III. Both actions - Strengths (S)/ Weakness (W) - and events - Opportunities (O)/ Threats (T) - impact on scenario.

That is to say, there is mutual influence between the elements of the external environment and same case in the internal environment. Furthermore, the external environments affect the internal environment, and both external and internal environment are impacting the scenario. In many countries deep structural reforms were introduced, forcing domestic firms to rapidly undertake restructuring processes in order to adapt to the new economic and institutional environment - the skill transferability across occupations is crucial to adjustment to economic and structural shocks -.

In the same context, Nedelkoska and Neffke (2011, p. 2) - In their study on Skill shortage and skill redundancy: Asymmetry in the transferability of skills - have emphasized: "Individuals and firms in dynamic economies continuously restructure and redefine their skill portfolios. This is to a large extent driven by product and process innovation. Changes in consumers' preferences, expansion of labour markets, and economic crises

induce additional shifts in the workforce's skill sets. For instance, while the propagation of the assembly line throughout the first half of the 20th century complemented routine manual work, the rapid proliferation of code-based technologies since the 1960s substituted for rather routine skills and perhaps increased the demand for cognitive ones. Moreover, offensive - radical - innovations often require adjustments in the cognitive skill sets as well".

Fundamentally, due to the relatively low levels of competition and institutional instability in Libya at the moment mean that they are not in a position to survive without understanding that the different jobs require different types of skills, so the Ministry of Labour should try to upgrade domestic capabilities to enable all economic sectors to compete. It must be noted that if there are not obstacles, this would lead to some of direct views, such as:

- I. Increase of labour productivity by emphasis on the development of the labour skills that must be different from traditional skills requested for work routines. In particular with this should focus on to using higher levels of technology into the training courses and continuing education programmes.
- II. Develop the specific criteria for measuring the performance of workers or companies and factories in particular with regard to making LM institutions more stable and reducing the impact of social values on the values of work.
- III. Give priority to the concentration of existing resources to developing major infrastructure in particular with regard to the laboratories, research centres and information systems etc, for conducting leading research in future.

Efforts in the past which attempted to reverse this trend were unsuccessful primarily because Libya has an economic system which suffers from a plethora of deficiencies due to the fact that the Libyan government did not support either the public or the private sectors. So, in the next years, that the Libyan government should be nurture economic growth and development through clearly defined human resources development strategies in order to evolve a competitive market-oriented economy. Also, in this scenario, the Libyan LM institutions will have to invest significant resources in order to provide educational services to their employees.

C. The pessimistic scenario (3) of the Libyan LM: The primary research for this thesis provides evidence that in this scenario it is not possible to neutralize the effect of the internal and external environment because the Libyan government has not adequately addressed the core knowledge needs of the production sector by solving problems which relate to human capital management. Consequently, this scenario has some obstacles that come from actions (W) and events (T), which cannot be controlled during the time period covered by the scenario, here some views, expressed include:

- I. Low level of labour productivity due to the fact that the labour does not have the skills different from traditional skills requested for work routine. According to DEST, skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions (DEST, 2002).
- II. The absence of the concepts of career commitment, competition, and excellence in the LLM in particular with regard to the confusion between the concepts of competition and teamwork among graduates.
- III. There are no specific criteria for measuring the performance of workers or companies and factories.
- IV. Weak training courses and inability to provide continuing education in particular with regard to the disparities in consider to the differences among skills of worker, and provide an opportunity for excellence and innovation, and employ skills in workplace.

- V. Scarcity of research centres dealing with the development of human resources. By their very nature, and as part of national economy, the centres of human resources development in Libya do not play an important role in contributing to the economic and social development.

In the same context, there are many challenges that remain in developing a fuller understanding of diversification of the structure economy in Libya, particularly in diversifying the industrial structure, and strategy of industrial firms. For the most part of the Libyan economy - like any developing country - has deficiencies that are obstacles for entrepreneurship in general. In literature for instance Dubini (1989) argues that: Disadvantaged areas possess shortcomings that could be counted as market failure and thus there may be need for some kind of intervention. These deficiencies are: (1) lack of entrepreneurial culture and values, (2) lack of networks and support services, (3) lack of tradition of entrepreneurship and family businesses in the area, (4) absence of innovative industries, (5) weak infrastructure, (6) weak capital markets; and (7) few effective government incentives.

Evidently, Libya is endowed with abundant natural resources. It is expected that with such abundance of natural resources, Libya would have become a prominent figure among the most industrialized nations in the world. Sadly, the situation appears to be the reverse. In this scenario, with regard to relationships between actions (strengths /weaknesses) and events (opportunities /threats) be that the trends that are shown in the Figure (4) are what take place.

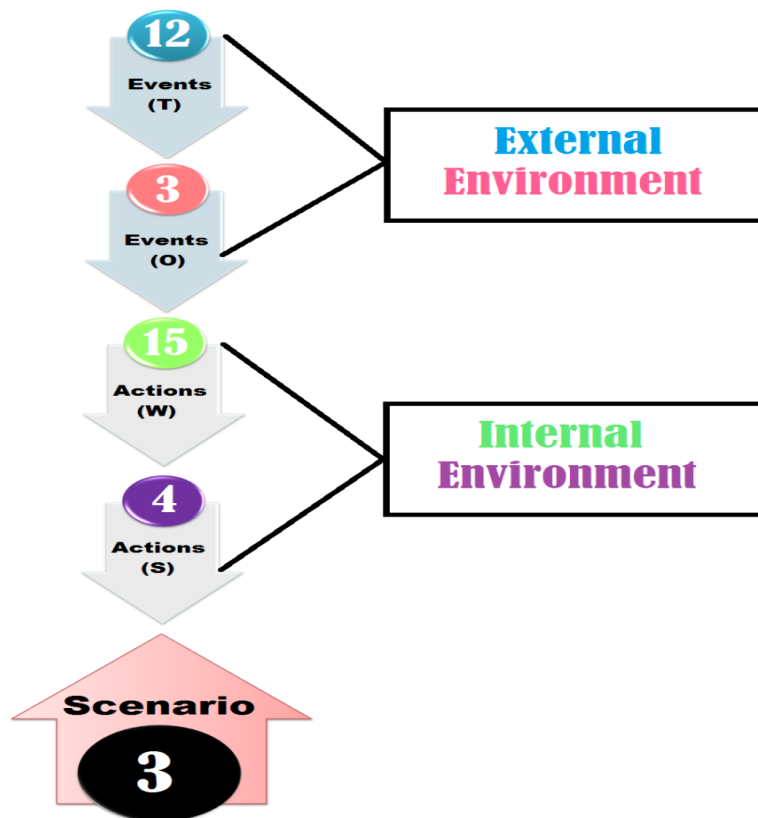


Figure (4): Relationships between actions and events in scenario 3

Through an examination of the relationships between actions and events in scenario 3 as shown in the Figure (4), the threats (T) are putting pressure on the opportunities (O), so the external factors do not help the development of scenario 6. In the same way, the weaknesses (W) are pressing the strengths (S) - internal factors - and also this

affects the results of scenario 6. All these pressures do not lead to diversification of the structure of the Libyan economy.

As discussed elsewhere, the scale of the weakness that affect the LM in Libya is significant because of the large number of weakness factors and threats. Also, there are few of the strengths and opportunities, which can be shown in the next points:

- There are twelve threats comprising: Four threats related to economic factors (EF), four threats related to political factors (PF), three threats related to competitive factors (CF) and one threat related to social and cultural factors (SCF).
- There are three opportunities comprising: One opportunity related to economic factors (EF), one opportunity related to political factors (PF), one opportunity related to competitive factors (CF) and there is no opportunity related to social and cultural factors (SCF).
- There are fifteen factors of weakness in the internal environment of LM comprising: Seven factors related to workers (FRW) and eight factors related to the administration (FRA).
- There are four factors of strength in the internal environment of LM comprising: Two factors related to workers (FRW), and two factors related to the administration (FRA).

Unfortunately, Libya continues to wallow in economic under-development and technological backwardness. In fact, the Libyan successive governments appeared find it difficult to truly understand the necessity of knowledge based production, or how to carry out the changes required to upgrade domestic capabilities to enable all economic sectors to compete by use new technology, which leads to new companies and create new jobs. Perhaps among the most important barriers facing the development of the Libyan LM appear mainly from the advancement of knowledge, progress and development of production techniques and the weak capacity of scientific, technical and human resources to apprehend and integrate them into production process.

Section four: Conclusions, Recommendations:

1) **Conclusions:** The research results suggest that there are some factors relating to the LM internal and external environment, are:

I. LM internal environment: The internal environment of the LM includes all components of human and material - resources - within an LM institution, particularly the behaviour of the employees and administration, including:

- There are two strength factors related to workers in the LM system, which are: a high level of human relations between workforce in workplace and high cultural level among workforce. Overall, there are seven factors identified as elements of weakness in the LM system, which are: The labour does not have skills different from traditional skills requested for work routine and the higher education graduates do not know how to deal with information technology and computers; a lack of knowledge about digital information systems and a low level of performance amongst graduates in the workplace; low levels of labour productivity and inability to work collaboratively within a group, because of a lack of communication skills; confusion between the concepts of competition and teamwork among graduates.
- There are two factors related to the administration of LM institutions, which are identified as serving as a support for the internal environment of LM, which are: specialization and division of labour within the economic sectors and understanding delegation of authority by the director to his subordinate. In contrast, there are eight weakness factors identified in the internal environment of the LM, are: a lack of continuous assessment and follow-up in order to achieve human development; not specific criteria for measuring the performance of workers; weak training courses and inability to provide continuing education and weak institutional environment within the public sector; a low level of leadership behaviours among the managers and an absence of the concepts of career commitment, competition and excellence in the LLM; lack of clarity in the structure of the LM and the ways in which control the flow of its work and poor decision-making capacity of the administrators as well as personnel.

II. LM external environment: The external environment of the LM includes all conditions, entities, events, and factors surrounding an institution, including:

- There is large private capital to work in the Libyan LM; this factor is opportunity relating to external environment of LM. Apart from this there are four threats evident from the research related to external environment, which are: Linking the wages and bonuses with position functional rather than to performance, and incentives and rewards are low within different business sectors. Furthermore, the research centres dealing with the development of human resources are scarce and imbalance in the distribution of public spending between economic sectors.
- There are four threats of political factors related to the external environment of the LLM. These, are: Weakness of labour unions and absence of laws regulating the relationship between workers and employers. Also, the absence of clear strategies to develop the LM and instability at the LM institutions. What is more, one opportunity of political factors related to external environment, is: The laws and regulations prevailing are more effective at convincing investors and companies to invest in Libya.
- The low level of use of foreign labour is one opportunity relating to competitive and supports the external environment of LM. On the other hand, the findings suggest that there are three factors threaten the external environment of LM. These are: Inability of the LM of rapid change in order to follow global changes and non-diversification of the structure of the Libyan economy in order to ensure sustainability in the development process, and also lack of attention to changes that occur in the work environment.
- There is no any opportunity relating social and cultural factors to support the external environment of LM. Whereas, there is evidence that the increasing influence of social values on the values of work can limit of the accountability functional, and this is characterised in the evidence collected in this study as a threat to the external environment of the Libyan LM.

On the basis of the researchers personal experience and direct observations during the field study, the results obtained from the relevant research literature and the results of the Delphi Technique, it is clear that Libyan LM has many strengths and opportunities that support the internal and external environment.

However, the evidence gathered for this research suggests that LM also has many factors of weakness and threats, that have been identified by the participants of the study that in turn constitutes an element of instability in Libyan LM. Under those circumstances, the Delphi Technique was used to build four strategies (survival strategy, reorientation strategy, defensive strategy and radical strategy); and in light of all that has been said about the strategies for Libyan LM three scenarios have been built. Beyond this, in the light of the changes that occurred in Libya since 2011 - if there are not obstacles like those above - the relationship between these scenarios - optimistic, possible and pessimistic - could lead to some results such as the following:

- Development of human resources and capital assets available at the universities will help to diversify of the structure of the Libyan economy in order to ensure sustainability in the development process through providing the national economic sectors with necessary skills by bridging the gap between skills required and available.
- In particular, upgrade domestic capabilities to enable all economic sectors to compete. This will be necessary, because it is expected that although many systems will remain in place, the approaches to development and economy will be very different from the past.
- It is right that decisions about the workforce - such as labour policy - are made by those who are working in the Libyan LM. Because they are needed to ensure that Libya has a system that is brought up to date to reflect the wider national economic reforms that are needed, including giving employers greater independence to plan their own workforce and ensure greater quality of education and training.

2) **Recommendations:** In the light of the findings of literature and field study, but taking account of the limitations of the study and the difficulties encountered in the course of the research, the researcher proposes sets of recommendations for future Libyan labour market, are:

- I. It is recommended that the new policy of the Libyan workforce that private sector should appoint Libyan employees, and takes the initiative of selecting their future employees from the HE graduates in order to ensure that graduates are absorbed by this sector, because the public sector cannot do this alone.
- II. It is very important that Libyan LM institutions develop training programmes in the workplace to raise the level of performance and productivity.
- III. The Libyan LM institutions should develop the laws that regulate the relationship between workers and employers to develop the ability of employees and initiate the pursuit of personal and institutional development.
- IV. Finally, and linked to the previous recommendations, it would be very useful for Libyan LM institutions to allocate part of their budgets for the purposes of research and development, in order to make an appreciable improvement to products or services through knowledge and application of appropriate scientific and technological changes.

References:

- Abusnina, Mohammed Abduljalil (2002). Identity of the Libyan economy "Preliminary observations". (Workshop on the identity of the Libyan economy and the task of planning, Sirte, Council of General Planning, 28-09-2002).
- Alarabi, Sharif Abdelati and Alakechlan, Ahmed Hassan (2009). Performance in higher education institutions in the light of the entrance to organizational learning and total quality management, (Arab Journal for Quality Assurance higher education, 3 Issue, 2009) Sana, Yemen.
- Alhadi, Salem Galal. (2006) Spending on higher education and the level of efficacy productivity (Conference Higher Education and Development in Libya, part two, Tripoli): International Centre to Green book Research.
- Al-Maquury, Ali Ramadan. (2006) Relationship between higher education outputs and labour market "reality and possibilities of development" (Symposium higher education and development in Libya, part two, Tripoli): International Centre to Green book Research.
- Arpaia, A., Mourre, G. (2005) Labour market institutions and labour market performance: A survey of the literature, European Commission, Economic Papers, no. 238, December.
- Belhaj, Mosbh Goma and Karoash, Sihm Khalifa (2004). The reality of teacher training during work "Effectiveness – constraints" (The first conference on training 2004, Benghazi, Libya).
- Council of General Planning (2004). Prospects for development and administrative development in Libyan Arab Jamahiriya, Tripoli, Council of General Planning.
- Dalkey, N. C and Rourke, D. L., (1971). "Experimental Assessment of Delphi Procedures with Group Value Judgment," Rand Corporation, R612-ARPA, 1971).
- Deakins, David and Freel, Mark (2003). Entrepreneurship and Small Firms, McGraw-Hill Education.
- Dubini, P. (1989). Which venture capital backed entrepreneurs have the best chances of succeeding? (Journal of Business Venturing, Vol. 4, No. 2).
- Dunbar, Muriel (2010). Engaging the Private Sector in Skills Development "Guidance Note", Department for International Development (DFID), UK.
- ECF (UN) (2003). Public Sector Management Reforms in Africa: Lessons Learned, Economic Commission for Africa (UN), Addis Ababa, Ethiopia.
- Elashag, Wasila (2005). The effect of technical change on Libyan organizations, (23rd Annual International Labour Process Conference, Glasgow, 21 – 23 March 2005).
- El-Atrash, Ahmed Abdulhameed (2002). About the identity of the Libyan economy and the task of planning, (Workshop on the identity of the Libyan economy and the task of planning, Sirte, Council of General Planning, 28-09-2002).
- El-Deruish, Bashir Mohammed and Salem, Abdel-Razek Hussein (2006). Development of performance appraisal systems in public sector units by using the Balanced Scorecard Model, (Symposium concept and role of planning in light of the restructuring of the national economy, Tripoli, 18-19. July. 2006, Planning Institute).

- El-Duaibi, Abdel-Salam Bashir (2002). Requirements and methods of promotion of youth employment in the light of the needs of the changing labour market, (Workshop on the identity of the Libyan economy and the task of planning, Sirte, Council of General Planning, 28-09-2002).
- El-Hawat, Ali Al-Hade (2003) Harmonization between the policies of sciences-technology, and the policies of social-economic, (Research presented to a workshop on the harmonization between the policies of sciences-technology, and the policies of social-economic, Rabat, Morocco, 13-14 September 2003).
- El-Juhaimi, Eltahir Elhadi (2002). The identity of the Libyan economy and the task of planning, (Workshop on the identity of the Libyan economy and the task of planning, Sirte, Council of General Planning, 28-09-2002).
- Elmograbi, Mohammed Abu-Bakr (2006). Policy to linking between higher education and production, (Symposium Higher Education and Development in Libya, part two, Tripoli): International Centre to Green book Research.
- El-Ziny, Abdulbari Shushan (2002). the identity of the Libyan economy "Background of development in Libya", (Workshop on the identity of the Libyan economy and the task of planning, Sirte, Council of General Planning, 28-09-2002).
- Enshassi, Adnan, et al, (2007). Factors affecting labour productivity in building projects in the GAZA strip (Journal of civil engineering and management, 2007, Vol XIII, No 4).
- Ettalhi, Jadallah Azzouz (2002). Economy and Planning: Key considerations (Workshop on the identity of the Libyan economy and the task of planning, Sirte, Council of General Planning, 28-09-2002).
- General People's Congress (1977). Declaration of people's power, Sabha, Libya, 2nd March.
- Glio, Ramadan Mahmud and Abulifa, Tariq Abu-Bakr (2006). Postgraduate programs and their relationship to the requirements of the development, (Symposium Higher Education and Development in Libya, part one, Tripoli): International Centre to Green book Research.
- Guznov, Svyatoslav (2009). Teamwork in a RoboFlag Synthetic Task Environment (submit this work as part of the requirements for the degree of Master of Arts), Cincinnati, University of Cincinnati.
- ILO (1979). Workforce assessment and planning projects in the Arab region: current issues and perspective. Geneva: ILO and UNDP.
- ILO (2000). Modernization in Vocational Education and Training in the Latin American and the Caribbean Region, (the Regional Workshop on the Modernization of Vocational Education and Training in Latin America and the Caribbean, Rio de Janeiro, December 2000).
- Ismail, Azman and Halim, Farida Abd (2008). Relationship between distributive justice, pay design dimensions and job commitment within Malaysian public institutions of higher learning (Unitar E-Journal, Vol. 4, No. 2, June 2008).
- Maeh, Martin L (1989). Building Job Commitment among employees. Library Trends, Vol. 38, No. 1, summer 1989, pp. 3-10.
- Ministry of Economy and Trade (1958, 1966, 1979, 1989, 1998, 2008). General Population Census 1954; Tripoli; Census and Statistical Dept.
- Mirza, Ali Khudair (2002). The formation of the identity of the Libyan economy "Strategic options", Workshop on the identity of the Libyan economy and the task of planning, Sirte, Council of General Planning, 28-09-2002.
- Mniena, Abeer Ibrahim (2001). The effect of structural and administrative changes on higher education policies in Libya (Case Study of admission at Garyounis University 1980-1994) Unpublished MBA, Garyounis University, Benghazi.
- Mogassbi, Mohamed M (1984). Perception of the Higher Education system and workforce development in Libya, unpublished PhD Dissertation the George Washington University.
- National HDR (2003). National HDR in the Kingdom of Saudi Arabia, Riyadh.
- Nedelkoska, Ljubica and Neffke, Frank (2011). Skill shortage and skill redundancy: Asymmetry in the transferability of skills, Rotterdam, Erasmus School of Economics (Paper presented at the DIME Final Conference, 6-8 April 2011, Maastricht).
- OECD and United Nations (2010). Economic diversification in Africa: A review of selected countries (A joint study by the United Nations Office of the Special Adviser on Africa and the NEPAD-OECD Africa Investment Initiative).

- Salem, Abu Baker Matook. (2006). the reality of higher education in Libya and its impact on the workforce (conference Higher Education and Development in Libya, part two, Tripoli): International Centre to Green book Research.
- Shehata, Abdel-rheem Hossenin (2006). Planning for pre-school child education from strategic perspective in Dakahlia Governorate unpublished PhD Dissertation the Mansoura University, Egypt.
- Shinib, Omar Ali (2001) The relationship between productivity costs and quality in the Libyan company of iron and steel unpublished MA Dissertation. In (Symposium Higher Education and Development in Libya, part one, Tripoli): International Centre to Green book Research.
- Tarricone, Pina and Luca, Joe (2002). Successful teamwork: A case study, the 25th Higher Education Research and Development Society of Australasia (HERDSA) Annual Conference 7-10 July 2002, Perth, Western Australia.
- Theeb, Munir (2009). Development of a Model for Implementation of Strategic Change Management in Libyan Higher Education, A thesis submitted in partial fulfilment of the requirements of Edinburgh Napier University, for the award of Doctor of Philosophy.
- UN (2004). Unleashing entrepreneurship making business work for the poor, New York, United Nations Development Programme, New York.
- WAG (2007). Improving the match between skills supply and LM demand: the Welsh approach (Discussion Paper), Wales, WAG.
- WB (2006). World development report 2006 "Equity and Development", Washington DC and New York, the World Bank and Oxford University press.
- WB (2007). World development report 2007 "Development and the next generation", Washington DC, the World Bank.
- Weaver, W. T., (1972). A Delphi Study of the Potential of a New Communications System, Report 58-26-02, August 1972.
- World Economic Forum (2009). ICT for Economic Growth: A Dynamic Ecosystem Driving the Global Recovery, World Economic Forum Annual Meeting Report 2009, Switzerland.
- Yousuf, Muhammad Imran (2007). The Delphi Technique, (Essays in Education, Volume 20, spring, 2007).