

The Role of Universities in Society Service in Extraordinary Unstable Conditions

Fatima Abdul-Salam Ariqeeb Libya as a case study

E-mile: fme.123114@gmail.com

Abstract:

In spite of the bulk number of studies that investigated the role of universities in society service and its surrounding environment during normal conditions, its role during unstable and unexpected conditions, has not been widely tackled by researchers.

The objective of this study is to analyse the role of the university in community and society service in unstable changing environment. Though the study is focussing on the role of the universities in Libya during and after the 17th of February uprising, it adopts a comparative approach to examine the role played by western, and regional universities in similar circumstances.

Through this comparative analysis on the international, regional and national levels the study came to the following results:

1-While these is a great similarity in the role played by western and regional universities, in society service during stable ordinary situation Libyan universities were paging behind .

2-During extraordinary unstable conditions the situation of the universities in Libya was even worse. Internal conflicts dominated the scene and overcame the role that the universities should play in community services.

3- No attempt was made by the Libyan universities to bring about peace and coexistence .

Keywords: Universities, Role, Unstable Conditions, Society Service, Society Participation

Introduction :

Numerous studies have tackled the role of universities in society service in normal "natural" conditions. However, their role during unusual or exceptional conditions, such as sudden political or economic fluctuations, civil wars and different types of crises is considered one of the topics that did not receive much attention at the level of Arab studies and about Libyan universities in particular.

For decades, Libyan universities and institutions of higher education continued to hold their traditional functions i.e the educational and scientific research. Recently, scientific, cultural and societal changes, in addition to the development of university thought, contributed to university's response to the issues and needs of the surrounding society .This led to the appearance of the third function, namely, Society Services. This function came to Libyan universities much latter than universities in other Arab states . However it was unclear and unstructured in normal and stable conditions.

During the period of the Gaddafi regime (1969-2011), the Libyan universities came under direct control of the regime. This made these universities unable to cope with the changes related to needs and development of society¹. The events of the Arab Spring and the consequences of the 17th of February revolution that negatively affected all institutions of the state. Universities were not isolated from these events. Some universities were closed as a result of security conditions or a result of destruction. Other universities continued to do their usual job in spite of the difficult conditions that influenced all components of society. Joining universities prevented youth in some areas from being involved in tribal conflicts and prevented them from joining the various types of armed and extremist organizations².

Generally, this study attempts to focus on the role of universities in serving the society during unstable conditions. Particularly, it attempts also to highlight the role of Libyan universities in serving society. Finally, this study attempts to suggest a successful strategy through which the role of universities can be activated in such conditions.

¹ Khaled Al-Sahani: The Role of Universities in Arab Societies, Second Annual Cultural Season of the Department of Political Science, Faculty of Economics, University of Benghazi (2016/2017), University of Benghazi Publications, 2016, p. 85.

² Ministry of Education in Libya's Report about the exploratory visits in 2013.

Philosophical Readings XIII.4 (2021), pp. 1377-1395. 1377

Info@philosophicalreadings.org

10.5281/zenodo.5499609

Research Significance and Objectives:

Academically, the significance of this study has been triggered by the increasing controversy among researchers about the role of universities in serving society and its surrounding environment in unstable conditions. Some studies focused on the role of universities during normal conditions while others dealt with the role of universities during the internal crises experienced by the universities themselves. However, there is scarcity of studies that investigated this role at the level of higher education during unstable conditions.

The research objectives can be defined as follows:

1- to present an analytical review of the literature and the intellectual production related to the role of universities in serving society and its development in normal conditions mentioning the international experience in this field.

2- to highlight the role of universities in serving the society during unstable conditions and to compare between these universities on the international, regional and local expertise .

3- To suggest on action plan that can be applied to activate the role of universities during unstable conditions.

Research Problem:

Although there is a large number of studies that tackled the role of universities in serving society and its surrounding environment during normal conditions. There is a scarcity of studies that have tackled the role of universities in serving society in unstable conditions experienced by many countries. Libya is one of these countries. Consequently, the main problem of this study is to answer the following key question:

- What is the role of Libyan universities in serving the society during the current exceptional and unstable conditions? What is the suggested strategy to activate this role?

Research Questions

The study attempts to answer a number of questions including:

1- What is the role of universities in serving society in normal and exceptional conditions?

2- What are the lessons learned from the international experience?

3- To What extent universities in the Arab countries manage to serve the society during unstable conditions?

4-What is the role of the Libyan universities in dealing with extraordinary, unstable environment pre and after the 17 February revolution 2011?

5-what strategy can universities follow to serve the society and its surrounding environment during unstable conditions?

Research Methodology

The study will use the following approaches:

A- Case Study Approach:

There is more than one type of case study approach depending on the purpose of the study. Case study may be exploratory for the purpose of exploring a particular situation or phenomenon. It can be descriptive to add more depth to describe a situation. It can also be explanatory that attempts to explain the phenomenon under study. Case study can be employed to seek a prove for a theory or a phenomenon. This study will employ the exploratory type in order to explore the current status of the role of Libyan universities in the field of society service during exceptional conditions.

B- Comparative Approach

The study will compare the international and Arab experience with the Libyan experience in the field of society service during normal and exceptional conditions. The following criteria will be employed for comparison: role, planning, organization, funding, events in addition to other criteria described in this study.

C- System Analysis Approach

The idea of systems approach is based on balance and stability between all system components. The occurrence of any disturbances in system leads to make the system accommodate these events that occurred and caused the inconvenience in order to reach a state of equilibrium. However, exceptional conditions such as wars, revolutions, etc. constitute the system's inputs. University is the black box that represents the operations. Thus, the ability and method of universities to encounter exceptional conditions are the outputs within the framework of international, Arab and local variables.

Data Collection Tools:

- Primary Data : were collected via interviews with some working staff, teaching staff members and some administrative heads in Libyan universities. As a teaching staff member in one of the Libyan universities elmergib, the researcher used participant observation for data collection.

-Secondary data: Literature was reviewed by referring to what was written on the topic of research in books, periodicals, etc.

• Universities and their role in society service

The Role of Universities in Society Service and its Surrounding Environment in Normal (Stable) Conditions

The literature on the development of universities and their different roles shows three generations of university roles. The first-generation universities were primarily concerned with educational process. The second-generation universities added interest in scientific research. The third-generation universities were concerned with communication between universities and society, i.e. serving the society.

This communication was reflected in the following areas¹:

A- Applied research from industry, engineering, management, agriculture, etc.

B- Continuing education, including lifelong learning, rehabilitation, courses and programs, and literacy.

C- Consultations of all kinds of technical, administrative, educational, engineering, etc.

D- Guidance and awareness services, such as environmental and health guidance, seminars and various lectures.

E- Cooperation with the production sectors, such as research and consultancy, feasibility studies, employment and curricula.

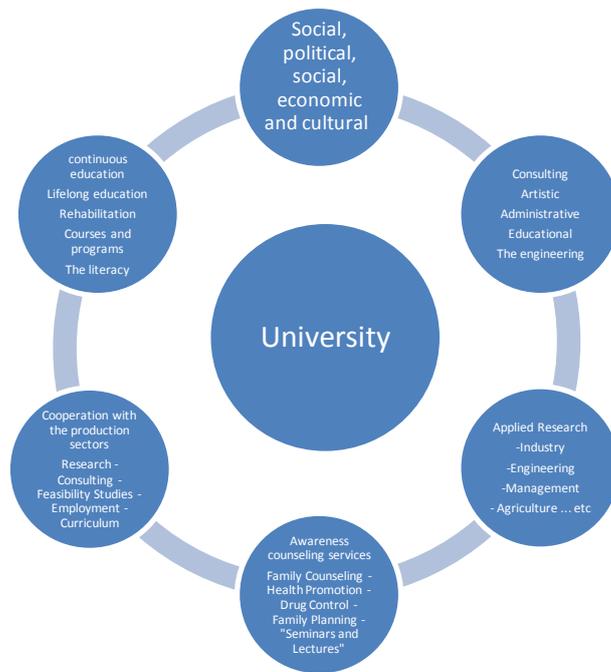
F- Recreational services and the availability of university facilities such as university libraries, sports facilities, museums and lecture halls.

During the 21st century, fourth-generation universities were interested in expanding the use of technology in management and learning. Many universities focused on creativity and innovation and encouraged students to acquire concept of entrepreneurship.

The following figure shows these areas:

Figure (1) shows areas of service that university present to society and its surrounding environment in normal conditions

¹ Shebl Badran and Gamal El-Dahan, Al-Tajdid University Education, Cairo, Dar Qabaa for Printing, Publishing and Distribution, 2001
Philosophical Readings XIII.4 (2021), pp. 1377-1395. 1379
Info@philosophicalreadings.org
10.5281/zenodo.5499609



The above figure was prepared by the researcher

Observers of the development of Libyan Higher Education can note that universities in Libya are primarily concerned with the function of knowledge for knowledge. However, the focus of universities is primarily on the conduct of the educational process to ensure that students have access to basic knowledge in different sciences. In addition, the focus of universities is also to encourage scientific and applied research in various fields.

The third function, which is servicing society and its surrounding environment, does not receive sufficient attention up to now. It does not exist on the administrative structure of universities. Activities that can be included under the name of society service is still limited and included under other job titles.

In other words, this function is weak in normal "stable" conditions, let alone in unusual "unstable" conditions.

The following table shows a comparison between a number of international and Arab universities with Libyan universities according to the criteria (role - planning - organization - financing) in normal "stable" conditions:

Count ries	Global models		Arab models		
	American models	British models	Saudi models	Egyptian models	Libyan models
Points of comparison					
Role	<p>There are many roles in all fields, including:</p> <ul style="list-style-type: none"> • Media • Access to university facilities • Technical and applied activities • Environment-related activities • Education-related activities • Employment-related activities • sport activities • Volunteer activities to serve society • Science and technology-related activities 	<p>There are several roles including:</p> <ul style="list-style-type: none"> • Continuing education programs • A telephone helpline • society education • volunteer work • Making public facilities available to University • Making public museums available to universities • Provide public celebrations for visitors to university and city • Activities 	<p>Offering many activities in the fields of:</p> <ul style="list-style-type: none"> • environment • health • Education • Economy • volunteer work • Archaeology and museums • The international community • society partnership 	<p>Contribute to development issues through:</p> <ul style="list-style-type: none"> • Consulting • Direct research to solve problems • Organizing convoys of comprehensive development • Awareness campaigns • Providing support to charities and activities • Medical assistance for hospitals • Renovation of many buildings • Granting aid to orphans • Medical campaigns 	<p>Limited roles including:</p> <ul style="list-style-type: none"> • Provide some consulting • Conferences, seminars and awareness workshops • Research on society problems • Sports activities

Count ries	Global models		Arab models		
	American models	British models	Saudi models	Egyptian models	Libyan models
Points of comparison		related to education, environment and sports activities			
Planni ng	Via: <ul style="list-style-type: none"> • Extensive meeting at university level to develop plans • There is a department of extended services at the level of each college to achieve the objectives of university in society service in communication with society institutions and leaders 	<ul style="list-style-type: none"> • Depends on economic development requirements • Shift towards market-related research • Linked to national planning that focuses on economic development 	<ul style="list-style-type: none"> • There are special offices called Deanship of Society Service and Continuing Education in universities • Meetings with institutions working in society to know their needs 	Via: <ul style="list-style-type: none"> • The Supreme Council for Society Service, which sets general policy for this function • There is a Society Service and Development Council in each university, headed by the Vice President for Society Service and Environmental Development. There is a Society and environment service agent in each faculty • General Directorate for Environment Projects 	<ul style="list-style-type: none"> • Follows the policies of higher education established by the Ministry of Education.
Organ ization	Via: <ul style="list-style-type: none"> • Management of extended services • Coordination offices between university experiences and Society needs 	Via: <ul style="list-style-type: none"> • Special departments working to study the market and determine its trends • Coordination offices between universities and 	Via: <ul style="list-style-type: none"> • Special departments of the Deanship of Society Service and Environment that regulate Society work • Special committees to arrange meetings 	Via: <ul style="list-style-type: none"> • General administration of special units • General Directorate for Environment Projects • Each faculty 	<ul style="list-style-type: none"> • Distributed to a number of offices such as: <ul style="list-style-type: none"> • Technical consulting centers • Social Work Office • Training Administration

Count ries	Global models		Arab models		
	American models	British models	Saudi models	Egyptian models	Libyan models
Points of compariso n	<ul style="list-style-type: none"> Central Coordination Office for Voluntary Services Coordinating with other universities through a public service institute 	institutions working in Society	with institutions working in Society	committee of Society service and environment development and undersecretary of Society service and environment	
Finan cing	Via: <ul style="list-style-type: none"> Budgets allocated Via university to serve Society Financing from paid beneficiaries Support from some institutions Funding private research by universities to giant companies for their own account 	Via: <ul style="list-style-type: none"> Budgets allocated Via universities to serve Society Support from some institutions Support from some companies to benefit from university research Rental of university facilities for small fees 	Via: <ul style="list-style-type: none"> State-allocated budgets Some paid activities Grants and donations from some institutions and individuals 	Via: <ul style="list-style-type: none"> Budgets allocated by university to serve Society Grants and donations from some institutions Income from centers that provide paid services at universities for a fee Some paid activities 	Via: <ul style="list-style-type: none"> State budget allocated to universities

From the above comparison presented in the tables, it can be said that universities in the Arab and international experience tried to play the three roles assigned to them in terms of education, research and society service. However, the ability of universities to play this role varied from country to country according to two factors:

A- The time in which these functions established: for example, some countries have adopted the function of society service since the seventies of the twentieth century like Anderson university in the USA. Other universities have adopted it by the beginning of the twenty-first century as in some European countries. There are some Arab countries, including Libya is still trying to join up.

B- Implementation mechanism: As can be seen from the above table, some universities relied mainly on coordination committees. They were initially specialized in society service or academic research. Then, these committees were turned into organizational structures through which planning and organizing and financing activities necessary for university to fulfil the roles assigned to it.

Finally, the researcher believes that the pillars necessary for the university to perform the social functions required from it can be stated in the following points:

1- The existence of a legislative framework (legal) to organize universities, containing the third function clearly.

2- The existence of organizational structures with a functional title through which the functions are carried out. For example, undersecretary or Vice President assigned for Education and Academic Research. Another undersecretary or Vice President of the University assigned for the environment and society and so on. It can also be at the level of faculties such as Vice Dean for Education and Students, Vice Dean to serve society and the Vice Dean for Academic Research.

It is noted that some universities have combined rigid organizational structures with specialized committees to provide some flexibility so that university can do its role.

Finally, the existence of a budget devoted to universities to finance society work and society service is necessary. Although there are private universities rely mainly on expenses to run their work, there are public universities rely on a budget allocated by the state.

Contemporary variables and the role of universities in society service

1- Contemporary global variables.

The current era is characterized by the many variables that need renewed thought, experiences, methods and appropriate mechanisms. These variables also need effective management that can be adapted and keep up with its requirements and anticipate its future prospects. These variables effectively affect the role of universities as one of the effective and important institutions that affect society and are affected by it the following:

- Scientific and technological progress with its various influences, the revolution of communications, globalization.

2- Contemporary Arab variables.

Some of these variables can be addressed in the following:

- Political awareness of the Arab citizen, the Arab Spring revolutions, the exercise of democracy

3- Contemporary Local Variables in Libyan Society

Contemporary societies are varied in different degrees and offer many variables and innovations in all political, economic, social and cultural fields. These variables and challenges have been reflected on Libyan society and therefore on the role of universities in it, including:

A- The Libyan Revolution 17th of February 2011:

The Libyan revolution on 17th of February 2011 was influenced and supported by the Arab revolutions east and west of the country and the 17th of February revolution, did not only change the system of governance in the country, but it also changed the lifestyle of the Libyans for the better. This revolution aims to promote Libya to the ranks of developed countries, in which freedom is guaranteed, rights are secured and dignity is protected. The revolution had many positive effects on the concept of values and belonging, including:

1- Demanding political and economic reform and eliminating bribery and cronyism

2- Increasing freedom of expression and getting rid from fear of power

3- Developing political awareness and political participation, especially for youth

4- Deepening the sense of national belonging and equality among citizens without discrimination.

5- to advocate the application of social justice between citizens and the removal of class differences

In addition, many negative points were emerged. They reflected their effects significantly on life in the Libyan society as a whole and on its institutions including¹:

1- The emergence of divisions and political interests to the extent that threatens the stability of the country and the gains of the revolution.

¹ Naji Barakat: 17th of February Revolution, Libya and the aspirations of the Libyan people, Ain Libya Newspaper Published in 11/3/2013. www.eanlibya/archives16690.com
Philosophical Readings XIII.4 (2021), pp. 1377-1395. 1384
Info@philosophicalreadings.org
[10.5281/zenodo.5499609](https://zenodo.org/record/5499609)

2- The prevalence of violence and crime represented in the assault on some officials, in rioting and threatening people or in the show of force for some groups. This can lead to the spread of chaos and the destruction of social principles and values.

3- The emergence of a state of mutual hostility between members of the society. This threatens its stability and greatly affects the course of normal life in it.

4- There was a general feeling that many officials are corrupt and conspirators and this increases the state of doubt and mistrust and loss of hope.

5- The weakness of political education for a long time led to a lack of strong mind in some people who did not know the meaning of freedom, justice, equality, citizenship and democracy. This was a heavy legacy created by the former regime with ideas planted in Libya for a long time.

6- The emergence of armed groups and terrorist groups that found Libya a fertile ground to grow and multiply during the period of political vacuum and its consequences.

The spread of these negatives points makes universities in Libya obliged to exercise their social functions inside and outside university campus in addition to their other traditional roles such as education and academic research.

B- Youth unemployment:

Unemployment is a clear problem in entire Libyan society. According to the 2017 International Labour Organization (ILO) report, Libya's unemployment rate is 17.7% of the population which is 6.375 million.

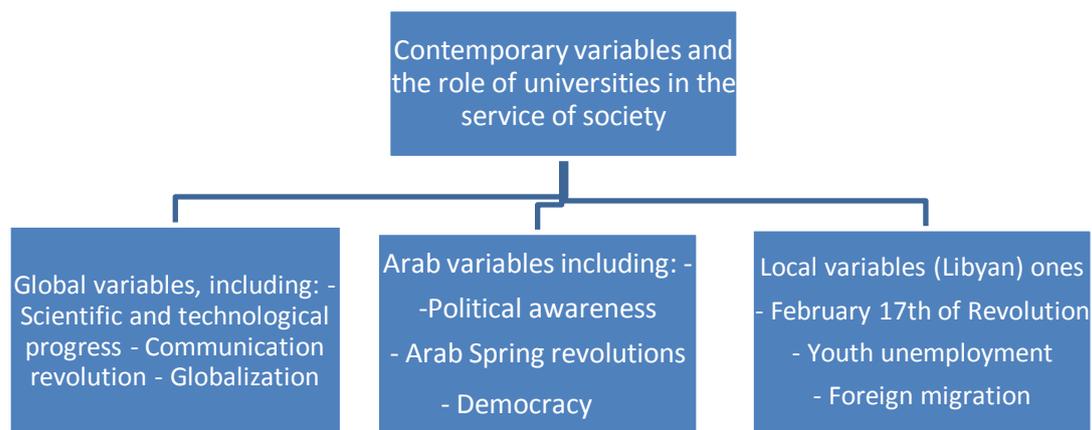
Libya was suffering from the unemployment crisis in February 2011. However, the official figures did not reflect the real unemployment rate in the country. The negative impact of the phenomenon of unemployment is reflected in turn on the behaviour of the unemployed, especially the youth. It weakens the sense of value of belonging, which leads to an increase of crime rates such as murder, assault, migration and leaving family and homeland. It also disrupts the energy of young people because they cannot discharge their energy in the work of building in turn it becomes a demolition factor that causes a lot of problems.

C- Foreign Migration- :

The phenomenon of "international" foreign migration in Arab societies in general and Libyan society in particular has been linked to the movement of young people from one country to another in search of work. They try to look for an opportunity of different social, economic and scientific advancement better than what is in their country. In many cases, they try to look for safety, to get rid of social and political unrest, and to get rid of injustice and social oppression.

After the 17th of February revolution, many Libyan youths have been forced to emigrate after being tired of looking for better opportunities to live and work. This occurred as a result of the ongoing conflicts and the weapon proliferation and lack of job opportunities in light of the political and economic instability of the state. This in turn reflected on the institutions of society, including universities, which is the place for education of young people and equipping them to the labour market. In light of instability, the social role of universities becomes important. However, universities can do some assisting work for some government bodies and entities in the country that have been disrupted for any reason. Universities can form a link between vacant places and qualified youth or conduct courses to raise the competence of young people and qualify them according to the needs of society in such exceptional conditions.

Figure (2) shows contemporary variables that affect the role of universities in society service and its surrounding environment



The above figure was prepared by the researcher

Libyan universities have been affected by all these variables in addition to the variables at the regional level surrounding the neighbouring countries. The level of political awareness is growing with the emergence of demands for democracy and freedom of thought and expression. Awareness of development at the Arab level and the global level are growing. Libyan universities have also been affected by the Arab revolutions and their effects on society as a whole. Consequently, the Libyan revolution on 17th of February resulted in unemployment and increasing the level of youth migration. This presented a clear challenge that made the role of Libyan universities in society more significant in addition to their role at the level research and education. This puts the departments of these universities in the circle of responsibility for the success of this role like other countries.

The role of universities in serving society in unstable conditions in the light of international and Arab experience

- Role of universities in Europe and South Africa during the period of democratization:

Universities in Eastern Europe have undergone exceptional conditions: the collapse of the communist regime in these countries with the collapse of the Soviet Union, the fall of the Berlin Wall, and the achievement of German unity, and their attempt to adopt a liberal democratic approach. This events led universities to have an important role in the rehabilitation of citizens in general and students in particular. So, they can adapt new political conditions.

The political and social transformations in South Africa that accompanied the transfer of power from European leaders to African leaders belong Nelson Mandela who took power and tried to replace South Africans in the management of various state institutions instead of Europeans. This made universities and other educational institutions play an important role in restoring capacity of South Africans so that they can implement the administrative, economic and political reform plans they have adopted.

Despite the lack of foreign studies on this topic, some universities in Eastern Europe, Spain and South Africa focused on some aspects of society service during the period of social, economic and political transformations experienced by these countries in order to shift from dictatorship to more democratic systems. These aspects of society service can be summarized in the following points:

1- Academic Freedom represented in the sense that university is an educational institution open to all views. In condition that they are presented in an academic manner that contributes to the university to be a protector of the values of democracy, freedom and equality.

2- Universities in these countries have been keen to show not only their students, but the whole society, that the challenge facing any country at this stage is its ability to build institutions that allow and defend freedom of expression, opinion and opinion.

3- These universities have also resisted rumours in these countries as a contribution to achieve stability.

4- Training students on the importance of knowledge and study lies in the ability of the student to discover the truth through critical education. This makes students have a critical vision of what is happening around them.

Michael Ignatieff, president of the Central European University in Hungary, believes that "this role or this task may be difficult or unfavourable to some. There may be those who do not want to hear such talk. However, it remains our main task, which we have been keen to defend with courage and without embarrassment¹.

Thus, the role of international universities during the democratic transition of Europe and South Africa can be explained in the following points:

- To provide a model for institutions that defend the values of freedom, equality and justice.
- Training students during the educational process to analyse and build a critical vision that allows them to understand the point of view of others and objectively discuss any acceptance of other opinions.
- Focusing on the educational process and convincing the student that knowledge is not an easy process and requires a rigorous system, to prepare the student intellectually to become qualified for democratic transformation and responsible freedom.

• **The experiences of some Arab countries in society service during unstable conditions:**

Observers of the history of the development of the Arab universities in general note that they are closely associated with the political changes that took place and occur in all Arab countries. They constitute the first spark for most of the movements and revolutions. They are reflecting the close adherence between the university society outside the campuses of universities. The students and professors of Egyptian universities played a big role in preparing the public opinion for the uprising and demonstrations since the rule of Gamal Abdel-Nasser, Sadat's rule, the reign of President Mubarak until the revolution of 25th of January. Universities have turned into arenas of mass movement and students went into the Egyptian streets. Universities in Syria did the same as well. Throughout history, many changes occurred by the hands of the ruling political trends. The latest one is the revolution in March (2011), where universities destroyed and Syria lost its most important academic cadres and a large number of students. Universities in Syria are still practicing their work in a hard manner. There is a big gap between university and society.

The Lebanese universities during the civil war (1975-1992) were the largest victims. The war caused the imposition of lines of communication between the fighters and students became unable to move without risk. This led universities to establish sites on the banks of the lines of engagement to ensure the continuation of the study and performance of their work².

In spite of the scarcity of studies dealing directly with this topic, we note the focus of some universities on some aspects that can be employed in this area. Some studies have been interested in addressing the role of the university in the development of values of belonging and citizenship among students as explained by the study of Aqeel and Hayari: 2014³. This issue showed that the most important values of citizenship that universities in Jordan seek to establish among their members are loyalty and belonging to the homeland and care for its security and stability. These values are important heritage that emerge during political crises and fluctuations and affect the spread of peace and reconciliation. Values appear in the Libyan universities, since

¹ Michael Ignatieff: The Role of universities in an era of a uth ailaianum "university world news, Global ,13Aprl 2018

² Saif al-Ma'amari and Others: The Biography of Ten Arab Public Universities, Arab Center for Research and Policy Studies, Beirut, First Edition, 2018, p. 15, number 4, 2014, pp. 517--

³ Esmat Al-Aqeel and Hassan Al-Hayari: The Role of Jordanian Universities in Supporting Citizenship Values, Published Research, The Jordanian Journal in Educational Sciences, Volume (15), (4)

Philosophical Readings XIII.4 (2021), pp. 1377-1395. 1387

Info@philosophicalreadings.org

10.5281/zenodo.5499609

their establishment, where there was a course at the University of Benghazi in 1964 under the name (Libyan society). The course focused on teaching the foundations of the Libyan society and its values and consolidation, and explaining the contents of the social value and ethics of the components of the Libyan society. The hearts and minds of students were full of these values. Moreover, the university had a prominent cultural activity in the various cultural seasons, during which lectures and seminars were conducted and debates and dialogues were organized that serve the society.

One recent study showed the role of Libyan universities in cultivating the spirit of patriotism and belonging and evaluating it to a medium degree¹.

There is lack of funding to benefit from the university service, and the ability to apply the results and recommendations of the applied research and studies. In addition, there is lack of financial support for society education activities in university and also there is a weak relationship between the university administration and society institutions (governmental and non-governmental organizations). While some of the reasons can be attributed to society, its priorities and attitudes towards education and its importance. Some of them are related to the twenty-first century and its multiple data politically, culturally, socially, economically and the challenges posed by these data to the society and its various institutions as the pole study: 2006².

Seminars and conferences are one of the ways in which universities raise awareness and the members of the society through the vicissitudes and changes in their pros and cons. These efforts are in the form of in-kind assistance. For example, some universities administer relief convoys and aid to crisis-affected areas, such as floods and rains and for families in need and families of martyrs and wounded as a result of terrorist acts.

Awareness of terrorism and extremism is one of the areas where most universities direct their activities to educate young people about terrorism and its causes, whether they are inside the university through lectures and curricula or outside through seminars and various topics of discussion.

From the above, we can summarize the role of Arab universities in serving the society during the exceptionally stable and unstable conditions in the following:

1- Attention to the continuation of the educational process, and not to stop the study through finding a set of alternative procedures, including³:

- Mitigate school curricula during unrest or compensate them whenever possible.
- Change the location of some lectures to ensure the safety of students.
- Preparation of exams months before their due date with a number of copies to avoid any reason for the delay.

2- Promoting the values of belonging and patriotism through educational curricula and lectures.

3- Encouraging young people to participate in political awareness in a responsible manner without recklessness. This may affect their academic future.

4- To recruit young men as guerrillas to defend the homeland as it occurred during the tripartite aggression on Egypt.

5- Conducting medical convoys to treat the injured in clashes and wars.

6- Conducting awareness seminars and psychological rehabilitation lectures

7- Undertake student activities such as simulation models to identify local and global entities that have an impact on decision-making¹.

¹ Omar Faraj Al-Qizani: The Role of Al-Marqab University in Developing the Local Community in Al-Khums Area from the Viewpoint of its Staff Members, First Economic Conference for Investment and Development in Al-Khums 25-27 December 2017

² Samir Abdel-Hamid Al-Qutob: The University and Achieving the Values of Belonging in the Light of the Data of the 21st Century

³ Personal interview with Prof. Dr. Salwa Shaarawy, Head of the Department of Public Administration for the period from 2010 - Faculty of Economics and Political Science, Cairo University, on January 5, 2019 at 12 o'clock.

Philosophical Readings XIII.4 (2021), pp. 1377-1395. 1388

Info@philosophicalreadings.org

10.5281/zenodo.5499609

8- Awareness against terrorism and extremism and methods of resistance.

9- Conducting conferences aimed at planning a future vision for economic and political issues.

The role of Libyan universities in society service after the February 17 revolution

The events of December (2010) in Tunisia, January (2011) in Egypt and Yemen, 17th of February in Libya, and March (2011) in Syria suddenly changed the political, economic and social landscape in these countries for generations to come. The countries of the Arab Spring in the challenges of building a democratic civil state. The way the latest development during the last four decades and during the revolution highlights different and more difficult challenges in Libya. Unlike its neighbours Tunisia and Egypt, the Libyan uprising was characterized by a high degree of violence had a significant impact on the Libyan society socially, economically and psychologically.

The Libyan educational institutions in general and universities in particular were greatly affected by this revolution. The following period after the 17th of February revolution witnessed a great and unprecedented openness at the level of university cultural work and intellectual activity. Many colleges witnessed an awareness and educational movement that was interested in providing scientific and academic expertise to society groups. These took place within the university or outside it. This was in form of establishing some educational clubs, which provided many workshops and lectures to help young people to think positively and teach them how to address some of the mistakes that occurred during the revolution and refine their talents for the free expression and for accepting other opinions. Some colleges have also added crisis management to their curricula, which is an urgent result imposed by the conditions experienced by universities during that period.

However, despite these positive developments in dealing with changes in things during that period, but this movement and these efforts did not continue in most universities. Events after the revolution make the country enter in a spiral of chaos disrupted various aspects of life. The violent events resulted in stopped the maintenance and restoration of some university buildings that were supervised or carried out by foreign companies whose workers left the country since March (2011). Despite the attempt of some of them to return later, the security conditions prevented them from doing so. These projects are kept as they were. This resulted in the disruption of this plan and the inability of universities to perform their expected tasks.

The discontinuation of projects to implement university buildings in Libya was not the only consequence of the events occurred in the country. There are several factors reasons that turned many universities in various cities and regions into battlefields, as they were close to military barracks and as a result of the proliferation of militias. Many universities were turned into battlefields, which caused the suspension of study in several universities. Perhaps the best evidence of this is the University of Benghazi, formerly known as (Garyounis), which is considered the mother of Libyan universities. It was destroyed and its main compound was burned in Garyounis area of Benghazi during the war to liberate the city from terrorist groups. This led to the destruction and burning of most buildings, including the General Administration, the Central Library and the classrooms of most of the university faculties. This forced the university administration to look for alternatives, as sending its students to other universities. A similar incident, which occurred at the University of Benghazi, happened twice in Sirte University. It was destroyed and burned twice in 2011 under the pretext of liberating the city. The other was in 2016, during the process of military operation to liberate the city from the elements of the terrorist organization ISIS. A number of universities, higher institutes and colleges witnessed intermittent discontinuations and interruptions due to the security disturbances and combat operations that took place in most Libyan cities and regions.

The educational process in Libyan universities was disrupted not only because of the armed clashes and the outbreak of war, but also by the general security environment in the country which caused the study to stop several times. The educational process was also influenced by emigrating

¹ Reem Badr El-Din: Activities and Achievements of the Community and Environmental Affairs Sector, (2010-2011), Faculty of Economics and Political Science, Cairo University, 2011, p. 58
Philosophical Readings XIII.4 (2021), pp. 1377-1395. 1389
Info@philosophicalreadings.org
10.5281/zenodo.5499609

professors and their departure to relatively safer places inside the country or abroad for those who had the opportunity to work in one of the Arab or foreign countries. Only 12 out of 20 universities that were working until 2011 remained. Some professors have also been beaten, insulted and threatened by gunmen to yield to their desire to leak exam questions or adjust the scores of repeaters. Amnesty International issued a statement calling on the Government of National Accord (the dominant government in the west of the country) to restore the rule of law and ensure the speedy and safe return of all abductees, including university professors.

After the collapse of state institutions, public universities were subjected to looting, destruction. The post-2011 period was characterized by the absence of state control institutions, deteriorating security conditions and chaos framed by administrative and financial corruption. In addition, large number of student sit-ins and protests against university administrations under real or contrived excuses. Universities in Libya have gone through many difficulties and obstacles to perform their usual educational work. This reflected on the role of the society in serving society in such volatile and turbulent conditions in all respects. On the practical level, universities in Libya did not have that role in society service in normal conditions before the 17th of February revolution, let alone after the revolution and the subsequent successive crises involving all aspects of life. Thus, the role of Libyan universities during unstable "exceptional" conditions can be clarified in the following points:

1- Ensure the continuation of the educational process through:

- Distribution of students to alternative places away from areas of clashes, as happened in the University of Benghazi and the University of Sabha.

- Changing the dates of lectures in order to avoid the dates that pose a danger to the safety of students such as lectures in the evening.

- Some universities resorted to separate female students from males for security reasons.

- Reducing the curriculum and reducing the number of lectures.

2- Attention to promote the values of belonging and citizenship and national unity.

3- To conduct workshops and lectures that show the mistakes that occurred during the units and how to avoid them¹.

4- Provide psychological support to students through lectures of psychological rehabilitation after the war.

5- Awareness of terrorism and its resistance.

6- Adding a crisis management to curriculum in some colleges.

7- To do some sports and theatrical activities in the safest areas and create a healthy environment to discharge energy of young people in an attempt to prevent students from joining armed groups and fighting.

Although these measures exist in some Libyan universities during crises, they were mostly improvised, which caused great difficulty in its application and continuation. They constitute a reason for discontinuing in some universities because of the lack of alternative plans and strategies that can be applied in such conditions. This is what the researcher will try to present in the next section.

The following table shows a comparison of the role of some international and Arab universities with Libyan universities in serving society during unstable conditions.

Country point of comparison	Global models	Arab models	Libyan Universities
	Universities of Europe and South Africa	Arab universities (Saudi, Egyptian, Jordanian)	
Role	they focused on:	focus on:	• Developing the

¹ Personal interview with Ms. Ghada Juma Al-Sari, Head of the Department of Business Administration in charge of 2011 at the Faculty of Economics and Political Science Al-Mirqab University, on 20-1-2019 at 10:00 in College. Philosophical Readings XIII.4 (2021), pp. 1377-1395. 1390
Info@philosophicalreadings.org
10.5281/zenodo.5499609

Country s point of comparison	Global models	Arab models	Libyan Universities
	Universities of Europe and South Africa	Arab universities (Saudi, Egyptian, Jordanian)	
	<ul style="list-style-type: none"> • Academic freedom • Encourage freedom of opinion and accept the opinion of the other • Teach students critical vision • To prepare students intellectually to be eligible for democratic transition 	<ul style="list-style-type: none"> • Attention to the development of values of belonging and citizenship • Conferences and seminars to raise awareness • Focus on raising awareness against terrorism and extremism • In-kind assistance (such as medical and relief convoys) 	values of belonging and citizenship <ul style="list-style-type: none"> • Some conferences and seminars to raise political awareness and psychological support • Work to continue the educational process • Sports and theatrical activities • Developing some curricula for crisis training
Events	<ul style="list-style-type: none"> • During democratic transition 	<ul style="list-style-type: none"> • During the Arab Spring revolutions and some crises such as wars and natural disasters 	<ul style="list-style-type: none"> • Different political conditions leading up to the 17th of February Revolution
Field of activity	Outside and inside universities	Outside and inside universities	Mostly inside universities and some outside

The application of the systems analysis approach to the role of Libyan universities in exceptional conditions:

From the previous presentation we can say that the political, economic and social challenges that occurred in the Arab Spring posed a challenge or inconvenience to educational institutions, i.e. universities. This called for universities to face these challenges in order to achieve stability.

A- Inputs: Political, economic and social unrest and the division of the state constitute the latest developments in institutions, including universities, and they are affected by this unrest.

B- Operations: These influences, which constituted the inputs have affected the universities within the so-called black box "operations", which prompted these institutions to try to absorb this inconvenience and the challenge imposed on them through a set of proposed measures.

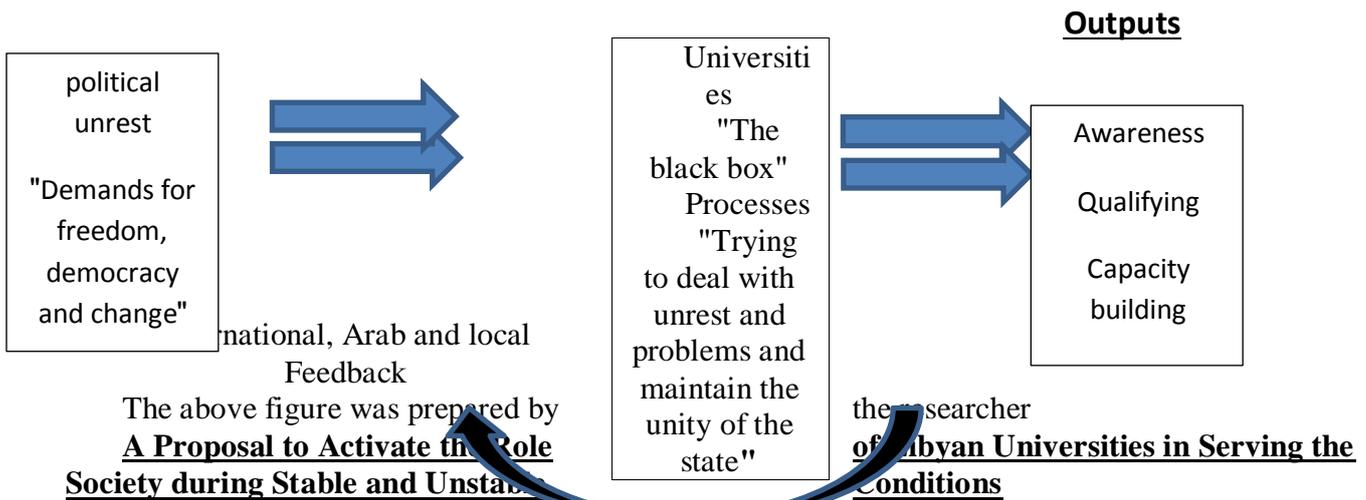
C- In a changing environment at the international, regional and local levels.

D- outputs: represented in the university's attempt to accommodate the conditions and adapt to the positive aspects and contain the negative aspects. It tries to change and this is what appeared in the attempt of psychological and educational rehabilitation and accommodating variables and rebuilding capabilities.

Figure (3) shows the application of the systems analysis model to the role of universities in their surrounding environment (international, Arab and local conditions)

Inputs





The current conditions experienced by Arab societies in general and the Libyan society in particular from the turmoil and changes at all political, economic and social levels, have imposed a prominent and important role for universities during these transformations. Being the most influential institution on society, university's role is to qualify individuals to adopt the appropriate thought to deal with all these crises and volatility. Therefore, the researcher proposes the following strategy to implement and strengthen this role:

- 1- Official level "Legislative and Regulatory Aspects"
- 2- Society level "the relationship between the university and the society".

1- Official level:

Although the Libyan law organizes the work of universities, it contains clauses clarifying the role of the universities and the administrative structure of the universities, including the description of jobs and the assignment of tasks and responsibilities that facilitate the universities to carry out their educational and academic research functions. Although many changes that took place in the organizational structure, none of these changes has paid any attention to the function of society service properly. Accordingly, the researcher suggests:

An amendment to the law governing universities to include:

A- Emphasizing the importance of the function of society service and its surrounding environment by including it clearly in the objectives of the universities and its mission and vision for the future.

B- Amendment in the law governing the structure of universities to include a special agency to serve the society and its surrounding environment and the subordination of this agency directly to the President of the University.

C- To establish administrative regulations governing the work of the university, indicating its administrative sequence, dependency and functions accurately.

D- Determine the duties and responsibilities of the employees of this university and its subordinate units.

E- To create a crisis management unit whose task is to develop alternative plans in the event of crisis exposure and resort to them in exceptional cases.

Figure (4) illustrates the current organizational structure of most Libyan universities

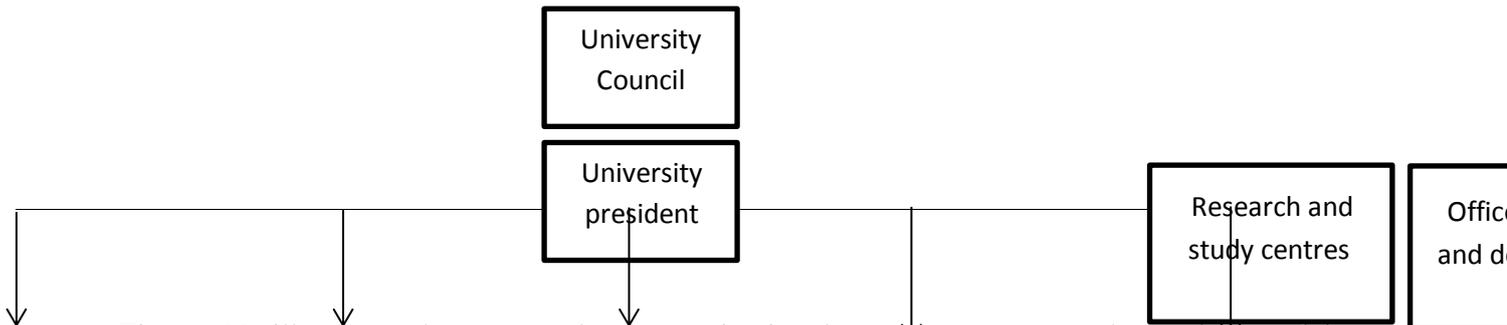
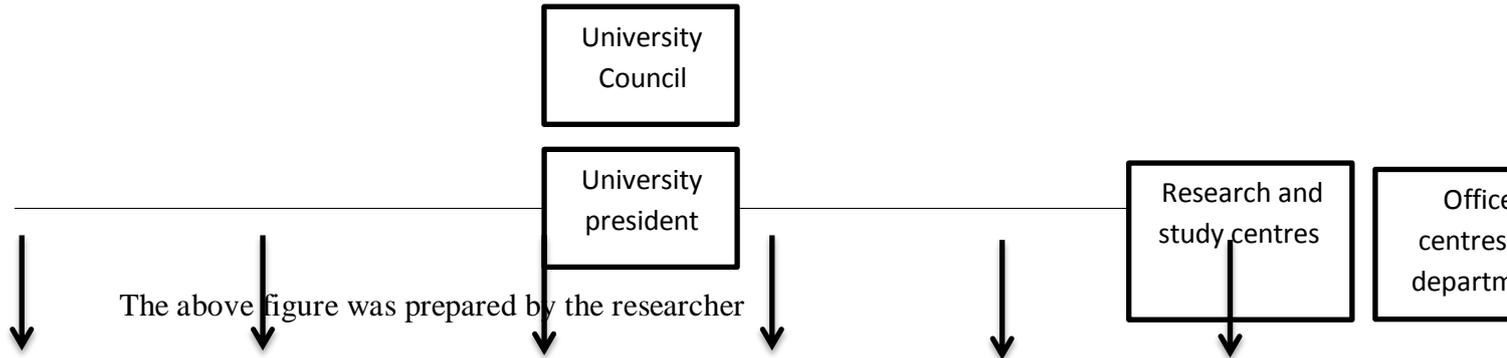


Figure (5) illustrates the proposed an organizational structure to serve the society and its surrounding environment in the organizational structure of — Libyan universities



2- Society level "University relationship with society"

Here it is related to the role of the university in strengthening the relationship between it and the institutions of society and can be divided into:

A- The role of the university in serving society in the normal conditions, including:

1- Providing the elements of society partnership, including building bridges of cooperation between university and members of society and its various institutions.

2- Encourage entrepreneurship and initiative among students and help them to improve and gain experience.

3- Guiding the educational process through a developed curricula and lectures to encourage cognitive creativity and innovation, in addition to teaching students critical and meaningful thinking that teaches them freedom of opinion and responsibility and respect for other opinions.

B- The role of the university in society service in exceptional conditions.

Activities that can promote human thought to be able to absorb the changes that occur and to be eligible to accept democratic transformations and deal with things in an academic and thoughtful manner without being drawn behind the negatives by providing support to society through:

1- Disseminate the values of tolerance and citizenship, and affirm national unity and belonging.

2- Building students' abilities on problem solving skills, dialogue, social communication, negotiation

3- Stress the need for meaningful political participation and how to rebuild the state again.

4- Awareness of terrorism and resistance in all its forms.

5- Encourage students to love giving and volunteering.

Conclusion:

The success of university in its mission is not only to achieve its educational function towards its students, but extends its activity to expand to society as a whole in the normal and in extraordinary (exceptional) conditions.

However, the Arab universities in general and the Libyan in particular suffer from a clear weakness in playing their social role in unexpected conditions and during the occurrence of crises. The country is currently experiencing such crises as a result of the existence of many challenges. Some of them include regulatory and administrative matters such as laws, regulations. While some of them include external challenges suffered by the Libyan society in general, such as security challenges as a result of the proliferation of arms, This has had a clear impact on the functioning of universities. Other challenges relate to society action and partnership.

This role is becomes more difficult in the absence of the regulating laws, the absence the administrative units responsible for this task, and the lack of effective crisis management with alternative plans that can be used when needed.

Finally, we can say that the continuation of the study and the educational process under these difficult conditions is a positive factor where students, faculty and workers risk their lives in places of clashes and areas where there is chaos and the absence of law in order to ensure the continuation of the performance of universities for their primary role, which is the education of students.

References

Books:

1- Khaled Al-Sahhane: The Role of Universities in Arab Societies, Works of the Second Annual Cultural Season of the Department of Political Science, Faculty of Economics, Benghazi University (2017, 2016), University of Benghazi Publications 2016.

2- Reem Badreddine: Activities and Achievements of the Society and Environmental Affairs Sector, (2010-2011), Faculty of Economics and Political Science, Cairo University, 2011, p. 58

3- Saif Al-Maamari and Others: The Biography of Ten Arab Government Universities, Arab Center for Research and Policy Studies, Beirut, First Edition, 2018

4- Shebl Badran and Gamal El-Dahan, Renewal in University Education, Cairo, Dar Qebaa for Printing, Publishing and Distribution, 2001

Scientific Periodicals:

1- Samir Abdel Hamid Al-Qutub: University and achieve the values of belonging in the light of the data of the twenty-first century, a published study, Journal of the Faculty of Education, Mansoura University 2006 issue (60.)

2- Esmat Al-Aqeel and Hassan Al-Hayari: The Role of Jordanian Universities in Supporting Citizenship Values, Published Research, The Jordanian Journal in Educational Sciences, Vol (15), No. (4), 2014.

3- Hayef Hadi Al-Huwaila: Political Awareness among Kuwait University Students and its Relationship with Some Societal Variables, A Field Study, Journal of Education, No. (134), Giza (4), December 2009.

Theses and Theses:

1- The success of Ashtwi gift: the development of citizenship values for Libyan university students in the light of contemporary societal variables.

Conferences:

1- Hamdi Saleh, Future University Philosophy and Objectives: Tenth Annual Conference of the Centers for the Development of University Education, Cairo, Ain Shams University, 2003.

2- Omar Faraj Al-Qizani: The role of Al-Marqab University in the development of the local community in Al-Khums area from the point of view of its faculty members, the first economic conference for investment and development in Al-Khums area 25-27 December 2017.

Websites:

1- Shatha Dhafer Al-Jundi, Youth Revolution in the Arab World - Demands Anti-Corruption, Al-Hiwar Al-Moatamadin Magazine, Issue 3291, February 2011.

[Http://www.Ahewar.org/Debat/show.art](http://www.Ahewar.org/Debat/show.art)

2- Naji Barakat: the revolution of February 17 Libya .. And the ambitions of the Libyan people, the newspaper Ain Libya Published Date 11/3/2013. www.eanlibya/archives16690.com

3- Hussein Moftah, Libyan universities from centers of scientific research to the strongholds of extremism and terrorism, Published Date, 17, May, 2018 www.afriqatnews.net

Reports

-Report of the exploratory visits to the Ministry of Education in Libya in 2013

Personal interviews

1- Personal interview with Prof. Dr. Salwa Shaarawy, Head of the Department of Public Administration for the period from 2010 - Faculty of Economics and Political Science, Cairo University, on January 5, 2019 at 12 o'clock.

2- personal interview with Ghada Juma Sari, head of the Department of Business Administration in charge of the year 2011 Faculty of Economics and Political Science University of Marqab, on 20-1-2019 10 o'clock.

References in English:

(1) Michael Igmatieff: The Role of universities in an era of authoritarianism “university world news, Global, 13April 2018

(2)Robert K Yin “.Case Study Research Design and Methods “.Sage publications USA.1994.pp 1-15 (sent with Loud Effect)

(3) Toao j.Ferreira ,Alain Fayolle .Entrepreneurial Universities ,Collaboration, Education and Policies, Elgar publishhkg,2018.