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THE NATIONAL MIGRATION PROJECT AND ITS IMPACT ON LIBYAN NATIONAL SECURITY: EDUCATIONAL PERSPECTIVES

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Abstract

This paper examines the relationship between migration, education, and national security in Libya through an educational policy lens. Libya's geographical position between sub-Saharan Africa, North Africa, and Europe, combined with the political and institutional fragmentation that followed 2011, has made migration governance a central issue for state stability, community relations, and human security. While migration is often discussed primarily as a border-control or security challenge, this paper argues that education is an equally important national security instrument because schools, universities, teacher-training institutions, and community learning programmes shape civic identity, intercultural understanding, social cohesion, and public trust. Using a qualitative analytical methodology based on literature review, policy analysis, and conceptual synthesis, the study explores how migration-related pressures interact with socio-cultural barriers, curriculum gaps, weak institutional coordination, and limited professional preparation in Libyan educational settings. The paper builds on Salem's (2018) analysis of socio-cultural and institutional barriers in Libyan education and extends this framework to the migration-education-security nexus. The analysis suggests that unmanaged migration, public anxiety, cultural misunderstanding, and exclusion from learning opportunities can increase social tension and weaken resilience, whereas inclusive civic education, culturally responsive teaching, peace education, and coordinated inter-ministerial policy can transform migration from a perceived threat into a manageable social and developmental challenge. The paper proposes a Migration-Education-National Cohesion Framework for Libya and recommends curriculum reform, teacher training, educational data systems, school-community dialogue, university-based migration research, and rights-based coordination between education and security institutions. It concludes that Libya's long-term national security depends not only on border management, but also on educational policies that strengthen shared citizenship, social inclusion, and institutional legitimacy.

Keywords:

Migration, Libya, National Security, Education Policy, Social Cohesion, Civic Education, Refugee Education, Intercultural Education, Human Security

1. Introduction

Migration has become one of the most significant global issues shaping public policy, state security, economic planning, education, and social cohesion. Contemporary migration is not simply the movement of people across borders; it is a complex social process shaped by conflict, inequality, labour markets, environmental stress, family networks, border regimes, and political instability (Castles et al., 2020; IOM, 2024). For states situated along major mobility routes, the management of migration requires more than administrative control. It requires a coherent national strategy that balances security, humanitarian protection, social integration, economic planning, and public communication.

Libya occupies a distinctive and sensitive position in this global migration landscape. Its Mediterranean coastline links North Africa to Europe, while its southern borders connect it to the Sahel, sub-Saharan Africa, and the wider African migration system. Since 2011, political fragmentation, competing authorities, security vacuums, and uneven institutional capacity have complicated migration governance. IOM's Libya Migrant Report for January-February 2026 estimated that 936,134 migrants were present in Libya, demonstrating the continuing scale of Libya's role as a transit, destination, and temporary settlement country (IOM, 2026). At the same time, UNHCR's Libya registration factsheets continue to document the presence and protection needs of refugees and asylum seekers, including people displaced by conflict in neighbouring countries (UNHCR, 2026).

In Libyan public debate, migration is often linked to border security, smuggling, irregular labour, public order, health services, demographic anxiety, and fears of permanent settlement. These concerns are important, particularly in a country facing fragile institutions and limited public resources. However, a narrow security-only approach can produce unintended consequences. When migrants and refugees are treated only as security risks, public mistrust may increase, social divisions may deepen, and vulnerable people may become more exposed to exploitation. A broader educational perspective is therefore necessary. Education can help host communities understand migration, reduce misinformation, support peaceful coexistence, and prepare institutions to manage diversity responsibly.

This paper argues that educational policy is a strategic component of national security. National security is not limited to the protection of territory. It also includes social stability, institutional legitimacy, economic resilience, community trust, and the protection of people from

insecurity. In this broader human security sense, educational institutions can either contribute to integration and social cohesion or reproduce exclusion, stereotyping, and conflict. Curriculum content, teacher preparation, school leadership, university research, civic education, language support, and community engagement all influence how societies respond to migration-related change.

The paper develops this argument in the Libyan context by revising and expanding the original conference manuscript on the National Migration Project and its impact on Libyan national security. It builds on Salem's (2018) analysis of socio-cultural and institutional barriers in Libyan education, especially the ways in which institutional resistance, limited professional development, and cultural assumptions can affect educational reform. The present paper applies these insights to migration governance by asking how education can support national cohesion, reduce social tension, and strengthen Libya's long-term security capacity.

2. Problem Statement and Research Objectives

Libya's migration challenge is multidimensional. It includes irregular border crossings, migrant labour, refugee protection, human smuggling, detention conditions, local community tensions, and competing political narratives. Yet educational policy has not been placed at the centre of migration governance. Schools and universities often lack systematic curriculum content on migration, citizenship, cultural diversity, human rights, conflict resolution, and intercultural communication. Teachers and lecturers may be expected to manage diversity without adequate preparation, materials, or institutional guidance. Universities have limited dedicated research infrastructure for migration and education, despite their potential to support evidence-based policy.

The core problem addressed in this study is therefore the gap between migration-related pressures in Libya and the educational system's preparedness to respond to these pressures. If educational institutions are not prepared, migration can become framed mainly through fear, rumour, identity anxiety, and securitised narratives. If they are prepared, education can build civic resilience, encourage responsible public debate, support inclusion where appropriate, and strengthen social trust. The study is guided by the following objectives:

2.1 Research Objectives

1. To analyse the relationship between migration, education, and national security in Libya.

2. To identify socio-cultural and institutional barriers that affect migration-related educational responses.
3. To examine how curriculum, teacher preparation, and civic education can support social cohesion.
4. To develop an expanded theoretical and conceptual framework for the migration-education-security nexus.
5. To propose policy recommendations for Libyan educational authorities, universities, and relevant national institutions.

2.2 Research Questions

6. How does migration affect Libyan national security when viewed from an educational perspective?
7. What educational gaps increase the risk of social tension between host communities and migrant groups?
8. How can civic education, intercultural education, and teacher development contribute to national cohesion?
9. What policy framework can help Libya integrate educational planning into migration governance and national security strategy?

3. Methodology

This study adopts a qualitative analytical methodology based on conceptual analysis, literature review, and policy-oriented synthesis. It does not claim to present new field data from schools or migrant communities. Instead, it analyses existing scholarship, international organisation reports, educational theory, and Libyan educational research to develop a strengthened conceptual argument. This approach is appropriate for conference research where the aim is to clarify a policy problem, connect fields of scholarship, and propose a framework for future empirical investigation.

The reviewed literature includes migration studies, refugee education, multicultural education, education in emergencies, human security, social identity theory, and policy reports from organisations such as IOM, UNESCO, UNHCR, UNICEF, and OECD. The analysis also draws on Salem (2018), which examined socio-cultural and institutional barriers in Libyan education. Although Salem's study focused on technology use in EFL classrooms, its findings regarding institutional resistance, limited professional development, and socio-cultural factors are relevant to

migration-related educational reform because both areas require schools and universities to adapt to changing social realities.

The analysis followed three stages. First, the paper identified the main migration-related pressures facing Libya and the educational challenges associated with them. Second, it reviewed relevant theoretical perspectives to explain why education matters for social cohesion and national security. Third, it synthesised these insights into a policy framework and practical recommendations. The limitations of this method are acknowledged: the paper relies on secondary sources and conceptual reasoning, and future research should include interviews with policymakers, teachers, school leaders, university lecturers, migrant learners, and local communities.

4. Literature Review

4.1 Migration, Libya, and the Changing Meaning of Security

Migration scholarship increasingly treats mobility as a structural feature of the modern world rather than an exceptional event. Castles et al. (2020) argue that migration is connected to global inequality, labour markets, state policies, conflict, family networks, and social transformation. In the Mediterranean region, migration is also deeply connected to border politics, humanitarian protection, smuggling networks, and relations between African and European states (Albahari, 2015). Libya's location makes it central to these dynamics, but its post-2011 institutional fragmentation has made governance especially difficult.

Traditional security approaches focus on threats to state sovereignty, borders, and public order. These concerns are relevant in Libya because irregular migration may intersect with smuggling, trafficking, labour exploitation, local conflict, and competition over resources. However, human security theory broadens the discussion by emphasising people's protection from fear, want, violence, and exclusion (UNDP, 1994). From this perspective, migrants and host communities are not simply opposing groups. Both may experience insecurity. Migrants may face exploitation, unsafe journeys, detention, discrimination, and lack of access to services. Host communities may experience pressure on services, employment anxiety, and cultural uncertainty. A comprehensive policy response must therefore address both state security and human security.

Recent IOM data show that Libya continues to host a large migrant population distributed across municipalities and economic sectors (IOM, 2026). These numbers matter for national planning because education, local services, public communication, and community relations are

affected by the presence of diverse populations. However, numbers alone do not explain social outcomes. Social outcomes depend on how institutions respond, how communities interpret migration, how media and political actors frame migrants, and whether education provides young people with the knowledge and civic skills to manage diversity peacefully.

4.2 Education, Migration, and Social Cohesion

Education is a central arena where national identity, civic responsibility, social trust, and perceptions of belonging are formed. UNESCO's Global Education Monitoring Report on migration and displacement emphasises that education systems are affected by migration, but also have the capacity to shape how societies respond to migration through curriculum, pedagogy, language policy, teacher preparation, and inclusion (UNESCO, 2018). This is highly relevant to Libya because migration-related public debate may be influenced by limited knowledge, stereotypes, and fears about cultural change.

Multicultural education theory provides an important foundation for understanding how schools can respond to diversity. Banks (2016) argues that education should help learners understand cultural pluralism, reduce prejudice, and participate effectively in democratic societies. Culturally responsive teaching similarly emphasises that learners' cultural experiences should be recognised as educational resources rather than treated as obstacles (Gay, 2018). Culturally sustaining pedagogy goes further by arguing that schools should support linguistic and cultural pluralism as part of democratic education (Paris, 2012). In the Libyan context, these approaches do not require the abandonment of national identity. Rather, they can strengthen national cohesion by teaching students how to distinguish between shared civic values and cultural difference.

The OECD's work on students with immigrant backgrounds highlights the importance of academic, social, emotional, and motivational resilience, and shows that schools and teachers can help migrant-background learners integrate into communities and overcome adversity (OECD, 2018). Although Libya is not an OECD country and its institutional context differs significantly, the underlying policy message is relevant: educational resilience depends on school climate, teacher expectations, language support, family engagement, and the reduction of discrimination.

4.3 Refugee and Migrant Education in Countries of First Asylum and Transit

Refugee education scholarship shows that access to schooling is not only a humanitarian issue but also a long-term social stability issue. Dryden-Peterson (2016) identifies language barriers, teacher-centred pedagogy, discrimination, and uncertain futures as recurring challenges in refugee

education in countries of first asylum. These challenges are relevant to Libya because many migrants and refugees may remain in the country longer than originally expected, even if they initially intended to transit to Europe. Transit countries can therefore become de facto settlement spaces, requiring more durable educational and social policy responses.

UNHCR's Refugee Education 2030 strategy calls for equitable and sustainable inclusion in national education systems, safe learning environments, and education that helps learners build sustainable futures (UNHCR, 2019). UNICEF's Libya reporting also indicates the importance of supporting vulnerable and refugee children through inclusive education and system strengthening (UNICEF, 2025). For Libya, the challenge is to design education responses that respect national capacity constraints while also reducing the risks produced by exclusion. Excluded young people are more vulnerable to exploitation, marginalisation, informal labour, and social alienation.

Research on refugee education in Kenya by Mendenhall et al. (2015) illustrates that quality education for displaced learners requires trained teachers, appropriate curriculum, adequate resources, and supportive language policies. The Libyan context differs, but the lesson is transferable: access alone is insufficient if learning environments reproduce exclusion or fail to address the social realities of migration. Education policy must therefore combine access, quality, protection, and social cohesion.

4.4 Civic Education, Peacebuilding, and Conflict-Sensitive Education

Education can reduce conflict, but it can also reproduce conflict if it promotes exclusionary narratives, stereotypes, or unequal access. Smith (2010) argues that the influence of education on conflict depends on content, values, structures, and processes. Civic education, peace education, and global citizenship education are therefore important for societies experiencing instability or social division. UNESCO's work on global citizenship education emphasises knowledge, skills, values, and attitudes that help learners contribute to more inclusive, peaceful, and sustainable societies (UNESCO, 2015).

For Libya, conflict-sensitive education is particularly important because the country continues to experience political division, regional inequality, and uneven institutional capacity. Migration-related issues can become politicised when communities feel economically or culturally threatened. A strong civic curriculum should therefore teach students about rights and responsibilities, Libyan national unity, respect for law, human dignity, social responsibility, and peaceful dialogue. Such curriculum should not promote uncontrolled migration or ignore legitimate

security concerns. Instead, it should give students the conceptual tools to understand migration in a balanced, evidence-based, and humane way.

Social identity theory also helps explain why migration can produce tension. Tajfel and Turner (1979) showed that group identities can shape perceptions of in-groups and out-groups. In contexts of scarcity or insecurity, host communities may interpret migrants as competitors or cultural outsiders, while migrants may experience exclusion and mistrust. Education can interrupt this cycle by promoting contact, critical thinking, shared civic values, and accurate information.

4.5 Socio-Cultural Barriers in Libyan Education

Salem's (2018) doctoral research on Libyan lecturers' perceptions of technology integration identified barriers including institutional resistance, limited training, socio-cultural expectations, and gaps between policy aspiration and classroom reality. Although the study focused on EFL and technology, its broader insight is that educational change in Libya requires attention to culture, institutional capacity, leadership, professional development, and teacher beliefs. Migration-related educational reform faces similar barriers. Even if a national policy recommends inclusion or intercultural education, implementation may be weak if teachers are not trained, curricula are not revised, and institutions do not coordinate effectively.

In the migration context, socio-cultural barriers may include fear of cultural change, uncertainty about legal status, language differences, misinformation, negative stereotypes, and resistance to discussing migration in classrooms. These barriers are not only found among educators; they may also exist in communities, families, media, and local governance structures. Therefore, an educational response must be multi-level. It should address classroom pedagogy, school climate, university research, public awareness, and cooperation with national institutions.

5. Expanded Theoretical and Conceptual Framework

5.1 Theoretical Foundations

This paper is informed by six complementary theoretical perspectives. First, multicultural education theory argues that schools should help learners understand diversity, reduce prejudice, and participate in civic life (Banks, 2016). Second, culturally responsive and culturally sustaining pedagogy emphasise the educational value of learners' cultural and linguistic backgrounds (Gay, 2018; Paris, 2012). Third, social identity theory explains how group boundaries can produce

mistrust and conflict when identity is framed in exclusionary ways (Tajfel & Turner, 1979). Fourth, human security theory broadens national security by emphasising the safety, dignity, and welfare of people and communities (UNDP, 1994). Fifth, education-in-emergencies and refugee education scholarship highlights the importance of access, protection, psychosocial safety, and quality learning for displaced populations (Dryden-Peterson, 2016; Mendenhall et al., 2015). Sixth, peacebuilding and conflict-sensitive education demonstrate that educational content and institutional practices can either reduce or reproduce social conflict (Smith, 2010).

Together, these perspectives support a central claim: migration-related national security cannot be addressed through security institutions alone. Education is a preventative and developmental form of security. It reduces the likelihood that social differences will become social divisions. It helps citizens understand the difference between lawful migration governance and xenophobic exclusion. It prepares teachers and students to respond to cultural diversity with confidence rather than fear. It also strengthens institutional legitimacy by showing that the state can manage complex social issues through knowledge, law, and public service rather than through reaction alone.

5.2 Migration-Education-National Security Nexus

The proposed conceptual framework links migration dynamics, educational system response, and national security outcomes. Migration dynamics include population mobility, cultural diversity, labour-market participation, refugee protection, and irregular movement. Educational system response includes curriculum, teacher preparation, civic education, language support, school leadership, community engagement, and university research. National security outcomes include social cohesion, public trust, reduced community tension, prevention of exploitation, improved policy coordination, and stronger institutional legitimacy.

The framework assumes that migration does not automatically produce insecurity. Insecurity emerges when migration interacts with weak institutions, misinformation, exclusion, poverty, politicised identity narratives, and lack of coordination. Conversely, migration can be managed more effectively when educational institutions promote critical knowledge, civic responsibility, rights awareness, cultural understanding, and social resilience. The model therefore rejects both extreme positions: it does not deny legitimate security concerns, and it does not treat migrants as inherent threats. Instead, it positions education as a bridge between security policy and social policy.

Table 1. Migration-Education-National Security Nexus in Libya

Migration pressure	Educational challenge	Potential security risk	Educational policy response
Large and diverse migrant population	Limited migration-related curriculum and public knowledge	Misinformation, fear, and social tension	Civic education, migration literacy, and public awareness programmes
Language and cultural differences	Teachers lack intercultural training and classroom strategies	Exclusion, discrimination, and classroom conflict	Teacher professional development and culturally responsive pedagogy
Irregular status and mobility	Difficulties in access, records, placement, and continuity of learning	Marginalisation and vulnerability to exploitation	Flexible learning pathways and coordination with humanitarian actors
Fragmented governance	Weak links between education, local authorities, and migration agencies	Policy gaps and inconsistent implementation	Inter-ministerial coordination and university-based research units
Community anxiety about identity and settlement	Insufficient spaces for dialogue and evidence-based debate	Public resistance and identity polarisation	School-community dialogue, youth leadership, and peace education

6. Analytical Findings

Because this paper is conceptual and analytical, the findings are presented as synthesised themes rather than statistical results. These themes emerge from the literature, international reports, and the extension of Salem's (2018) socio-cultural barriers framework to migration-related educational policy.

6.1 Finding One: Migration Governance in Libya Requires Educational Participation

Migration governance in Libya is commonly framed through border control, detention, labour regulation, international cooperation, and humanitarian assistance. These are necessary areas of policy, but they do not address the deeper social processes through which communities interpret migration. Educational institutions are among the few national spaces capable of shaping long-term public understanding. Schools can teach young people about citizenship, rights, responsibilities, diversity, and national unity. Universities can generate research on migration trends, social attitudes, labour-market impacts, and integration needs. Teacher-training institutions can prepare educators to manage culturally diverse classrooms and community tensions.

The absence of educational participation creates a policy vacuum. In that vacuum, migration may be explained through rumours, politicised narratives, or fear-based interpretations. A national migration strategy that excludes education may therefore remain reactive and incomplete. A strategy that includes education can become preventative, developmental, and socially legitimate.

6.2 Finding Two: Curriculum Gaps Limit Migration Literacy and Civic Resilience

A major educational weakness is the limited presence of migration, displacement, intercultural communication, and human security in curricula. Students may learn about geography, history, religion, and citizenship, but they may not receive structured opportunities to understand why people migrate, what rights and duties apply, how smuggling networks exploit vulnerability, how misinformation spreads, and how communities can respond peacefully. Without migration literacy, young people may be more vulnerable to simplistic narratives that frame all migrants as threats or, conversely, ignore legitimate governance concerns.

A strengthened curriculum should include balanced content on Libyan national identity, sovereignty, law, humanitarian principles, African and Mediterranean mobility, civic responsibility, and social cohesion. Such content should be age-appropriate and should not politicise classrooms. The aim is not to promote a single political position but to develop informed, responsible, and peaceful citizens.

6.3 Finding Three: Teacher Preparation is a National Security Issue

Teachers are frontline actors in social cohesion. They encounter student questions, community tensions, stereotypes, and sometimes migrant-background learners. If teachers are not trained in diversity management, conflict-sensitive pedagogy, trauma awareness, and intercultural communication, they may unintentionally reproduce exclusion or avoid important issues. Salem's (2018) findings on the importance of professional development in Libyan education are directly relevant here. Policy reform cannot succeed if educators are expected to implement new priorities without training, resources, and institutional support.

Teacher preparation should include modules on civic education, intercultural classroom communication, inclusive assessment, language support, anti-discrimination practices, and referral pathways for vulnerable learners. School leaders also need training because they shape school climate, community relationships, and responses to conflict. Teacher education should be linked to national security not in a coercive sense, but because teachers help prevent social fragmentation and build public trust.

6.4 Finding Four: Social Cohesion Requires Both Inclusion and Clear Governance

Inclusive education does not mean open-ended settlement without regulation. Rather, it means that people who are present in Libyan communities should not be left in educational and social exclusion that increases insecurity for everyone. Social cohesion requires rights-based policy, clear legal frameworks, accurate data, and public communication. Host communities need

reassurance that migration is being governed. Migrants and refugees need protection from exploitation and access to basic learning where appropriate. Education can support both sides by clarifying rights, duties, and the rule of law.

A balanced Libyan policy should therefore avoid two risks. The first risk is securitisation without education, which can increase fear and dehumanisation. The second risk is humanitarian programming without attention to national capacity and public legitimacy, which can create community resistance. Educational policy can help mediate these risks by building shared understanding and by connecting social inclusion with lawful governance.

6.5 Finding Five: Universities Should Become Knowledge Centres for Migration Policy

Libyan universities can play a much stronger role in migration governance. They can establish migration studies centres, conduct community-based research, train public-sector professionals, evaluate educational interventions, and support evidence-based policymaking. Higher education can also connect Libyan research with international debates on migration, refugee education, Mediterranean mobility, and human security. This is especially important because policy imported from international organisations may not fit local realities unless adapted through Libyan scholarship and institutional participation.

University-based migration research should be interdisciplinary, bringing together education, sociology, law, security studies, economics, public health, psychology, and applied linguistics. Such research can help policymakers distinguish between perceived threats and evidence-based risks, identify local integration challenges, and design culturally appropriate interventions.

7. Discussion: Implications for Libyan Educational Policy

7.1 Reframing National Security as Preventative Social Policy

The most important implication of this paper is that Libyan national security should be understood as both protective and preventative. Protective security includes border management, policing, legal regulation, and the prevention of trafficking and smuggling. Preventative security includes education, social cohesion, community trust, civic participation, and institutional legitimacy. These two dimensions should not be separated. When education is weak, security institutions are left to respond to problems after they have already developed. When education is

strong, communities are better prepared to manage diversity, reject misinformation, and cooperate with lawful institutions.

This approach does not minimise Libya's legitimate concerns about irregular migration. On the contrary, it strengthens governance by recognising that public order depends on social understanding as well as enforcement. A society that understands migration through evidence and civic values is more likely to support lawful policy and less likely to fall into polarisation.

7.2 Curriculum Reform for Migration Literacy and Citizenship

Libyan curriculum reform should integrate migration literacy into citizenship education, geography, social studies, history, Islamic education, and university general education courses. Key topics may include causes of migration, refugee protection, human dignity, Libyan sovereignty, legal migration pathways, risks of smuggling, community responsibility, African and Mediterranean relations, and conflict resolution. Curriculum should also include case studies that help students analyse real social problems without promoting prejudice.

The curriculum should be designed around learning outcomes. Students should be able to explain why migration occurs, distinguish between migrants, refugees, asylum seekers, and trafficked persons, understand the responsibilities of the state and individuals, identify misinformation, and propose peaceful community responses. Assessment should move beyond memorisation to include discussion, problem-solving, short research projects, and civic action tasks.

7.3 Teacher Education and Professional Development

The discussion also highlights the need for systematic teacher professional development. Teachers require practical tools, not only theoretical lectures. Training should include classroom scenarios, role-play, dialogue facilitation, inclusive language practices, conflict de-escalation, and safeguarding referral procedures. Teachers should also be supported to handle sensitive discussions on identity, religion, race, nationality, and public anxiety without creating division in the classroom.

Professional development should be continuous and linked to school leadership. A short workshop is insufficient. Libya should consider developing national training modules through faculties of education, teacher-training institutes, and the Ministry of Education. These modules can be adapted for schools in areas with high migration presence, including coastal cities, border areas, and urban labour markets.

7.4 Policy Coordination Between Education and Security Institutions

A further implication concerns institutional coordination. Education authorities should not operate separately from migration authorities, municipalities, social services, humanitarian

organisations, and security bodies. However, coordination must respect educational ethics. Schools should not become surveillance spaces. Their role is to educate, protect children, support social cohesion, and refer serious safeguarding concerns through lawful channels. Clear protocols are needed to prevent confusion and to protect the trust between schools, families, and communities.

A national coordination mechanism could include representatives from the Ministry of Education, Ministry of Higher Education and Scientific Research, migration and labour authorities, municipalities, universities, civil society, and relevant international partners. Its purpose would be to align curriculum, data, teacher training, community awareness, and research. Such coordination would help Libya move from reactive responses to strategic planning.

7.5 Avoiding the Risks of Securitised Education

While this paper argues that education contributes to national security, it is important to avoid turning education into a narrow security instrument. Securitised education can damage trust if students or migrant families feel that schools are primarily monitoring them. It can also encourage exclusionary nationalism if migration is taught only as danger. A responsible educational approach should combine national identity with human dignity, sovereignty with rights, and security with social justice.

The educational message should be clear: Libya has the right and responsibility to govern its borders and protect its people, but it also benefits from policies that reduce exploitation, misinformation, and community hostility. Education can help citizens hold both ideas together. This balanced approach is more sustainable than either denial of migration challenges or fear-based rejection of migrants.

Table 2. Educational Policy Responses and Security Contributions

Policy area	Current weakness	Recommended reform	Expected national security contribution
Curriculum	Limited structured content on migration, citizenship, and intercultural communication	Introduce migration literacy and civic resilience modules	Reduced misinformation and stronger civic identity
Teacher training	Limited preparation for diversity, conflict-sensitive pedagogy, and trauma awareness	Develop national teacher-training modules through faculties of education	Improved school climate and reduced social tension
Higher education	Limited university research centres focused on migration and education	Establish migration, education, and social cohesion research units	Evidence-based policy and local knowledge production
Community engagement	Weak dialogue between schools, municipalities,	Create school-community forums and public	Higher public trust and reduced identity

	and communities	awareness campaigns	polarisation
Institutional coordination	Fragmented response across ministries and agencies	Create inter-ministerial coordination protocols	More coherent governance and fewer policy gaps

8. Proposed Migration-Education-National Cohesion Framework for Libya

Based on the analysis, this paper proposes a Migration-Education-National Cohesion Framework for Libya. The framework is designed as a practical policy tool that can guide ministries, universities, schools, and local authorities. It is built on five pillars: migration literacy, civic cohesion, inclusive pedagogy, institutional coordination, and research-informed policy.

8.1 Pillar One: Migration Literacy

Migration literacy refers to the ability of students, educators, and communities to understand migration using accurate concepts and evidence. It includes knowledge of migration drivers, legal categories, humanitarian principles, smuggling risks, labour issues, and the relationship between migration and development. Migration literacy reduces fear because it replaces rumours with structured knowledge.

8.2 Pillar Two: Civic Cohesion

Civic cohesion refers to shared commitment to Libya's national unity, rule of law, public responsibility, and peaceful coexistence. It should be taught through citizenship education, school activities, youth leadership, and community dialogue. Civic cohesion allows Libya to maintain national identity while managing diversity responsibly.

8.3 Pillar Three: Inclusive and Culturally Responsive Pedagogy

Inclusive pedagogy does not require lowering standards. It requires teachers to recognise linguistic and cultural differences, reduce discrimination, communicate clearly, and use teaching methods that encourage participation and respect. In areas where migrant-background learners are present, schools may need language support, placement guidance, psychosocial awareness, and flexible learning pathways.

8.4 Pillar Four: Institutional Coordination

Migration-related education policy requires coordination between schools, universities, municipalities, relevant ministries, humanitarian partners, and security institutions. Coordination should focus on data, referral systems, training, curriculum, public communication, and local problem-solving. It should be rights-based and should protect the educational mission of schools.

8.5 Pillar Five: Research-Informed Policy

Libyan universities should provide the research base for migration and education policy. Research should examine local community attitudes, educational access, labour-market links, language needs, teacher readiness, and the effectiveness of civic education programmes. Policymakers should use this evidence to design interventions that fit Libya's social, cultural, and institutional realities.

Table 3. Migration-Education-National Cohesion Framework for Libya

Framework pillar	Main action	Responsible actors	Indicators of progress
Migration literacy	Integrate accurate migration concepts into school and university curricula	Ministry of Education, curriculum committees, universities	New units developed; teachers trained; student assessment tasks implemented
Civic cohesion	Strengthen citizenship, peace education, and community dialogue	Schools, municipalities, civil society, youth organisations	School forums held; student projects completed; community feedback improved
Inclusive pedagogy	Train teachers in culturally responsive and conflict-sensitive teaching	Faculties of education, teacher-training institutes, school leaders	Training modules delivered; classroom observation tools used; discrimination incidents reduced
Institutional coordination	Create protocols linking education, migration, welfare, and security actors	Relevant ministries, municipalities, universities, humanitarian partners	Coordination meetings held; referral pathways documented; data-sharing rules clarified
Research-informed policy	Establish migration and education research centres	Universities, research institutes, policy bodies	Policy briefs published; local studies completed; reforms evaluated

9. Recommendations

The analysis leads to the following policy recommendations for Libyan educational authorities, higher education institutions, municipalities, and national policy stakeholders.

9.1 Curriculum and Learning Materials

10. Develop age-appropriate curriculum units on migration, citizenship, social cohesion, human dignity, and the rule of law.

11. Include migration literacy in geography, social studies, civic education, history, and university general education courses.

12. Prepare teacher guides with case studies, classroom discussion questions, and conflict-sensitive teaching strategies.

13. Ensure that curriculum materials present migration in a balanced way, recognising both legitimate governance concerns and humanitarian responsibilities.

9.2 Teacher Training and School Leadership

14. Create national professional development modules on intercultural communication, anti-discrimination, language awareness, and classroom dialogue.
15. Train school leaders in community engagement, conflict de-escalation, safeguarding, and coordination with local authorities.
16. Include migration and diversity management in pre-service teacher education programmes at Libyan faculties of education.
17. Provide targeted support for schools in municipalities with high migrant presence.

9.3 Higher Education and Research

18. Establish migration, education, and national cohesion research centres within Libyan universities.
19. Encourage master's and doctoral research on migrant education, civic identity, social cohesion, and migration governance.
20. Develop partnerships between Libyan universities and international research institutions while ensuring local ownership of research priorities.
21. Produce policy briefs for ministries and municipalities based on field research and community consultation.

9.4 Institutional Coordination and Public Communication

22. Create an inter-ministerial working group linking education, higher education, migration, labour, social affairs, local government, and security institutions.
23. Develop clear referral pathways for vulnerable children and learners, while protecting school trust and confidentiality.
24. Use public awareness campaigns to reduce misinformation and promote lawful, humane, and evidence-based migration governance.
25. Involve community leaders, parents, teachers, youth groups, and civil society in dialogue about migration and national cohesion.

10. Limitations and Future Research

This study is limited by its conceptual and secondary-source methodology. It does not include interviews, classroom observations, surveys, or direct data from migrant communities. Therefore, its findings should be understood as analytical themes and policy propositions rather than empirical generalisations. Nevertheless, the study provides a necessary foundation for future fieldwork because it clarifies the theoretical and policy connections between migration, education, and national security in Libya.

Future research should examine the perceptions of Libyan teachers, university lecturers, students, parents, municipal officials, and migrant-background learners. It should investigate how schools in different regions experience migration-related issues, what training teachers need, how communities understand national identity and migration, and what forms of curriculum can strengthen cohesion without politicising education. Comparative research with other North African and Mediterranean contexts would also be valuable.

11. Conclusion

Migration is one of the defining challenges facing Libya's national security, social cohesion, and institutional development. Because of Libya's geographical location, post-2011 instability, and connection to African and Mediterranean migration routes, migration will remain a long-term policy issue. However, migration should not be understood only through the language of border control or public order. It must also be understood as an educational, social, and human security issue.

This revised paper has argued that education is a strategic tool for strengthening Libyan national security. Schools, universities, teacher-training institutions, and community learning programmes can reduce misinformation, promote civic responsibility, support intercultural understanding, and strengthen trust in public institutions. Drawing on migration studies, multicultural education, refugee education, social identity theory, human security, and Salem's (2018) analysis of socio-cultural barriers in Libyan education, the paper has shown that weak educational preparedness can contribute to social tension, while inclusive and well-coordinated educational policy can strengthen national resilience.

The proposed Migration-Education-National Cohesion Framework offers a practical direction for policy. It calls for migration literacy, civic cohesion, culturally responsive pedagogy,

institutional coordination, and research-informed decision-making. These reforms would not remove all migration-related challenges, nor would they replace the need for lawful migration governance. They would, however, help Libya manage migration in a way that protects national unity, reduces social fragmentation, and supports human dignity. Ultimately, Libya's long-term security depends not only on controlling borders, but also on educating citizens and institutions to manage diversity with knowledge, confidence, justice, and responsibility.

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