



Translation Education in Libya: A Critical Review of Challenges and Reform

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Abstract

This research critically reviews the status of translation education in Libya, highlighting structural, pedagogic, and institutional challenges and reform opportunities. The study employs a qualitative systematic literature review to analyze scholarly literature from 2020 to 2026. The findings show that translation education in Libya is largely theoretical, with a lack of practical instruction, limited technology integration, and minimal engagement with the professional translation industry. Moreover, the lack of specialisation in areas such as legal, medical, and technical translation has a profound impact on employment outcomes. It also highlights resource limitations, such as inadequate facilities and scarcity of qualified teaching staff, as key impediments to quality education. The study recommends a holistic reform agenda, drawing on international best practices in translation education, which includes curriculum reform, the use of computer-assisted translation tools, industry-academia collaboration, and policy reforms. This study underscores the need to upgrade translation education in Libya to meet global standards and contribute to national progress by improving linguistic and intercultural skills.

Keywords: translation, Libya, curriculum, translator training, technology, higher education

تعليم الترجمة في ليبيا: مراجعة نقدية للتحديات وإمكانية الإصلاح

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المخلص

تقدم هذه الدراسة مراجعة نقدية معمقة لوضع تعليم الترجمة في ليبيا، مسلطة الضوء على التحديات الهيكلية والتربوية والمؤسسية التي تعيق تطوره، واستكشاف فرص الإصلاح الممكنة. وقد اعتمدت الدراسة منهجية نوعية لمراجعة وتحليل الأدبيات العلمية المنشورة بين عامي 2020 و 2026. وتظهر النتائج أن تعليم الترجمة في ليبيا أساسه نظري في المقام الأول، مع قصور ملحوظ في التدريب العملي، وضعف في توظيف التكنولوجيا الحديثة، ومحدودية في الانخراط مع سوق العمل في مجال الترجمة المهنية. كما تكشف الدراسة عن غياب التخصص في مجالات حيوية مثل الترجمة القانونية والطبية والتقنية، وهو ما ينعكس سلبا علي فرص التوظيف ومخرجات التعليم. والي جانب ذلك، تشير النتائج الى وجود قيود جوهرية مرتبطة بالموارد، مثل ضعف البنية التحتية التعليمية وندرة الكوادر التدريسية المؤهلة، وهوما يشكل عقبة رئيسية أمام تحقيق تعليم ترجمة ذو جودة عالية. وتخلص الدراسة الى ان معالجة هذه التحديات تتطلب اصلاحات هيكلية شاملة، تشمل تطوير المناهج، تعزيز فرص التدريب العلمي، وادماج وتوظيف التكنولوجيا الحديثة، فضلا عن فتح مجالات تخصصية جديدة، بما يضمن مواءمة تعليم الترجمة مع متطلبات السوق المحلي والدولي ويعزز جودة المخرجات الاكاديمية والمهنية.

الكلمات المفتاحية: الترجمة، ليبيا، المناهج، التدريب العملي، التكنولوجيا، التعليم العالي



Introduction

In an ever-globalizing world, translation is essential for facilitating cross-linguistic and cross-cultural communication. It enables the sharing of information, aids diplomacy, and supports economic and social growth. In the era of globalisation, translation is no longer solely considered a linguistic process but also a communicative process that involves cultural, social, and professional variables (Baker, 2018: 9; Munday, 2016: 2). This has led to a greater need for professional translators, especially in the areas of legal, medical, and technical translation. This has, in turn, increased expectations for translation training. Today's translators need to have not only language skills but also cultural, extralinguistic, and technological skills. Pym (2013: 487) describes how the combination of machine translation and computer tools has revolutionised the profession, and technological skills are now a vital part of translator education. As a result, universities are expected to offer courses that equip students with skills necessary to work in professional settings rather than simply theoretical skills.

Translation has always been an important element of Arab cultural and intellectual transfer. Yet, current translation programs are still plagued with challenges such as traditional modes of delivery and a lack of connection with the labour market. Darwish (2010: 45) notes that many of the academic programs do not meet the realities of the translation market, which leads to graduates being ill-equipped for the job market.

In Libya, the role of translation has grown as the country becomes more involved with international organisations and global industries, especially in the fields of energy, education, and health. However, the growth of translation education has not kept up. Academic programs are still heavily focused on theory, rather than practice and technology. Alshniet (2026: 210-213) states that this imbalance is one of the factors that create a mismatch between education and the labor market.

Furthermore, there are several problems with translation education in Libya, such as outdated curricula, lack of access to translation technologies, and limited partnership between universities and employers. These problems are compounded by other challenges in the education sector, including a lack of funding and a lack of curriculum development (UNESCO, 2021: 37; World Bank, 2020: 58). Consequently, there is a gap between the skills acquired by graduates and the skills required by the job market.

The purpose of this study is to assess the status of translation education in Libya and to highlight areas of improvement. It will investigate the problems with academic programs and how well they align with the needs of the market. The research questions are: What are the challenges of translation education in Libya? How adequate are current programs for the translation market? What changes can be made to improve the quality and relevance of translation education? By answering these questions, this study adds to the ongoing debate regarding higher education reform and the need to bridge the gap between academia and industry.

2. Literature Review

2.1 History of Translation Education

Over the last few decades, translation education has changed considerably, in line with changes in both the field of translation and wider developments in higher education globally. In its early stages, translation education was based on philological or linguistic paradigms, in which the emphasis was on students' proficiency in the source and target languages. Teaching was primarily concerned with grammar, vocabulary, and comparative stylistics, and translation was often seen as a secondary or adjunct activity to the learning of languages rather than as a distinct profession (Newmark, 1988: 5).

However, the traditional methodology began to change in the late 20th century as the world became more globalised, intercultural exchanges intensified, and translation was professionalised. It was proposed that language competence was not enough for successful translation. Rather, translation was understood to be a multifaceted process that demands

intercultural, domain-specific, and decision-making skills (Nord, 1997: 1; Venuti, 2012: 1). This paved the way for competence-based translation education. These views consider translation competence as a composite of sub-competencies such as linguistic, intercultural, technological, and professional skills. An influential contribution in this field is Anthony Pym (2013: 487), who stresses the importance of adaptability and problem-solving skills as part of the competence of contemporary translators.

A recent model that has influenced translation training is the European Master's in Translation (EMT) model of the European Commission. It conceptualises translation competence as comprising various areas, such as translation service provision, language competence, intercultural competence, information mining, technological competence, and thematic competence (European Commission, 2017: 4). EMT has had a profound impact on curriculum design, fostering practice-based, outcome-oriented education.

Consequently, there has been a shift in translation in higher education globally towards skills-oriented and practice-based curricula. As Kelly (2014: 32) says, curricula today focus on what students can do after graduation rather than what they have studied. This reflects a shift in higher education towards skills-based learning and employability. Moreover, the development of translation education has paralleled technological advancements. The use of computer-assisted translation (CAT) tools, machine translation (MT), and corpora has revolutionised translation processes. As a result, technology skills are a key requirement for translators (Baker, 2018: 322). As a result, contemporary translation education aims to provide a balance of theory, practice, and technological competence to equip students for a dynamic work environment.

2.2 International Developments in Translator Education

Over the past few years, several global developments have shaped translation education in response to industry needs. One of the most significant developments is the shift towards more practical learning. Classroom teaching is complemented by practice-oriented approaches, such as project-based work, internships, and simulations of translation tasks. This enables students to acquire skills and experience with real-life translation tasks (Munday, 2016: 283). The other major shift is the incorporation of translation technology in education. The growing reliance on computer-assisted translation (CAT) tools, terminology management software, and machine translation in the industry requires technology literacy. Pym (2013: 487) notes that translators need to be able to operate in technology-based environments, and universities have begun offering specialized training in such tools.

Specialisation is another key feature of the current state of translation education. With the growing need for specialized translation, universities are providing specialisation in areas like legal, medical, technical, and audiovisual translation. This enables students to focus on specific domains, increasing their market value and relevance (Baker, 2018: 260). Moreover, there is an increasing focus on interdisciplinary studies. Translation is seen as a discipline that draws on cultural studies, communication, and information technology. Venuti (2012: 12) stresses the cultural aspects of translation, while others stress the need to include technology and professional skills in training, such as Kelly (2005) and Kenny (2020). These developments signal a movement towards professionalising translation programs. Curricula that provide practical skills, technological skills, and specialisation are more likely to equip graduates to navigate the challenges of the global translation industry.

2.3 Translation Education in the MENA Region

The Middle East and North Africa (MENA) region has seen a growing interest in translation education because of its increasing involvement in world communication and commerce. Although there are country-specific differences, some recurrent issues have been observed. A major challenge is the persistence of theoretical teaching and learning at the expense of practical training. The focus on linguistic and literary analysis often overlooks professional translation skills (Darwish, 2010: 45). Similarly, Al-Qinai, as cited in Faiq (2004) observes that translation

education in the Arab world is not always aligned with the demands of the job market. Another issue is the lack of technology use. The international market is increasingly using technology in the translation industry, but many institutions in the MENA region have struggled to implement these technologies due to financial and infrastructural barriers. Consequently, students gain little experience in workflows used in the translation industry.

The lack of a strong link between industry and academia is also often identified. This weak connectivity between academia and translation companies restricts opportunities for internships and on-the-job training, further contributing to alignment issues between educational qualifications and the job market (UNESCO, 2021, p. 37). However, some institutions have started to make changes in the region, such as introducing competence-based curricula and embracing technology. These measures show the possibility for enhancing translation education and bringing it up to international standards.

2.3 Translation Education in Libya

Libyan translation studies have identified several challenges in translation education. Alshniet (2026) state that programs are outdated, with a focus on theory and language skills, but little practical training. Similarly, Mohamed (2024) states that the Department of Translation at the University of Tripoli has failed to align its curriculum with the market, resulting in graduates lacking the skills they need for the workplace. Alshniet (2026), Mohamed (2024)

A recurring challenge is the lack of practical experience. Internships and project work are rarely integrated, which affects students' self-confidence and skill levels in performing practical translation tasks (Mohamed, 2024; Alshniet, 2026). Another challenge, it was observed that poor technological integration with many institutions lacking access to Computer-Aided Translation (CAT) tools and online resources due to budgetary and infrastructural limitations (Elsamu et al., 2025; Alshniet, 2026). This limits students' exposure to vital technological skills needed in the international translation market.

Moreover, most programs provide general translation education with no focus on specific areas such as legal, medical, and technical translation (Mohamed, 2024). This diminishes the competitiveness of graduates within and beyond Libyan borders (Mohamed, 2024). There is also a shortage of qualified teaching staff (Al-Darraj, 2023) and students have limited exposure to professional practice (Al-Darraj, 2023; Elsamu et al., 2025). They (Ibid) noted that the syllabi of translation programs in Libyan universities are still based on the syllabus that is not in accordance with the current educational practices or the needs of the translation profession. Weak coordination of translation institutions, policy support deficiency, and lack of investments remain as obstacles in the development of the translation field in Libya, as noted by Elsamu et al. (2025). These challenges are compounded by broader problems in Libya's higher education system, such as a lack of investment and institutional capacity (World Bank, 2020: 58).

Notwithstanding these challenges, the increasing demand for translation services across government, medical, and international agencies offers a chance for change. Through curriculum reform, technology integration, and specialisation, Libya can enhance its translation education and equip students with the skills needed to compete in the global market.

3. Methodology

3.1 Research Design

A qualitative systematic literature review (SLR) approach is used in this study to examine the status of translation education in Libya. This decision is driven by the goals of the study, which are to bring together existing information and knowledge, identify common challenges, and explore emerging areas in the field. Systematic literature reviews are well-established research approaches that allow researchers to gather, assess, and merge findings from various studies in a systematic and transparent way (Petticrew, 2006: 9; Snyder, 2019: 334).

Systematic reviews are distinguished from traditional narrative reviews, which can be selective and subjective (Petticrew, 2006: 9; Snyder, 2019: 334). Kitchenham (2004: 3) defines an SLR

as a review with clear inclusion and exclusion criteria for identifying and analysing studies, with a replicable and comprehensive process. This approach is crucial in disciplines like translation education, where research is spread across geographies and disciplines.

In the absence of large empirical studies focused on Libya, the SLR offers an efficient way to consolidate local and global knowledge. It enables the synthesis of knowledge from different contexts, such as the Arab world and globally in the field of translation studies, leading to a more holistic view of the research questions. Apart from the systematic review, the study uses thematic analysis to analyse and synthesise the data. Thematic analysis is a qualitative approach to identifying themes, patterns, and relationships in text (Braun, 2006: 79). Through the classification of main concepts, the study can go beyond description and critically examine key themes such as curriculum, technology, and teacher training.

The design is thus interpretive and analytical. Not only does it describe the literature, but also critiques it, allowing for the mapping of inconsistencies, contradictions and gaps that need to be addressed. This approach enriches the analysis and findings.

3.2 Data Collection

The data used to conduct the present study were obtained as a result of a systematic search of the major academic databases, such as Google Scholar, Academia.edu and ResearchGate. The rationale behind the selection of these databases is that they have a broad area of coverage of peer-reviewed literature in translation studies, linguistics and teaching.

The method of search was a systematic and reproducible process. The keywords were strategically chosen to capture the major themes of the research, which include translation education, translator training, translation curriculum, translation technology, and CAT tools. Refining the search involved the use of Boolean operators like AND OR to help guarantee comprehensive coverage of applicable studies. According to Papaioannou, et al, (2016: 105), the completeness and accuracy of systematic reviews depend on the use of well-defined search strategies.

The search was narrowed down to publications that were published between 2020 and 2026, namely World Bank (2020), Al-Darraj (2023), Mohamed (2024), Elsamu et al. (2025) and Alshniet (2026) in order to ensure that only up-to-date information is provided. This period includes major shifts in translation education, especially the growing prominence of technology and the changing socio-political situation in Libya since 2020. A limitation of the time range is a usual practice in systematic reviews to ensure that results are relevant to recent trends and practices (Petticrew, 2006: 82).

The first search resulted in a high number of sources. These were then filtered by a multi-stage selection process. To start with, duplicate records were eliminated. Second, titles and abstracts were checked to determine the relevance to the research aims. Lastly, full-text articles were reviewed to ensure that they were appropriate to be included. This process is a step-by-step screening procedure that is in line with the best practice in systematic review methodology and helps to ensure the quality and relevance of the selected studies (Kitchenham, 2004: 5).

3.3 Inclusion Criteria

In order to ensure the validity and topicality of the analysis, the inclusion criteria were developed. Only articles that fulfilled well-defined criteria were reviewed. To begin with, peer-reviewed materials were only incorporated, including journal articles, academic books, and postgraduate theses. This is an essential condition that guarantees the academic credibility of the data since peer-reviewed journals are also subject to serious evaluation procedures (Snyder, 2019: 336). Second, the chosen studies must have been specifically focused on translation education, translator training, or curriculum development. It assures congruency with the research objectives and prevents inclusion of irrelevant material. Third, the research with a specific focus on Libya and similar situations was prioritized, especially in the Middle East and North Africa (MENA) region. The inclusion of regional studies enables comparison within the

context and helps offset the lack of availability of Libya-specific research. According to Darwish (2010: 45), shared linguistic, cultural, and institutional factors shape translation practices in the Arab world and make regional comparisons both relevant and necessary. These were the same criteria that were used consistently throughout the selection process to ensure that the final data set was not only high-quality but also contextually appropriate.

The methodology used in the current study is a combination of the rigor of systematic literature review with the interpretive richness that thematic analysis provides. The study is transparent, reliable, and academically valid due to structured procedures of data collection and selection. At the same time, the use of thematic analysis enables a deeper exploration of key issues and patterns within literature. This methodological framework offers a good platform on which to analyze translation education in Libya. It enables the research to outline significant issues, gauge existing practice, and point out areas of enhancement. Finally, the methodology ensures the results are based on reliable evidence, and the findings also provide a valid contribution to future research and policymaking.

3.4 Data Analysis

The data obtained in this study were evaluated through a thematic analysis method, which is a well-known method of qualitative research in identifying, interpreting, and organizing patterns in textual data. Thematic analysis is especially appropriate when the study is based on the literature due to its flexibility and the possibility of synthesizing results from various sources while maintaining analytical rigor (Braun, 2006: 79; Saldaña, 2016: 5). This will enable the researcher to go beyond mere description and formulate a systematic interpretation of major problems in translation education.

The analysis was carried out in a number of systematic and iterative steps. The initial step was data familiarization, as all the chosen studies were read several times, so a detailed perception of the content, methodology, and major findings of the selected studies could be developed. The step is critical in qualitative studies, as it allows the researcher to immerse in the data and recognize initial patterns and recurring concepts (Miles, 2014: 73). During this stage, notes were taken to highlight significant concepts related to translation education, such as curriculum structure, teaching methodologies, and professional competencies. The second phase was coding, which is the process of assigning labels systematically to portions of data that represent significant units of information. Specific excerpts of the literature were identified as representing major concepts and challenges and were given codes. Among these were, e.g., curriculum design, hands-on training, technology integration, and institutional challenges. Coding is a basic tool of analysis that enables the organization of large amounts of textual data into manageable and interpretable units (Saldaña, 2016: 8). The process of coding in this study was inductive and deductive; whereas some of the codes were generated out of the research questions, others were generated right out of the data.

The third step was centered on the development of themes where the coded data were analysed to determine more general patterns and relationships. Similar codes were clustered to make general themes that represented common developments in literature. Themes are described by Braun (2006: 82) as patterns of shared meaning, which are at the center of the interpretation of the data. In the process, several central themes were established, such as curriculum and pedagogy, experiential learning, technology integration, industry-academia collaboration, and resource constraints. These themes are not only global developments but also context-related challenges that relate to Libya and the MENA region in general.

The last step was the review and refining of the themes to make them clear, coherent, and align with the research aims. This involved reviewing the initial data to ensure that the themes were a true reflection of the findings and that there was a distinct separation between categories. The iterative quality of this process contributes to the validity of the qualitative analysis by enabling the continuous improvement of the process and critical evaluation (Miles, 2014: 86). Also, the

organization of themes was such that they are logically interpretable and facilitate further discussion of results. To further enhance the credibility of the analysis, the research followed the principles of transparency and consistency during the analysis. Coding decisions and thematic development are documented, making the analysis traceable and reproducible, and that is one of the main requirements in qualitative research (Flick, 2018: 419).

In general, the use of thematic analysis provided a sound framework for examining the selected literature. It enabled the identification of key patterns and challenges in translation education while also allowing for a nuanced and context-sensitive interpretation of the data. This analytical approach supports the study's aim of providing a comprehensive and critical understanding of the factors shaping translation education in Libya.

4. Findings

The review of the chosen literature shows that a group of interrelated and enduring issues has influenced translation education in Libya. These challenges are not only in isolation but also, they are structural in nature in relation to curriculum design, pedagogy, technological integration, industry alignment, and institutional capacity. The identification of similar challenges in both global and regional contexts suggests that the situation in Libya is a part of a bigger challenge in the developing systems of translation education (Munday, 2016; Darwish, 2010). Although there are some slight improvements observed, the results indicate that translation programs in Libya are not adequately aligned with the contemporary professional standards, especially those that are shaped by technological advancement and market needs (Pym, 2013).

These challenges are discussed in the four dimensions of interrelation, namely: curriculum and pedagogy, technology integration, industry alignment, and institutional capacity, through which the structural gaps in translation education become more obvious.

4.1 Curriculum and Pedagogical Challenges

The results show that translation education in Libya remains influenced by a theory-focused pedagogical paradigm. Linguistic competence, grammar, and translation theory are promoted at the cost of applied and professional skills in curricula. Although it is necessary to have theoretical knowledge, it must be accompanied by practical training to be professionally ready (Newmark, 1988; Kelly, 2005).

One big challenge is that there is an imbalance between theory and practice. Students are often taught abstract concepts without enough time to practice them in realistic translation tasks, thus limiting their ability to work effectively in a professional environment (Nord, 1997). Moreover, the absence of experiential learning opportunities, including internships and project-based work, is also a significant limitation to skill development. This disconnect becomes particularly clear when comparing the present educational practices with industry expectations, as summarized in Table 1, which shows the low priority of practical training and experience learning in spite of its high priority in the professional field. The second challenge is that most curricula are out-of-date. Such emerging fields as audiovisual translation, localization, and post-editing are hardly mentioned, further increasing the gap between academic training and market requirements (see Table 1).

Area	Current Focus (Libya)	Industry Requirement	Gap Level
Translation theory	High	Moderate	Medium
Practical training	Low	High	High
Specialised translation	Low	High	High
Experience learning	Very Low	High	Very High

Table 1: Curriculum Gaps in Translation Education

4.2 Technology Integration

The findings highlight limited and inconsistent integration of technology in translation programs. Professional practice now requires the use of tools like CAT software, machine translation, and terminology systems (Pym, 2013; Baker, 2018). Nevertheless, Libyan institutions frequently have no access to such technologies, which creates graduates who are not well prepared to work in modern workflows. This problem is well demonstrated in Table 2, which shows the extreme difference between high industry usage and low presence in academic programs. Even with the introduction of technology, it is frequently fragmented and not systematically integrated into the curriculum, preventing students from developing comprehensive technological competence.

4.3 Industry Alignment

Among the most important findings is that there is a discrepancy between academic training and industry expectations. Employers complain that graduates do not have essential

Type of Technology	Use in Industry	Availability in Libyan Programs	Gap Level
CAT tools	Very High	Low	High
Machine Translation	Very High	Very Low	Very High
Terminology systems	High	Low	High
Digital corpora	High	Very Low	Very High

Table 2: Status of Technology Integration

competencies, especially in applied translation and specialization. This mismatch is presented in Table 3, which illustrates the gap between high industry demand and low graduate preparedness on a variety of important skills. This is further worsened by the lack of collaboration between academia and industry, which in turn limits opportunities to undertake internships and gain experience (Darwish, 2010). Consequently, a significant proportion of graduates need further training once they are employed.

Skill Area	Industry Demand	Graduate Preparedness	Gap Level
CAT tools	High	Low	High
Specialized translation	High	Low	High
Practical experience	High	Low	High
Language skills	High	Moderate	Medium

Table 3: Overview of Skills Gap

4.4 Institutional Constraints

The results also indicate that there are a lot of institutional barriers, such as limited funding, aging infrastructure, and a lack of qualified faculty. All these obstacles pose a barrier to reform and the introduction of modern instruction practices. These constraints, as can be seen in Figure 1, are interrelated and contribute to the overall weakness of translation education in Libya.

All in all, the results show that translation education in Libya is influenced by the fact that pedagogical, technological, and institutional issues overlap. As demonstrated in Tables 1-3, there are apparent gaps between the current educational practices and industry needs. To overcome these challenges, a combined reform agenda that includes curriculum renewal, investment in technologies, and improved academic-industrial cooperation is necessary.

5. Discussion

The results of the present research indicate that there has been a structural misalignment between translation training in Libya and the internationally accepted standards of translator training. This gap is not only a difference in pedagogical practices but also larger institutional and systemic constraints. Though world translation education has moved towards competency-based, practice-based models, Libyan programs are still largely based on traditional, theory-

laden, instruction models. This is the point of divergence that confirms the previous research that translation education systems in the developing contexts are often behind the professional and technological developments (Munday, 2016: 283; Pym, 2013: 487).

Translation education at the international level has changed dramatically during the last 20 years. Modern models stress the notion of translation competence as a multidimensional construct, which combines linguistic, intercultural, technological, and professional skills. According to the arguments of Baker (2018: 322), effective training of translators should be based on real-world practices, and this training should be one that equips students with the ability to work within a complex communicative environment. Equally, as Kelly (2014: 32) points out, “the contemporary curricula are becoming more and more outcome-driven and employable as opposed to merely theoretical.”

The main distinction of these global models is the focus on experiential learning, such as internships, project-based assignments, and simulation of a working process. These strategies are aimed at closing the gap between theory and practice and ensuring that graduates are ready to join the workforce right after graduation. Nord (1997: 1) points out that purposeful and context-sensitive practice and not just abstract theoretical study alone result in the development of translation competence. Conversely, the Libyan situation can still be described as one in which the strong focus on the theoretical teaching and linguistic analysis remains prominent. Although this offers a good academic base, students are not properly equipped to meet the challenges of professional translation. The minimal use of practical training, real-world assignments, and industry involvement also leads to a major gap between academic performance and labor market demands. The result is in line with the research in the Arab world, in which “translation programs are frequently criticised for lacking practical orientation” (Darwish, 2010: 45).

Such an imbalance has significant consequences for graduate employability. The translation industry is more in need of professionals who not only possess language proficiency but also have specialized knowledge, are technologically competent, and familiar with professional work processes. Nevertheless, the results suggest that most Libyan graduates do not have these skills when they are entering the labor market. Consequently, employers frequently must give them more training; thus, postponing the integration of the workforce and reducing its overall productivity. This is in line with the general research that has shown the increasing significance of employability skills in higher education (Pym, 2013: 487). In addition to personal results, the consequences can be transferred to the evolution of the translation industry in Libya. The poor correspondence between education and industry requires the restriction of the development of the competitive translation market. In the absence of a regular flow of highly qualified professionals, the translation agencies might not be able to ensure the quality of their services and growth. This, in turn, impacts the capability of Libya to be effective in participating in global communication networks, knowledge exchange, and international collaboration.

The other important aspect of the discussion is that not much has been integrated towards the use of technology in the teaching of translation. The practice of translation has become more digitalized in the world today, with the use of various tools, including CAT software, terminology databases, and machine translation systems, being central. Baker (2018: 322) mentions that technological competence has become a mandatory part of translation competence. The findings, however, suggest that Libyan institutions are not wholly utilizing these tools mainly as a result of financial and infrastructural constraints. This technological discontinuity also supports the lack of connections between education and professional practice. To tackle these challenges, multi-level reform is needed. At the curricular level, a shift towards competence-based models that integrate theory and practice and incorporate specialized areas of translation, such as legal, medical, and technical translation needs to be taken. This practice is justified by the world's best practices, which push the need to ensure that curricula are aligned

with professional standards (Kelly, 2014: 32). On the institutional level, universities must invest in technological infrastructure, faculty development, and innovation in teaching. Access to CAT tools and digital materials is necessary to equip students with the skills to work in contemporary translation settings. Also, faculty members are in need of professional development on a continuous basis to make sure that their teaching is up-to-date with current industry practices. The necessity to enhance the partnership between academia and industry is equally important. Collaborative projects may also be formed with other translation organizations and agencies that will provide students with more practical experience and guarantee that the curricula are adaptable to the needs of the market. This type of collaboration is known to be one of the most important elements in enhancing the relevance and quality of higher education programs. At the national level, policy intervention is required to facilitate sustainable reform. This involves the formulation of standardized programs, quality assurance systems, and accreditation systems of translation programs. Individual institutional initiatives will not be successful in bringing about lasting change unless there are coordinated policy efforts.

To conclude, the investigation shows that the challenges of translation education in Libya are not caused by only one factor. They are a product of a complex of pedagogical traditions, resource constraints, and a poor institutional connection with industry. To bridge the gap between Libyan translation education and international standards, it is necessary to have a comprehensive reform that covers both the curriculum design and technological integration, as well as institutional capacity. It is only through such concerted efforts that translation education in Libya can be transformed to meet the requirements of the contemporary professional environment and become an effective contributor to the national development process.

6. Conclusion

The translation education in Libya is currently influenced by a combination of limitations in its structure and the underutilized potential. The results of this paper show that the high level of focus on theoretical training, the lack of the possibility of practical training, the absence of integration of translation technologies, and the weak agreement with the demands of the professional market significantly restrict the existing programs. These obstacles are further enhanced by greater institutional limitations, such as insufficient financial provisions, ineffective infrastructure, and a lack of sufficient provision of academic staff that is adequately trained.

However, the work also shows that there are evident reform and improvement opportunities. The increased demand for professional translation services both nationally and internationally demonstrates the fact that a more responsive and effective educational system is urgently needed. Existing weaknesses in curriculum design, technological provision, and industry engagement can be re-formulated as strategic points of development and improvement.

The next step in the development is mostly based on the implementation of modern, competence-based methods of teaching translation. This involves a move towards curricula that combines theoretical knowledge and practical application, the enhancement of the collaboration between universities and the translation industry, and the systematic integration of advanced technologies of translation into pedagogical practices. Also significant is the necessity of long-term institutional reforms and increased investment in higher education to ensure long-term sustainability and quality improvement.

To sum up, despite the fact that nowadays translation education in Libya is characterized by a strong level of challenges, it also has a great potential for successful reform. With concerted efforts by policy makers, academic institutions, and industry stakeholders, a more robust, practice-oriented, and internationally competitive training education can be developed.

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