



وزارة التربية والتعليم
Ministry of Education

Nationwide School Assessment



Libya Nationwide School Assessment Report
2012



وزارة التربية والتعليم
Ministry of Education

Nationwide School Assessment Libya



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LIBYA: Doaa Al-Hairish, a 12 year-old student in Sabha (bottom left corner), and her fellow students during a class in their school in Sabha. Doaa is one of the more shy girls in her class, and here all the others are raising their hands to answer the teacher's question while she sits quiet and observes.

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Preface

With the return of children and teachers to schools at the end of September 2011 and the official declaration of the liberation of the country, and considering the substantial schools' damage, in some cases completely destroyed as a result of the fighting during the 17th of February Revolution, the Ministry of Education in cooperation with UNICEF decided to conduct a comprehensive nationwide schools assessment in order to collect relevant data regarding the situation of students and teachers, infrastructures, healthcare services and others issues.

A number of meetings were held between the relevant departments within the Ministry of Education and UNICEF experts to prepare a comprehensive questionnaire and to collect information through the nationwide schools assessment. In order to evaluate and revise the questionnaire and data collection procedures a pilot survey was preliminary carried out in Misrata. The nationwide schools assessment was finally conducted by trained staff starting from February 2012.

The information presented in the report is considered as a baseline for the preparation of plans and policies by the Ministry of Education in order to enhance the schools' conditions for the creation of attractive and child-friendly learning environments.

The assessment covered all schools across the country, 4800 in total, and was carried out by over 300 school inspectors and other staff, gathering data on five main dimensions: schools general information, teachers and students, education facilities and teaching materials, water and sanitation facilities, and safety issues. The data was analysed in accordance with the previous administrative division, consisting of 23 provinces, and educational levels. The assessment allowed the identification of relevant indicators for planning and setting priorities. The report includes medium and long terms recommendations.

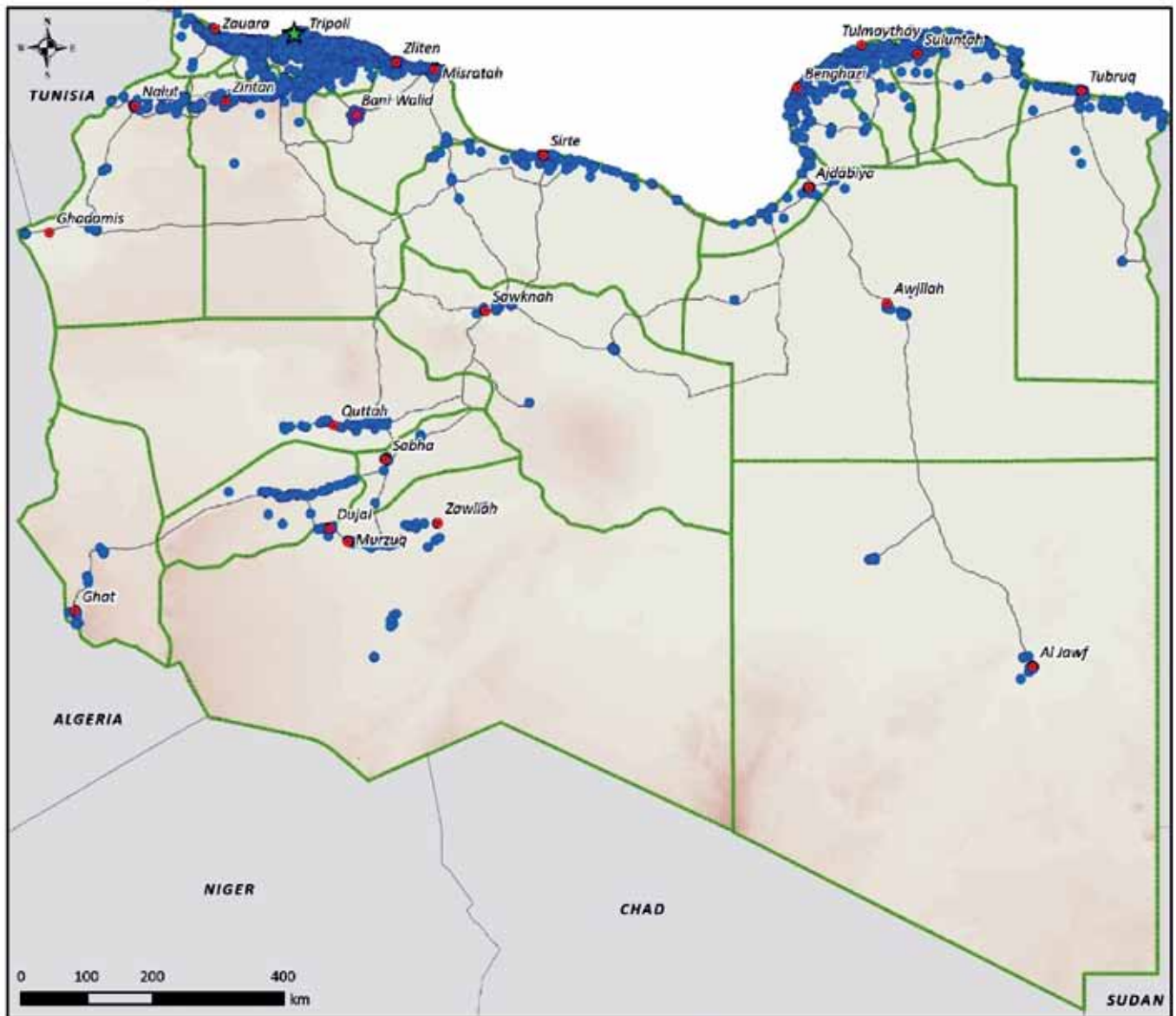
The Ministry of Education can therefore use the final assessment database, in addition to a GPS schools' positioning tool that can be accessible online.

We greatly appreciate the efforts made by those who contributed to this project, especially UNICEF, ACTED and REACH for the financial and technical supports they provided, the schools' principals and their assistants, the teams for data collection and data entering and those in charge of the database development.

Dr. Suleiman Mahmoud Khoja
Undersecretary
Ministry of Education



Map of schools investigated by the Nationwide School Assessment



DISCLAIMER: Data, designations and boundaries contained on this map are not warranted to error-free and do not imply acceptance by the REACH partners, associates and donors mentioned on this map.

Date Sources:
 School Locations - REACH Field Team
 Cities - Log Cluster (2011)
 Projection: GCS_WGS_1984
 Datum: D_WGS_1984

- Major Cities
- School Locations
- ★ Tripoli
- Provinces
- For humanitarian purpose only

Acronyms

ACTED	Agency for Technical Cooperation and Development
CID	Documentation and Information Centre of the Ministry of Education
ECD	Early Childhood Development
ERW	Explosive Remnants of War
GIS	Geographical Information System
GNI	Gross National Income
GPS	Geographical Positioning System
IDP	Internally Displaced Person
MDG	Millennium Development Goal
EMIS	Education Management Information System
MoE	Ministry of Education
NGO	Non-Governmental Organisation
NTC	National Transitional Council
SQL	Standard Querying Language
UN	United Nations
UNICEF	United Nations Children's Fund
UNOSAT	Unitar's Operational Satellite Applications Programme
UXO	Unexploded Ordnance
WASH	Water, Sanitation and Hygiene
WHO	World Health Organisation

Definitions

Term used in report	Meaning
Province	Administrative division of Libya as in January 2012, the Provinces of Al Khums and Zuwara correspond, respectively, to the area previously named Murqub and Nuqat Al-Khams.
School	School administration.
REACH	The Joint Initiative based in Geneva to enhance aid effectiveness by data collection, information and dissemination.



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1. Executive Summary

1.1. Context

Following events in Tunisia and Egypt, popular uprisings erupted in eastern Libya in February 2011. The situation rapidly escalated into an intensive fighting; which officially ended in October 2011. Despite continued security concerns, the first nationwide elections in five decades were held on 7 July 2012. A 200-member national assembly was elected with the task of forming Libya's first post-revolution government.

The events of 2011 resulted in a number of challenges and opportunities for the new Libyan administration. Currently, despite the relatively high rates of enrolment and access to education in the country, challenges facing the Ministry of Education (MoE) remain considerable in this context. The intensive fighting resulted in prolonged disruption in school attendance; and damaged school facilities and equipment. They will need repair. Educational services will also need to continue catering for the needs of the displaced Libyan population.

In addition, significant geographic disparities exist between the different regions of Libya with regard to access to basic services and facilities. Youth unemployment needs to be tackled through the implementation of effective education policies. Strong information management capacity is required to bridge critical information gaps regarding the state of education in Libya.

1.2. Nationwide School Assessment

In order to address critical information gaps and to enable education planning, a nationwide school assessment was conducted between September 2011 and August 2012 by the MoE, with support from UNICEF and ACTED.

The assessment covered all Libyan schools through a comprehensive survey that consisted of 63 items (see assessment form in Annex IV) covering 5 dimensions (school information, student and teacher information, WASH facilities, education facilities and material, protection issues). The assessment was conducted by a team of over 300 staff members of the Ministry of Education who visited and assessed 4800 schools in total. Comprehensive baseline data on the status of the education sector in Libya following the 2011 uprising was collected. Assessment teams were trained and provided with pre-established assessment tools, priorities and methodologies, conceived through extensive consultations between all assessment partners.

Data collection, entry and verification were primarily conducted between November 2011 and May 2012 by teams from the MoE, with the backstopping of information management experts from REACH. Upon completion of the assessment field work and before finalising the assessment database, data was cleaned and verified. Of the total 4,800 schools that were assessed, 172 were excluded from the analysis due to concerns about the reliability of the information collected.

Further geographic data analysis was facilitated by REACH teams in Libya and Geneva to develop static and web-based mapping products. The final database compiled through the assessment was handed to the MoE along with training sessions to enable future development of comprehensive and effective educational policies.

It should be noted that during the course of the assessment, Libya was preparing for the first democratic elections in five decades. The Libyan education system played an important role during these elections as the schools were locations for the majority of the 572 polling stations throughout the country.

1.3. Key findings

1.3.1. Overall findings

A wide array of data was collected for each school during the assessment, including; key facts on the school, teachers and students; water and sanitation facilities; the state of education facilities and provision of materials; and issues related to protection and safety. Data was analysed individually, per sector and horizontally. For the overall analysis, composite indicator sets were established to facilitate prioritisation of needs and planning.

The overall analysis points to two sets of priority actions; one related to meeting the needs emerging in this transitional phase; and the other addressing the underlying disparities in access to quality education predating the uprising, and formulation of key medium- and long-term recommendations that were developed for planning purposes.

The provinces that suffered the most disruption and damage were (unsurprisingly) those that witnessed intense fighting, significant IDP movements, or both. They are predominantly located along the coast-line, as well as in the Nafusa mountain region and in and around Sabha.

Proxy indicators related to quality education (e.g. students-teacher ratio, classroom size, provision of facilities and materials), showed that the provinces with the most need were those located in rural areas outside the urban centres located on Libya's coast. The ranking system also showed that there was better provision for students with special needs in the urbanised north of the country. The composite indicator analysis and the methodology of the ranking system is presented in section 5.

Assessment findings were based on feedback from school headmasters or deputies and observations by MoE school assessors. The latter were extensively trained, and a monitoring system to verify data at both the field and regional level was in place, yet, findings were not verified by technical experts. Further assessments may be considered to validate issues such as: access to drinking water (no tests were conducted on water quality), amount and extent of damage (no assessment was made by specialised building surveyors), and students with special needs.

1.3.2. Basic school information

In total, 4,800 schools were assessed, of which data for 4,628 was considered reliable. As expected, provinces with the highest number of schools were located along the Mediterranean coast in cities with the highest population. While some schools shared their premises with other schools (i.e. one operating in the morning the other in the afternoon) the vast majority, 80%, did not. The majority of schools assessed operated in the morning only, with a significant proportion of schools (35%) held classes in the morning and in the afternoon. The percentage of private schools is relatively low (10.5%), yet notable regional variation was observed regarding this issue. Over 20% of the assessed private schools were located in Ajdabiya, Benghazi, Tripoli and Kufra.

Schools teaching at different levels (specialised, preparatory, primary, or nursery) were consistently spread across geographic areas as well as among public and private schools. Teaching at the nursery level was virtually inexistent among public schools. Overall, only 5% of the schools assessed taught at nursery level, showing their scarce availability.

In terms of functionality, 0.5% of assessed schools reported not having started teaching at the time of the assessment. Nearly all of them indicated that they would start teaching after being repaired, and reported that damage was the main reason for their non-functionality. This was confirmed by the fact that the highest proportion of non-functional schools could be found in provinces that witnessed extensive fighting during the 2011 uprising (such as Ajdabiya, Ghat and Sirte).

1.3.3. Information of students and teachers

Among the assessed schools, a total of 1,246,121 students were reported¹ to be enrolled, with a relatively even proportion of male to female students (yet the relative proportion of girls enrolled increased for higher levels), and a broadly consistent average number of students per school across provinces. Student enrolment across the country increased by a significant 6.5% since February 2011, indicating that the 2011 uprising had not resulted in reducing access to education. In fact, the change in the number of students as a result of the uprising was low throughout Libya. Such figures were more important in the severely affected and densely populated provinces of Tripoli, Benghazi and Misrata.

The proportion of students with disabilities was strikingly low at only 0.84%, which correlates with the below-mentioned lack of special-needs teachers, and with the low proportion of schools attending to the needs of special-needs students. Further analysis is needed to explore the possible causes and to verify if the figure is linked to educational exclusion of children with special needs.

A total of 242,455 teachers were identified, indicating a country-wide student-to-teacher ratio of 5.1. In spite of this high ratio, teacher shortages were reported for specific subjects (a 19% shortage was reported in arts). Shortages were also reported in psychological support staff, medical staff and special-needs teachers. Reserve teachers (certified teachers employed to replace ordinary teaching employees who are unavailable or absent) were also relied upon by a considerable majority of schools, especially public schools (78% as opposed to 32% of private schools).

1.3.4. Water and sanitation in schools

Access to water and sanitation facilities was found to vary considerably between public and private schools, and between the different regions of Libya. Overall, the vast majority of schools reported having access to student latrines (all but 4), running water (85%) or hand-washing facilities (84%). Access to drinking water was more problematic, with 25% of

¹ This number is based on the 4628 schools for which collected data was reliable enough for this report. As a result it can be expected that the actual number of students in Libya is slightly higher.

schools reportedly unable to provide access (only 8% of private schools), as was waste management with only 37% of public schools reporting a waste collection / disposal system in place.

The number of users per latrine varied considerably between provinces, with a significantly higher number of users per latrine in the schools located along Libya's highly populated coastal region. Only a very small number of schools provided specialised latrines for students with disabilities (1.2%), and in nine provinces no schools reported having this provision. Latrines maintenance was significantly higher in private schools than in public schools, with 89% of the former reporting at least daily maintenance as opposed to 49% of the latter.

1.3.5. Education facilities and materials

At the time of the assessment, 11% of schools reported that they were operating out of temporary locations. This was broadly consistent across public and private schools, as well as across geographic areas. On the other hand, access to facilities was highly dependent on whether the school was private or public. Public schools were generally more able to provide students with access to key educational and recreational facilities than their private counterparts.

In total, 41% of schools (1,911) reported that their premises had sustained damage before, during, or after the uprising, of which 81% was sustained during the uprising. Of schools that reported damage 25.9% reported a high level of damages, yet the vast majority had sustained only minor damages, therefore not hindering their capacity to operate. As expected, the majority of damaged schools were located in the northern part of the country that saw heavy fighting. Overall, less than 40% of students were affected by damage to schools, however, this figure increased significantly in provinces like Sirte (91%).

Most schools reported having access to teaching equipment. For instance, 94% of schools had at least one whiteboard per classroom. On the other hand, a lack of provision of student educational materials (such as texts books) was reported in some remote regions.

1.3.6. Protection and safety issues

In total, 12% of schools reported having been occupied by IDPs during the uprising. Fifteen schools (0.3%) were still occupied at the time of the assessment. Regions with the highest proportion of occupied schools were among those severely affected by intensive fighting, namely Almarej, Sirte, and Ajdabiya. Besides IDP occupation, an additional 12% of schools reported being occupied by other groups; namely armed groups and humanitarian actors.

With regard to contamination from unexploded ordinances, 2% of schools reported having been affected by unexploded ordinances (UXOs). Most, however, had been successfully cleared. Five schools still reported contamination.

Finally, a large number of schools reported being located in close proximity to highways, particularly in coastal areas located along the main roads of Libya. Of these schools, 35% did not have access to a crossing point.

1.4. Recommendations

As a result of the assessment, a set of key policy recommendations were presented to form the basis of a three points action plan addressing the development of comprehensive and effective educational policies.

- In the short term, immediate critical needs have to be addressed to allow for the normalisation of schools. Related action will particularly focus on the areas that were heavily affected by the fighting.
- In the medium-long term, issues related to school environment, quality education, teacher development, and early childhood development need to be addressed. Related action will mainly, but not only, focus on the most vulnerable provinces of Libya.
- Finally, a robust information management system needs to be developed, allowing the MoE and other stakeholders to quickly identify problems in the educational system, monitor the context in which schools are operating, and conduct thematic studies to improve policy and enrich the educational experience of children in Libya. This assessment and its database can form a base for developing such a system.



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2. Background

2.1. The geographic and socio-economic context of Libya

Libya is a large country with an uneven population distribution. The total land area is about 1.8 million square kilometres making it the third largest country in Africa, and the 17th largest in the world. Libya is bordered by the Mediterranean Sea from the north, Egypt from the east, Sudan from the southeast, Chad and Niger from the south, and Algeria and Tunisia from the west. The latest available population data (2011) estimated the total population of Libya to be 6,422,772¹, of which 30.6%² are under the age of 14. Despite the large landmass, and small population, the vast proportion of the population (in 2010 77.9%³) is concentrated in urban areas (most of which are located along the country's coast). Population density varies widely across regions, from above 1,273 persons / km² in Tripoli to below 1 person / km² in the desert regions of the south (Kufra, Murzuk or Ghat)⁴. Libya has a high life expectancy estimated at 74.7 years⁵.

The Libyan economy is primarily dependent on the exploitation and export of the country's considerable hydrocarbon resources. This sector makes up 95% of the country's export earnings and contributes towards 60% of all government wages⁶. With this large amount of hydrocarbon resources, Libya has one of the highest GDPs per capita in the African continent, estimated at \$16,750⁷. Despite this, Libya suffers from a lack of economic diversification, which contributed to high unemployment rates (estimated at 30%), predominately affecting youth and women⁸. The transition period that followed the 2011 uprising could provide a window of opportunity for Libya to diversify its economy and tackle the high level of unemployment⁹.

2.2. The 2011 Uprising

The popular uprisings which erupted in Eastern Libya in February 2011 turned into a nationwide protracted armed clash. Some areas were affected by severe fighting in the early stages of the uprising, with heavy damage sustained to the city of Misrata and surrounding areas, the towns of the Nafusa Mountains, and the frontline cities of Ajdabiya and Brega in the East. Following the fall of Tripoli in mid-August 2011, fighting shifted to the last remaining cities under the control of pro-Gaddafi forces, particularly Beni Walid and Sirte. The latter was Gaddafi's final bastion, and therefore was bitterly defended and suffered extremely high levels of damage.

Security has remained a concern since the official end of hostilities in October 2011, with regular clashes occurring throughout the country between various armed groups. In spite of this, the first nationwide elections in five decades were held on 7 July 2012 and were largely peaceful throughout the country. A 200-member national assembly was elected with the task of forming Libya's first post-revolution government.

2.3. Overview of the Libyan education sector

The Libyan education system is composed of three levels: pre-primary education, basic education and secondary education. The Kindergarten is a no-compulsory pre-primary level available to Libyan children up to the age of 6 years old. Basic education, both compulsory and free, includes 9 grades for children of ages 6 to 15 years old. This level combines two different cycles: six grades of primary education and three grades of preparatory level education. Following the completion of compulsory basic education, students between the ages 15-18 have the option of attending secondary level education.

Libya has one of the highest literacy rates in the region, in 2008 the adult literacy rate (15 and over) was 88% (82% for women) compared with the average of 72% of the Arab States¹⁰, and the youth literacy rate (15 – 25 years old) was 100%¹¹. With regard to the access to education, the gross enrolment ratio in 2006 was 9% for pre-primary education (GPI 0.97), 110% for primary education (GPI 0.95) and 93% for secondary education (GPI 1.17). It is noteworthy that age-adjusted data on enrollment are not available, so it is not possible to calculate the net-enrolment rate at any level of education. Based on data collected through the 2006 nationwide census (see figure 2.3a), the portion of non-Libyan citizens relative to the number of students enrolled is less at higher levels of education (from 3.9% for first level basic to 3% for secondary

1 Country Data, World Bank, Available: <http://data.worldbank.org/country/libya>. Accessed 9th September 2012

2 Ibid.

3 Ibid.

4 General Authority For Information; Statistical Bulletin 2009 (Data: census 2006), Tripoli, Libya

5 Country Data, World Bank.

6 Libya, ILO – Available: <http://www.ilo.org/public/english/region/afpro/cairo/countries/libya.htm>. Accessed 10 August 2012

7 Ibid.

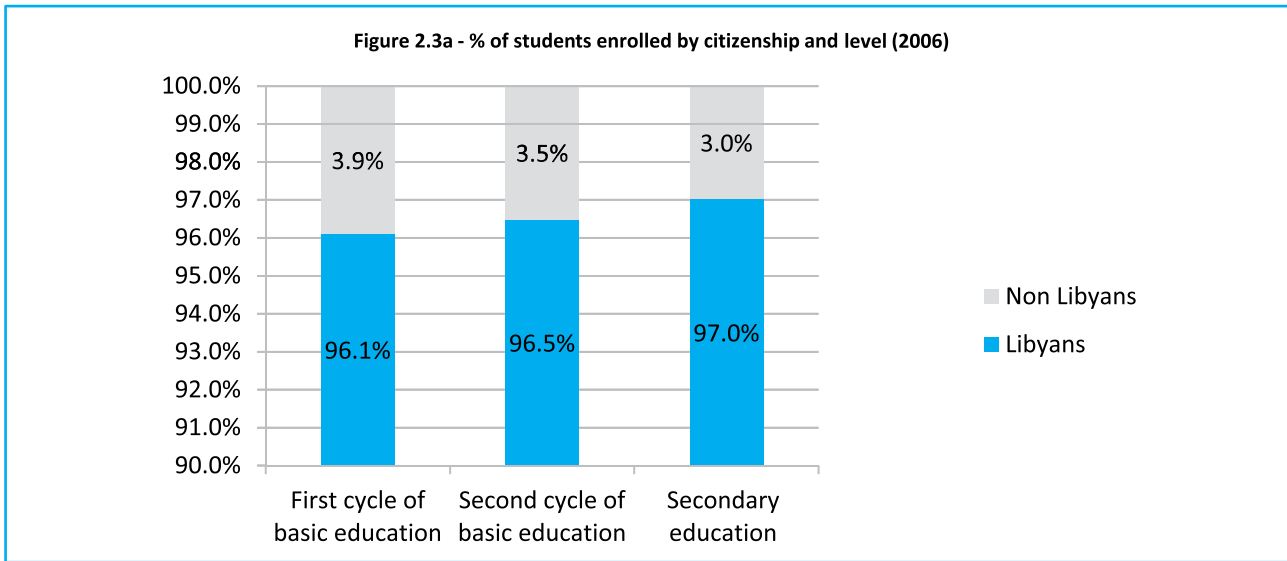
8 Ibid.

9The International Monetary Fund has predicted that Libya's economy will be revived rapidly if the government pursues policies of sustainable and inclusive economic development. See - Libya beyond the Revolution: Challenges and Opportunities, International Monetary Fund, Washington D.C., 2012

10 UNESCO, Education for All Global Monitoring Report, 2011

11 Ibid.

education) and 12% of students in basic education are located in rural areas¹².



According to the last Ministry of Education’s Centre for Information and Documentation (CID) statistical bulletin¹³, in the academic year 2010/2011 the student-teacher ratio was 7.7 in basic education and 6.08 in secondary education. These figures are significantly lower than the average of Arab States (respectively 22 for primary and 16 for secondary education in 2008¹⁴). In 2010, 68% of enrolled students successfully completed the secondary level, and 102,270 students out of 149,518 passed the last grade final exam¹⁵. Financial data suggested that the public investment in education is relatively high in Libya when compared to the average of Arab States¹⁶, considering that the public expenditure on education was reported as 6.3% of the Gross National Income (GNI) in 2009¹⁷. However the vast majority of this investment went toward salaries. In 2009, 94% of the public education budget was allocated towards employing teachers and support staff¹⁸.

Despite the substantial financial investments in the education sector, the quality of education remains an issue of particular concern. According to the World Economic Forum (WEF)¹⁹, various indicators related to the quality of education are consistently low across the board. The overall quality of the Libyan educational system was ranked 142 out of 144²⁰, this is lower than that of other countries of the region (Egypt – 139, Morocco – 105, Algeria – 131²¹). Additionally, the quality of education of core subjects such as maths and science was also ranked strikingly low: 135 out of 144²². The lack of internet access in Libyan schools was highlighted by the WEF with a ranking of 136 out of 144²³. Most notably, the WEF pointed to a severe lack of teacher training. Libya was ranked 140 out of the 144 countries analysed in this regard.

Enhancing the quality of education and improving the learning achievements is therefore a major challenge for the country. As part of dealing with this challenge, the MoE updated curricula and textbooks in preparation for the academic year beginning on 15th September 2012. A team of 160 education experts formed the National Curriculum Reform Office with the objective of reviewing curricula and textbooks of Libya’s school system. The first revision was completed in early 2012, and a total of 27 million textbooks were distributed to schools throughout Libya between January and March 2012. In some provinces the distribution of the aforementioned textbooks coincided with the collection of the data for this report.

In addition, the MoE is currently developing an Education information management system to enable effective planning and to support the policy making process through reliable data. The Libyan education system currently suffers from a lack of information, particularly data on internal and external efficiency. This lack of access to crucial information makes

12 General Authority For Information; Statistical Bulletin 2009 (Data: census 2006), Tripoli, Libya
 13 The Ministry of Education’s Centre for Information and Documentation (CID); Statistical Bulletin 2010/2011
 14 UNESCO, Education for All Global Monitoring Report, 2011
 15 Ministry of Education’s Centre for Information and Documentation (CID), Statistical Bulletin 2010/2011, 2011
 16 According to UNESCO, Education for All Global Monitoring Report (2011), the total public expenditure on education as % of GNP was 4.2 on average in the Arab states in 2008.
 17 Ministry of Education’s Centre for Information and Documentation (CID), Statistical Bulletin 2010/2011, 2011
 18 Ibid.
 19 World Economic Forum, Global Competitiveness Report 2012-2013, 2012
 20 Ibid.
 21 Ibid.
 22 Ibid.
 23 Ibid.

the development and implementation of inclusive educational policies problematic.

2.4. Nationwide School Assessment

The Nationwide School Assessment was launched by the MoE in partnership with UNICEF and ACTED, and with facilitation from the REACH team. The assessment aims to bridge critical information gaps by collecting comprehensive and reliable baseline data on the status of the post 2011 uprising education sector in Libya. The gathered information has the potential to enhance MoE's strategic planning and service capacity, thereby fostering future efforts to establish coherent, effective and evidence-based investments and policies for the sector. The methodology for the assessment was developed by the MoE in partnership with the UNICEF and ACTED. This process included prioritizing data collection, while focussing on basic school information, student and teacher numbers, details on the water, sanitation and hygiene (WASH) situation, teaching equipment and facilities, as well as critical information on protection issues.

Field work for the assessment took place between November 2011 and May 2012. Data collection and analysis continued until August 2012. After data cleaning and verification, a total of 4,800 schools throughout the entire country were assessed by a team of over 280 staffers. Over 20 staff members were responsible for data entry and analysis.

The Nationwide School Assessment involved extensive utilization of GIS technologies to develop static and web-based mapping to geographically display key findings. A password-protected online database portal was also designed to enable remote access of key stakeholders to the information collected during the assessment.

2.5. Partnerships

The Nationwide School Assessment was implemented by the Ministry of Education in partnership with UNICEF and ACTED in the framework of the REACH Initiative. Letter of Agreement was signed by the various project partners prior to the launch of the Assessment to define each party's roles and responsibilities.

The Libyan Ministry of Education (MoE) is the primary government body responsible for the development and implementation of education policy in Libya. Its mandate is to ensure that all children in Libya have access to quality, modern and relevant education through the development of a teaching curriculum and the allocation and management of education resources. The MoE was responsible for leading and coordinating key resources for the assessment, notably through the provision of human resources during the data collection and data entry phases, as well as through the provision of strategic guidance and setting priorities.

The United Nations Children's Fund (UNICEF) works for children's rights, their survival, development and protection, guided by the Convention on the Rights of the Child. UNICEF is the driving force that helps build a world where the rights of every child are realized. UNICEF was created with the belief that nurturing and caring for children are the cornerstones of human progress, hence its mandate is to work with others to overcome the obstacles that poverty, violence, disease and discrimination place in a child's path. UNICEF supported the implementation of the Assessment through the provision of the technical and financial support needed for its successful completion.

The Agency for Technical Cooperation and Development (ACTED) is a non-governmental organization that was founded in 1993 and with headquarters in Paris. Independent, private and not-for-profit, ACTED respects a strict political and religious impartiality and operates according to principles of non-discrimination and transparency. ACTED's mission is to support vulnerable populations affected by wars, natural disasters and/or economic and social crises, and to accompany them in building a better future; thus contributing to the MDGs. ACTED was responsible for hosting the REACH teams in Libya, where it has been operating since March 2011, as well as for providing operational support for the implementation of the Assessment. REACH is a joint initiative launched by ACTED, the IMPACT Initiatives and UNOSAT to enhance aid effectiveness by promoting and facilitating the collection, processing and dissemination of key information.



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3. Assessment Methodology

3.1. Assessment objectives

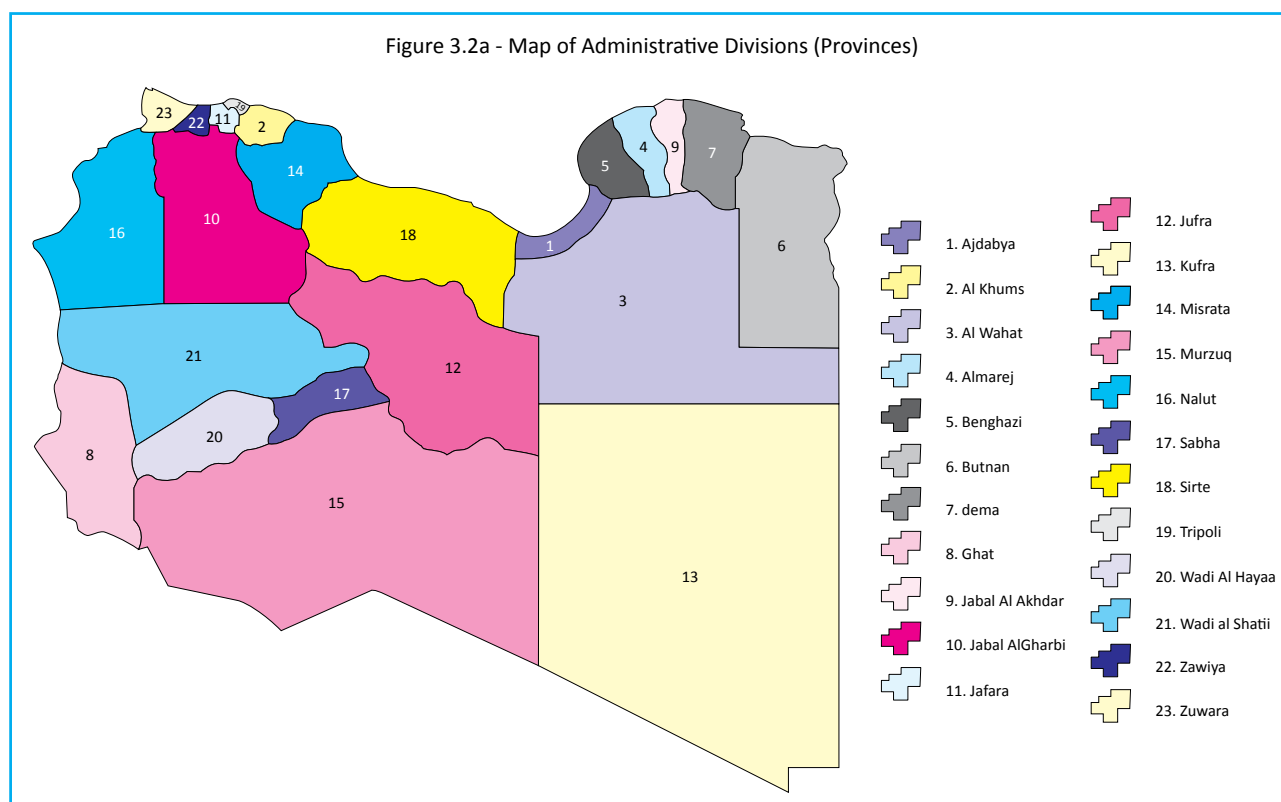
The overall objective of the Nationwide School Assessment was to bridge critical information gaps on the status of the education sector in Libya following the 2011 uprising. It also aimed at enabling the identification of key priorities and actions for planning purposes of the MoE.

The specific objectives of the Nationwide School Assessment were:

- To survey all existing schools across all 23 provinces of Libya, thereby collecting clear baseline information on the numbers of students and teachers, school facilities, levels of damage and other relevant information.
- To develop and populate a custom-built database, which will be under the full ownership of the MoE for future updates and planning purposes.
- To identify the precise location of all schools in Libya and integrate this information into an online mapping facility hosted by the MoE.

3.2. Assessment locations

The Nationwide School Assessment covered the quasi-totality cities and towns located in each of Libya’s 23 provinces (Figure 3.2a)¹. The design of the assessment was carried out in October 2011; therefore the administrative division reported in the present document reflects the previous administrative division system. In this regard it should be noted that the Provinces of Al Khums and Zuwara correspond, respectively, to the areas previously named as Murqub and Nuqat.



It should be noted that due to security constraints, school assessments were not conducted in the cities of Tawergha (south east of Misrata) and Mshasiha (Jabal Al Gharbi). Due to the heavy fighting in these cities, resulting in lack of data from these locations, it can be expected that values for indicators such as damage to schools are lower than in reality.

¹ Map provided by the MoE for the purposes of this assessment.

3.3. Methodology overview

The methodology used to implement the Nationwide School Assessment was developed jointly by the assessment partners, and first piloted in Misrata in November 2011. This methodology involved a number of phases for the assessment:

- **Data collection:** A school survey form was developed with input from partners (see Annex IV). This included details on geographical information and school type; student and teacher numbers; WASH facilities; education facilities and materials; and protection issues. The form was designed to collect a wide range of information aimed at allowing a comprehensive analysis of education needs across the country. The assessment form was populated for each school surveyed by the MoE assessment teams in nearly every city and village across Libya.
- **Data entry and verification:** All populated forms were verified both at field and national levels. The information they contained was then entered into a centralised dedicated database. Data was entered at the MoE centralised data centre in Tripoli. Further data verification took place through statistical analysis of the database, and through comparing the original forms with the database.
- **Data analysis, reporting and handover:** Upon finalising the database, data was analysed on the basis of a set of key indicators jointly developed by the project partners. Subsequently, tables for key indicators were populated to form the basis for this report (see Annex III for tables presenting key quantitative data). Data was then analysed for each of the key indicators in order to draw out the key findings compiled in section 4 of this report. The final database was handed over to the MoE with training on the use of the database and its integration with the existing MoE information system.
- **Mapping and web-based tool development:** Further geographic analysis of the assessment findings was conducted through the development of both static and web-based mapping products. A number of national- and province-level static maps were produced displaying key indicators (see Annex V for a list of static maps produced). In addition, a web-based interactive map displaying all schools assessed was completed displaying layered information for selected indicators. Various indicator layers were selected to display schools that met key indicators in a spatial context, while vertical indicators (available for each school mapped) were used to provide unique information about the different schools.
- **Review of school listing and codification:** Through this process it was ensured that each school listed in the final database corresponded to a unique school. This was essential due to inconsistencies determining whether two schools should be classed as the same or not, and in allocating school ID numbers. As a result of this process that was explained in detail in Annex II, the number of schools in the final database was reduced from the 4878 collected to 4800.

3.4. Challenges and limitations

Conducted in a context of transition, the assessment faced a number of challenges that could be grouped as follows: limited access to a number of schools due to security issues; design problems with the assessment form; incomplete or inconsistent data collection; and limitations linked to the database design. It should be noted however that, overall, such challenges marginally affected assessment findings, with only 172 schools (3.6%) finally excluded during the analysis phase.

The assessment form was drafted in consultation with all stakeholders, and piloted in Misrata before being finalised and rolled out to the rest of the country. Despite this, a number of limitations related to the form were identified during the field assessment and final analysis phases:

- The form did not allow for the collection of the number of teachers per level of education (nursery, primary, preparatory, high/specialised).
- No standard unit was specified on the assessment form for dates or durations. As a result, school assessors entered the date using many formats [e.g. text (English or Arabic), number, or date]. This hindered the comparative analysis regarding expected school re-opening dates or the duration of occupation by IDPs and other actors.
- Repetition of some questions in different sections of the form resulted in some inconsistent data.

School assessors faced several issues while collecting the data for some questions in the assessment form. This was mainly due to; a) the responders' unwillingness or inability to reply to some questions, or b) misunderstandings of the assessment form or an inability to collect data on the part of the school assessors:

- School respondents were not always willing, or able, to provide answers to questions that required detailed or sensitive information.
- Despite multiple data checking stages, some forms in the final database were still incomplete. Due to the scale of the assessment and the related time and resource limitations it was not always possible to perform reassessments.
- The difference between temporary and permanent teaching locations was not always clear to the interviewee.
- There were some inconsistencies in the application of the school coding convention in the case of multiple schools located in the same premises.
- GPS officers faced difficulties collecting GPS coordinates in some schools, especially in insecure areas such as Bani Walid, areas of Nafusa Mountains, and Zawiya.



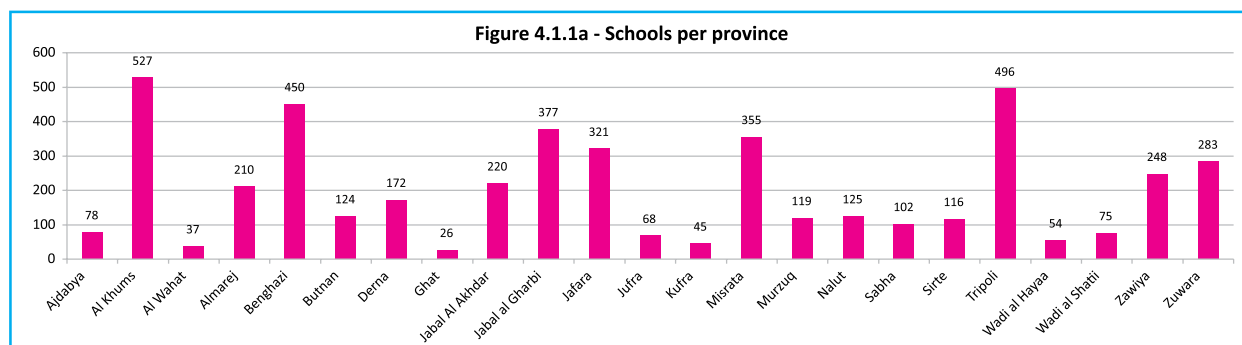
© UNICEF Libya/2012- 161Y4903/Giovanni Diffidenti

4. Key Findings

4.1. Basic school information

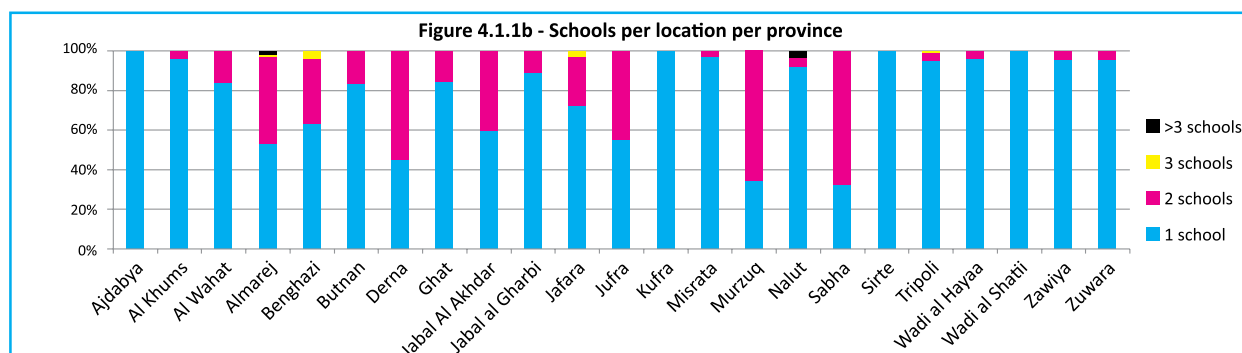
4.1.1 School locations

Figure 4.1.1a shows the number of schools assessed per province. As expected, the most populated provinces located along the Mediterranean coast were those with the highest number of schools (there were above 450 schools in each of Al Khums, Tripoli and Benghazi provinces). In contrast, remote and less densely populated provinces, such as those in the South of Libya, had lower school numbers (there were less than 50 schools in Kufra, Al Wahat and Ghat).



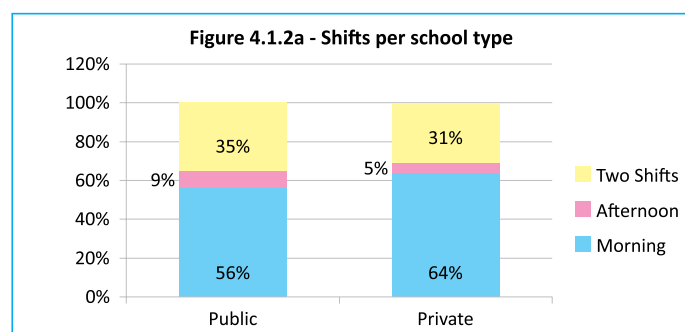
Overall, 19% of the assessed schools shared their premises with one other school administration. An additional 1% of schools shared their premises with two or more separate schools, resulting in three or more schools being located on the same premise. Notable differences could be observed between public and private schools, 93% of the latter were the only schools in their location, as opposed to 79% of the former.

As illustrated by figure 4.1.1b, the majority of schools in each province did not share their location with other schools, except in Sabha, Murzuq and Derna, where less than half of schools had their premises to themselves (33%, 34% and 45% respectively).



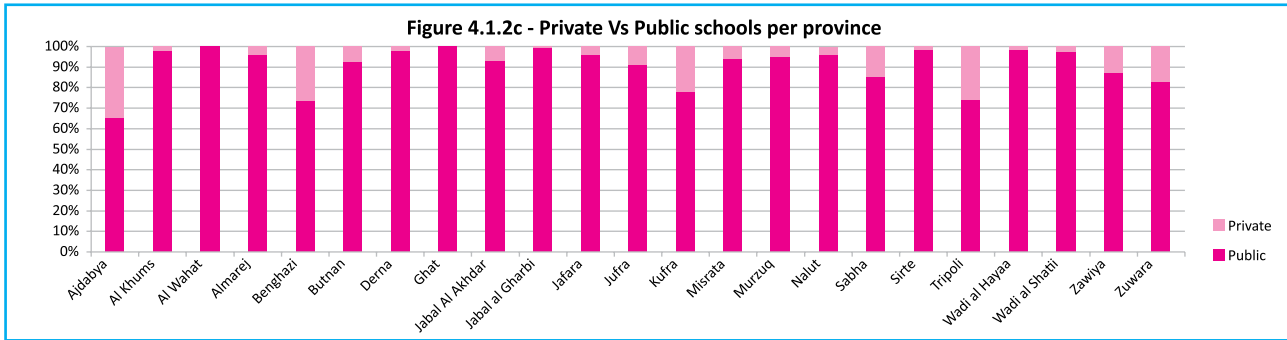
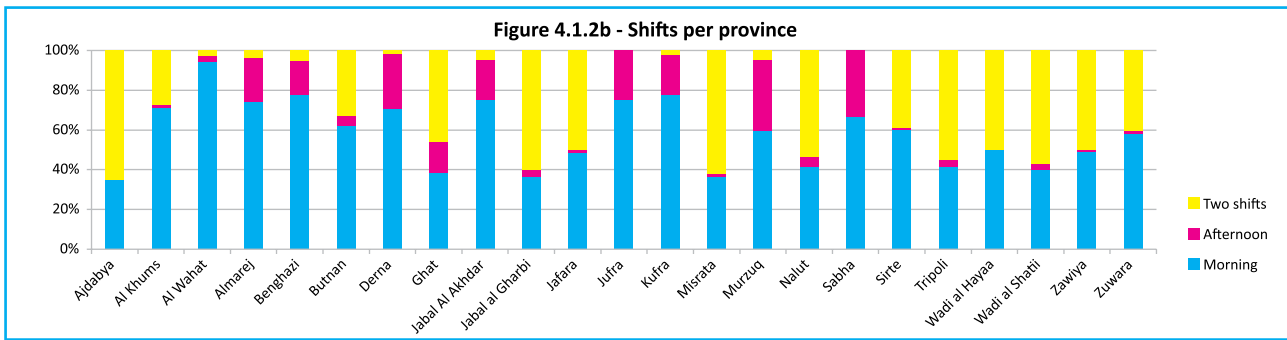
4.1.2. Types of schools

Overall, the majority of the assessed schools held classes in the morning period only (57%), while 35% held classes in the morning and afternoon periods, and 8% held classes in the afternoon period only. As indicated by figure 4.1.2a, the proportion of private schools teaching in the morning periods only was 64%, while only 5% taught in the afternoon (as opposed to 9% of public schools). When comparing school shifts by region (figure 4.1.2b) important regional differences could be observed. Distinctions could be made between two major trends:

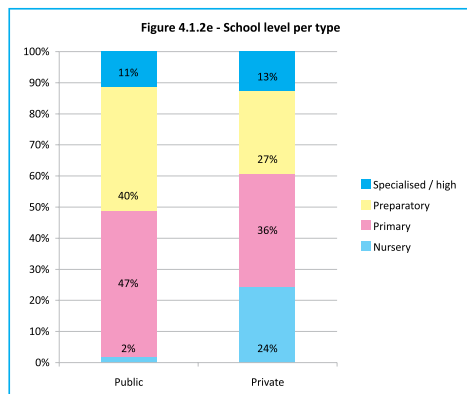
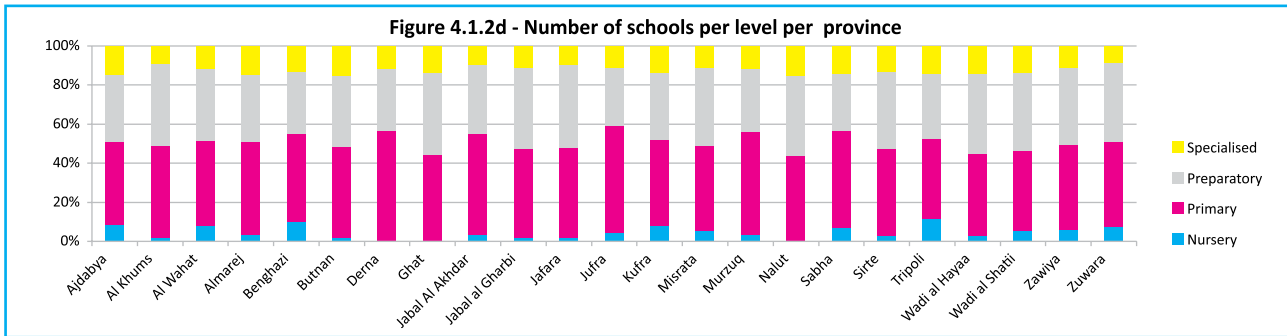


- One group (mostly located in Western Libya) had a roughly equal split between those operating in the morning, and those operating two different shifts¹.

¹ Please note that this finding could be related to an inconsistent use of different forms for schools with different shifts by project teams in various geographic areas (see Annex II for details).



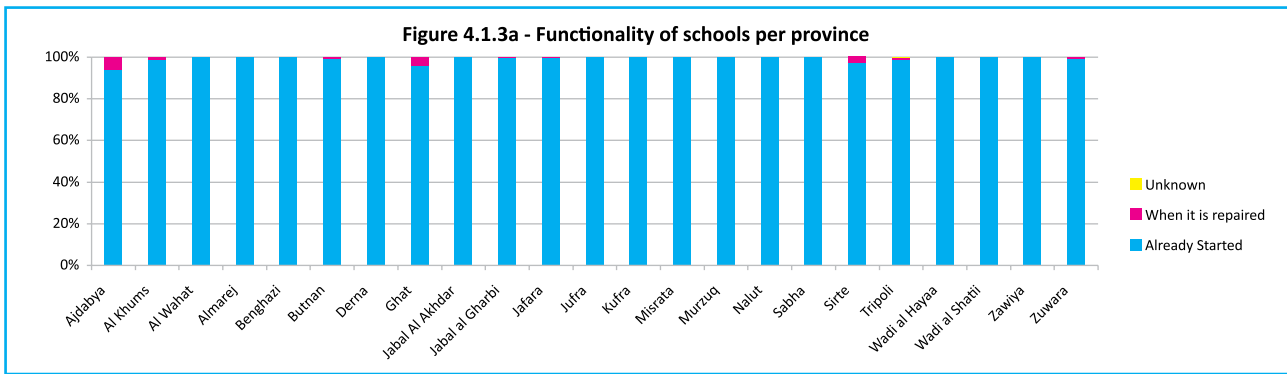
Overall, 89.5% of the assessed schools were public schools, the remaining were private schools. Notable regional variation were observed in the relative proportion of private to public schools. Over 20% of schools were private in Ajdabiya, Benghazi, Tripoli and Kufra, while in most other regions over 95% of schools were public. It was expected that urban provinces such as Benghazi and Tripoli would have more private schools, yet, it was interesting to note that Kufra, a remote and deserts province, shared this characteristic. In two provinces (Ghat and Al Wahat), no private schools were identified.



As illustrated by figure 4.1.2d, a notable variation in the proportion of nurseries – which were virtually non-existent in the Ghat, Nalut and Derna provinces. Little regional differences could be observed with respect to the proportion of schools teaching different levels. However, when comparing the levels taught by private and public schools, (figure 4.1.2e), the proportion of nurseries was much higher for private schools than public schools (24% and 2%; respectively). Excluding these nursery schools, the relative portion of schools teaching primary and preparatory levels was equivalent, while more private schools were secondary schools than their public equivalent.

4.1.3. Functionality of schools

Overall, findings revealed that the vast majority of schools in Libya were functional following the 2011 uprising: less than 0.5% of schools reported not having started teaching at the time of the assessment. As illustrated by figure 4.1.3a, only some regions in Libya included schools that had not re-started. The highest proportion of schools not yet started was 6.2% in Ajdabiya, followed by Ghat (3.9%) and Sirte (2.7%). In all other regions, less than 1.2% of schools had not yet started teaching.

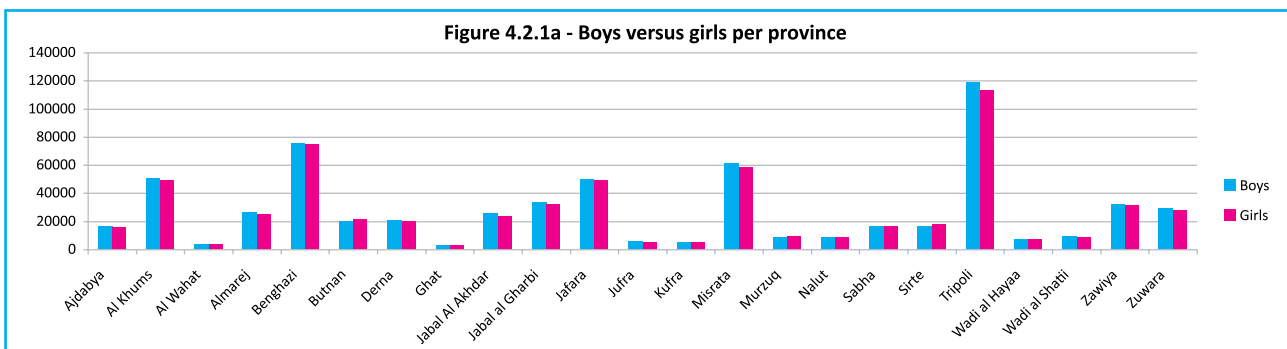


The quasi totality of non-open schools (all but one school) reported planning to start teaching upon completion of repairs, indicating that destruction was the main reason for their non-functionality. This was also confirmed by the fact that the majority of non-functional schools were in regions in which schools suffered the highest level of damage.

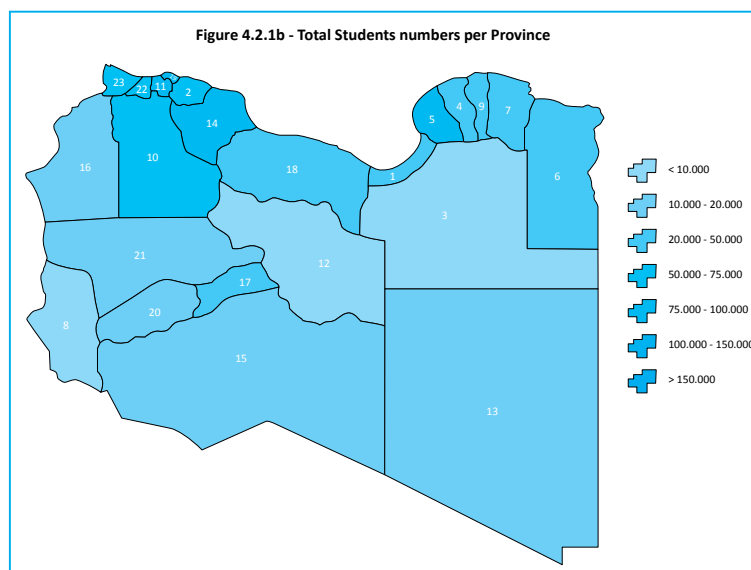
4.2. Student and teacher information

4.2.1. Numbers of students

A total of 1,246,121 students were reported to be enrolled at the time of the assessment, of which 51% were boys, and 49% girls². As indicated in figure 4.2.1a, the proportion of male and female students was roughly equivalent among regions.

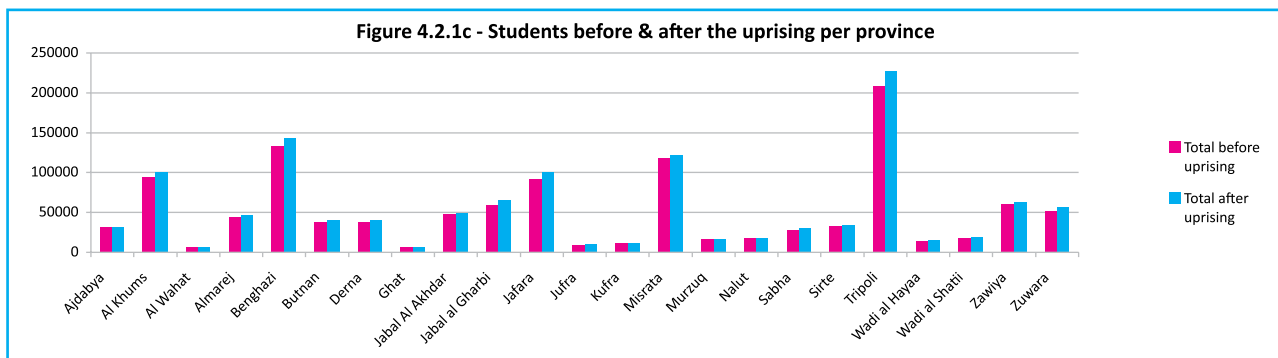


As shown in figure 4.2.1b, schools in the more densely populated provinces located on Libya's coastal region (Tripoli, Benghazi, Misrata, Al Khums and Jafara) reported the highest number of enrolled students. Conversely, rural provinces mainly located in the south of the country had a relatively low number of enrolled students.

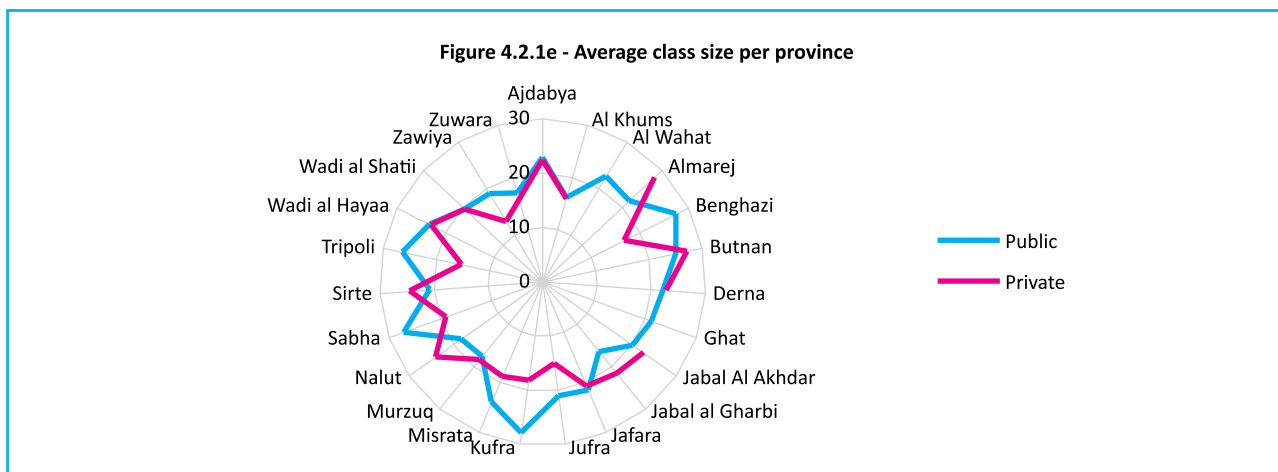
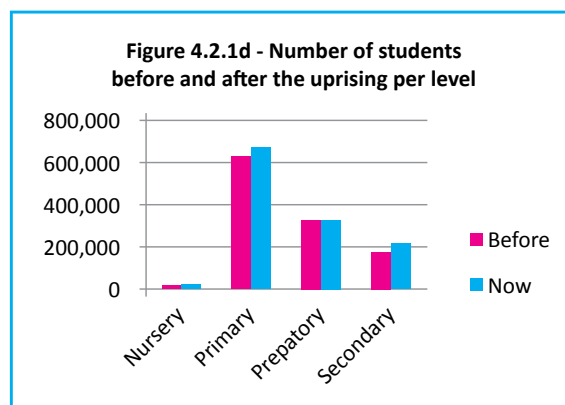


² It should be noted that the assessment form allowed for recording the number of male and female students per school per level separately from the total number of students per school per level. As fewer schools had been able to provide a gender breakdown of students, the total number of students per level was considered to be more reliable. All figures for this section were based on numbers of 'total' students, with the exception of where gender breakdowns were provided.

With regard to the enrolment and type of schools, 91% of students were reported to be attending public schools, and 9% were enrolled in private schools.



Each school provided numbers of students enrolled prior to the uprising (as of February 2011), as well as the numbers of students enrolled at the time of assessment. Unexpectedly, student numbers increased since February 2011 by 6.5%, from a total of 1,169,837 to 1,246,121. This increase was significantly higher than the average annual population growth in Libya – 2.2%³. Figure 4.2.1c, shows that this trend was consistent across geographic areas, but was more notable in densely populated areas. Student numbers collected during the assessment were broken down per school level. Overall, the vast majority of students attended primary schools (54%), while 27% of students were enrolled at the preparatory level, followed by the secondary level (16%), and the nursery level (2%). This breakdown does not appear to have changed significantly since February 2011, as indicated in figure 4.2.1d.

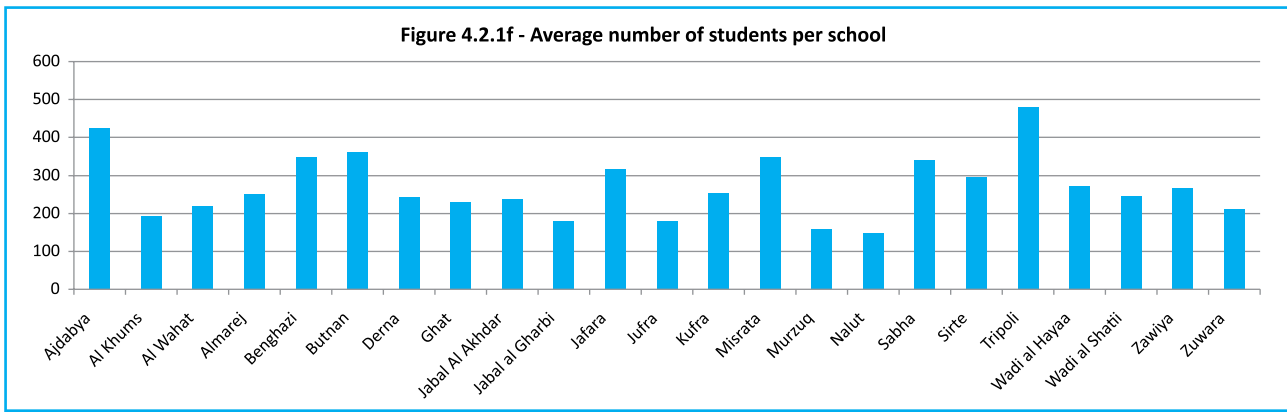


The average classroom size across the country was 21 students per class, with a slight variation between private and public schools (20.1 and 21.7; respectively). As illustrated by figure 4.2.1e (the greater the average for a region the further its point is from the centre of the circle), the average class size differed across geographic areas:

- In Butnan, Almarej, and Sabha the average class size was higher than the average;
- In Zawiya, Al Khums, and Zuwara the average class size was lower than the average.

In addition, the average class size changed considerably between public and private schools; in 60.9% of provinces, public schools had larger class sizes than private schools, and in 39.1% of provinces private schools reported larger class sizes than those of public schools.

³ Libya, World Bank – Available: <http://data.worldbank.org/indicator/SP.POP.GROW>. Accessed 12 August 2012



The average number of students per school across Libya was 283.4. However, significant regional variations from this national average was observed as per figure 4.2.1f. The two regions with the highest average number of students per school were Tripoli (479) and Ajdabiya (424); while five provinces had less than 200 students per school on average: Nalut (147), Murzuq (157), Jabal Al Gharbi (178), Jufrah (180) and Al Khums (192). This finding suggests that schools in the highly populated urbanised provinces along Libya’s coastal region were under much higher strain by a high number of students compared to provinces in the predominately rural southern provinces.

As illustrated in figure 4.2.1g, assessment findings indicated that the majority of students in Libya (65%) travelled to school on foot, while others travelled largely by car (20%) or bus (15%). Analysis across geographic areas revealed considerable consistency in the mode of transport to school of students between the different provinces.

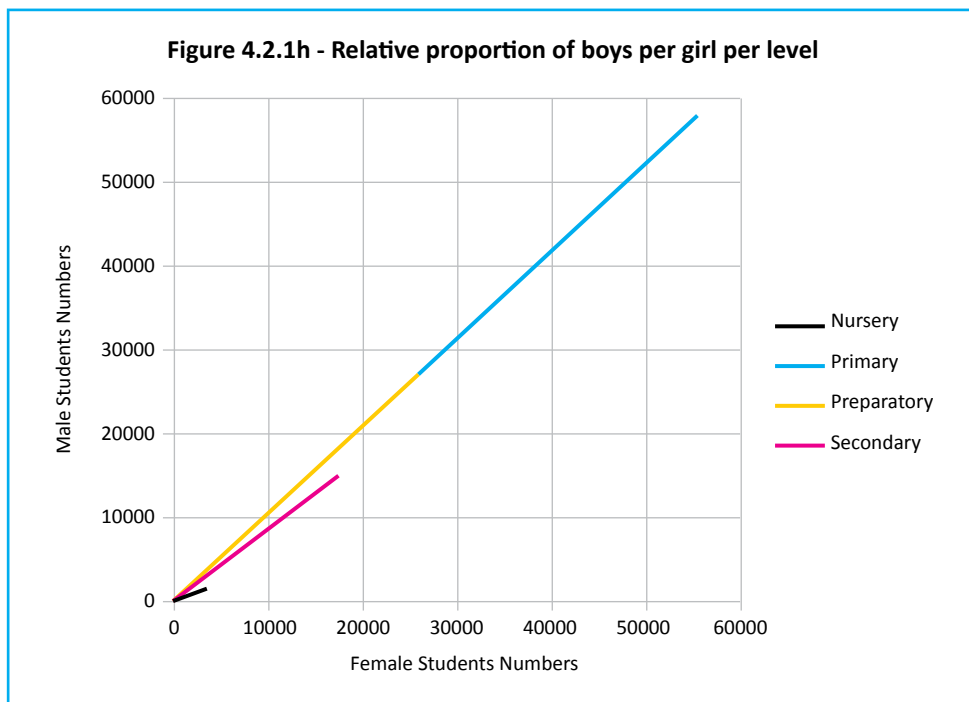
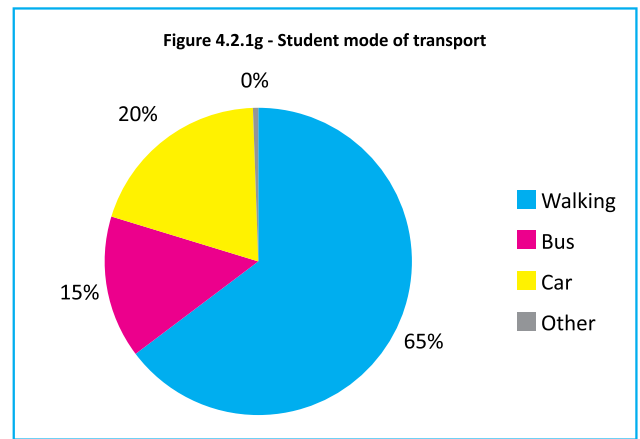
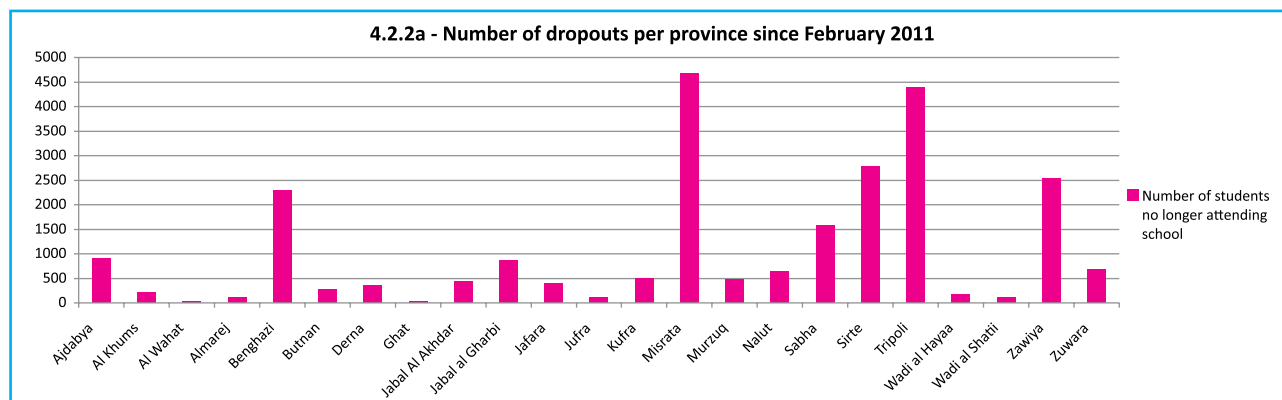


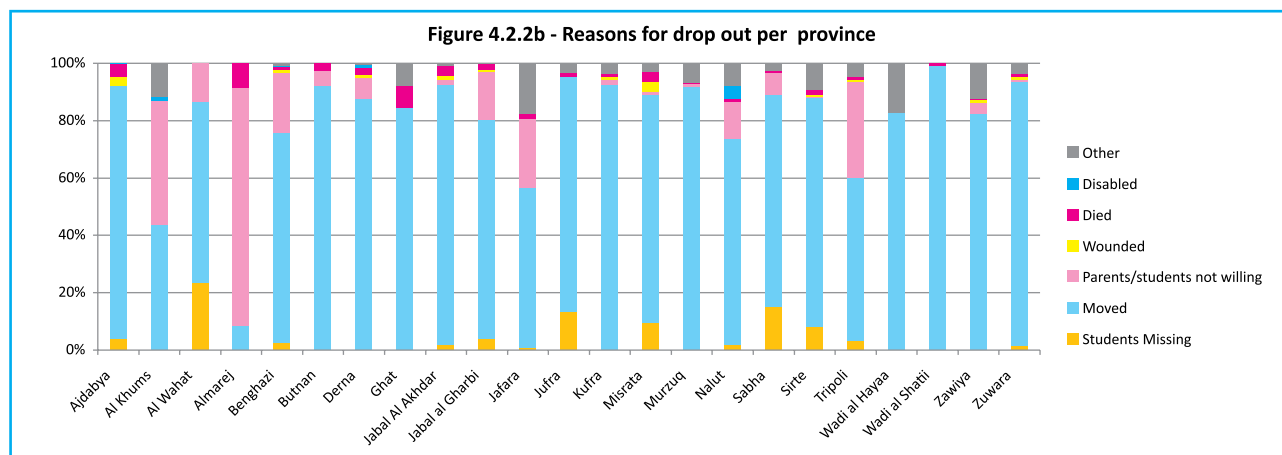
Figure 4.2.1h shows the relative proportion of male versus female students per level. Overall, there was a very strong positive correlation between the number of female and male students across all levels. This correlation was particularly strong at the primary and preparatory levels. The correlation was weakest at the secondary level, where there was a slightly higher proportion of female students than male students.

4.2.2. Change in student numbers since February 2011

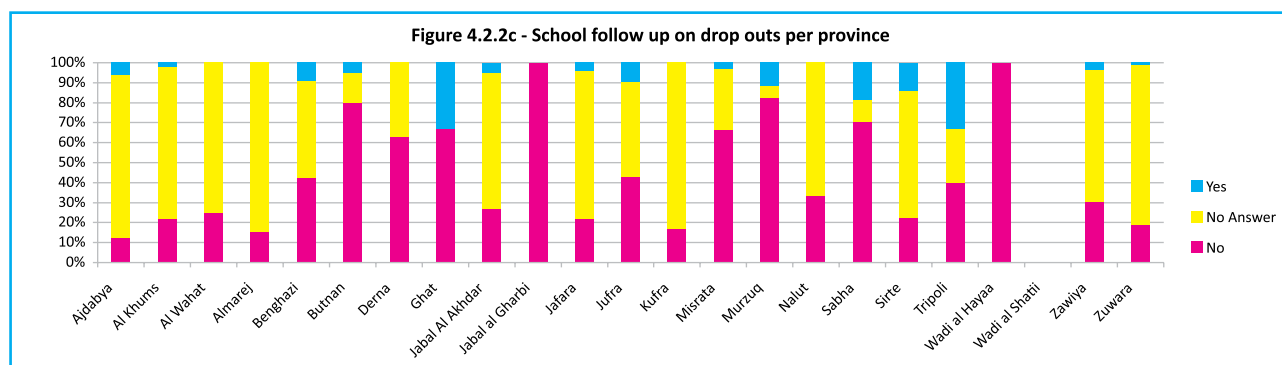
As indicated in figure 4.2.2a, a total of 24,708 students were reported to have dropped out of school since February 2011, mostly from Misrata (4,683), Benghazi (4,395), Sirte (2,774), Zawiya (2,546) and Tripoli (2,305) provinces.



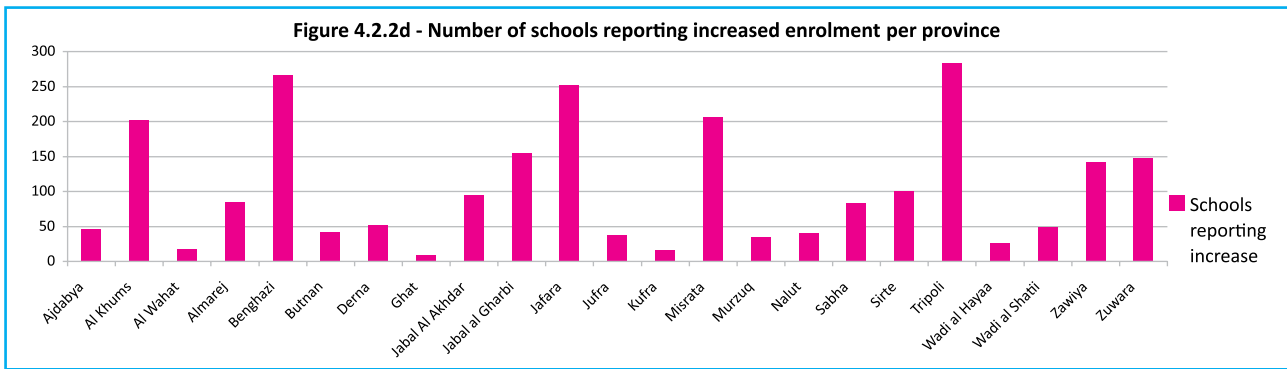
The reason attributed by the vast majority (76%) of the schools that provided a reason was students relocating since the start of the uprising in February 2011. Other causes were parents or students no longer willing to attend school (10%), or that students had gone missing (5%). Overall, out of the dropouts a number of students were reported to have been killed, wounded, or disabled since February 2011 (respectively 2%, 1% and less than 1% of dropouts).



As shown by figure 4.2.2b, regional variations were fairly significant in explaining school dropouts; and parents or students unwilling to attend school appeared to be a more significant issue in Al Khums and Almaraj; while missing students was most evidently problematic in Al Wahat (12% of dropouts). Dropouts as a result of disabilities seemed to have only taken place in Nalut on a notable scale with 30 students in the region out of 48 across the country dropping out for this reason. Similarly, over 58% of students who reportedly dropped out as a result of wounds were previously enrolled in Misrata.



Only a small portion of schools that reported dropouts indicated that they followed up on the students who dropped out (6%). Private schools followed up on dropouts (11%) more than their public counterparts (5%). Moreover, as indicated in figure 4.2.2c, school follow up on dropouts was fairly uneven across regions, with the highest proportion of schools following up on dropouts in Ghat and Tripoli (33% of schools follow up in both provinces) and none in Wadi Al Hayaa and Jabal al Gharbi.



As indicated in section 4.2.1, the overall number of students increased since February 2011 by 6.5%. Indeed, 51% of the assessed schools (2,383 schools) reported an increase in student enrolment after the 2011 uprising. As illustrated in figure 4.2.2d, there were five provinces in which over 200 schools reported an increase in student enrolment: Tripoli (283), Benghazi (266), Jafara (252), Misrata (206), and Al Khums (202).

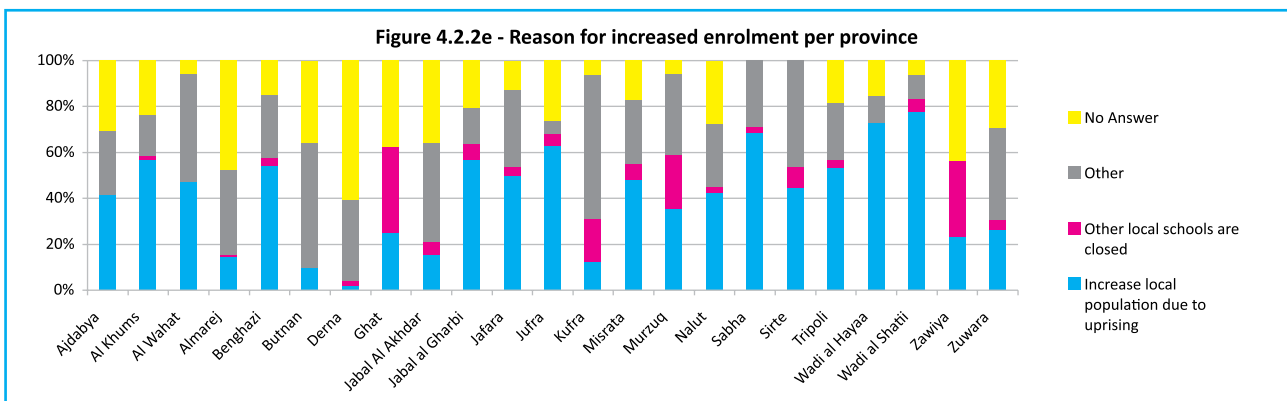
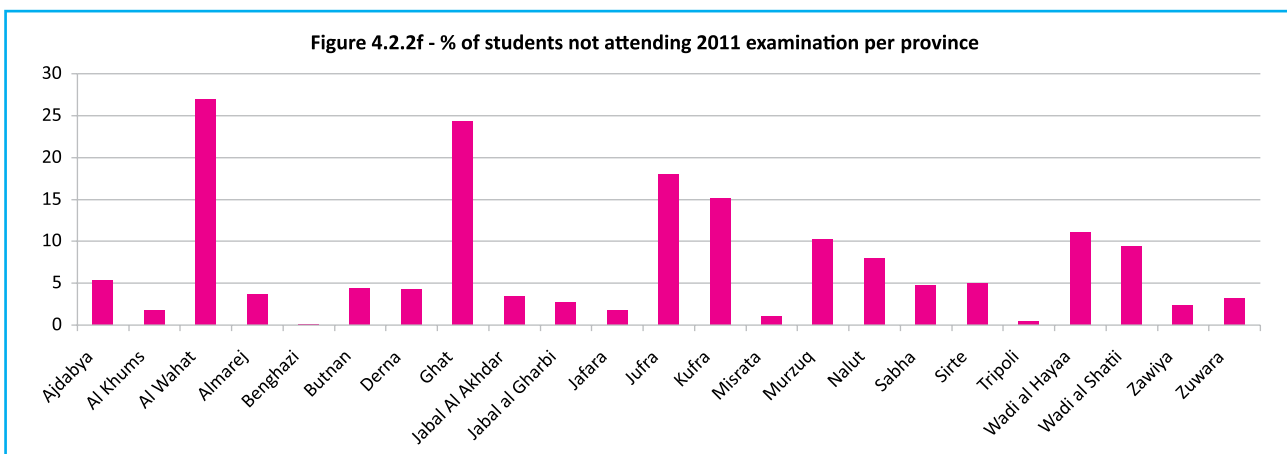


Figure 4.2.2e shows significant regional differences with regards to the reported reasons for the increase in student enrolment. Schools in southern provinces overwhelmingly attributed this increase to the uprising. This was the case in Wadi Al Shatii (78%), Wadi Al Hayaa (73%), Sabha (69%), and Jufrah (63%). On the other hand, a significantly high proportion of schools in Ghat (38%) and Zawiya (33%) attributed the increase to the closure of other local schools. It was striking that the assessment identified an overall increase in student enrolment as compared to pre-uprising levels. This was true despite a number of factors likely to decrease enrolment, such as an increase in dropouts in some provinces, schools being occupied by IDPs and other actors. Further research is recommended to determine the reasons for the identified increase in student enrolment.

Overall, a small number of students (2.9% of the total enrolled in February 2011) did not attend the end of secondary school examinations for 2011, indicating that the 2011 uprising did not seem to have affected examination attendance to a large extent. However, as illustrated by figure 4.2.2f, significant regional differences could be noted for this indicator, with high proportions of students not attending examinations in the southern provinces of Al Wahat (27%), Ghat (24%), Jufrah (18%) and Kufra (15%).



The vast majority of schools that reported a limited number of exam attendees were not able to provide a reason (91.2%). Among those who provided a reason, none mentioned the uprising as a cause.

4.2.3. Students with special needs

Schools across Libya reported a relatively low number of enrolled students with special needs, with an average of 0.8% of students with special needs enrolled⁴. The low figures could indicate that there were issues related either (a) to school attendance of children with special needs, (b) to their under-reporting in school numbers and/or (c) a lack of trained staff to identify children with special needs. Little differences could be observed between private and public schools, 0.7% and 0.9%; respectively. Figure 4.2.3a shows very little regional variation for this indicator, with schools in Al Khums province reporting the highest number of students with special needs enrolled (1.8%).

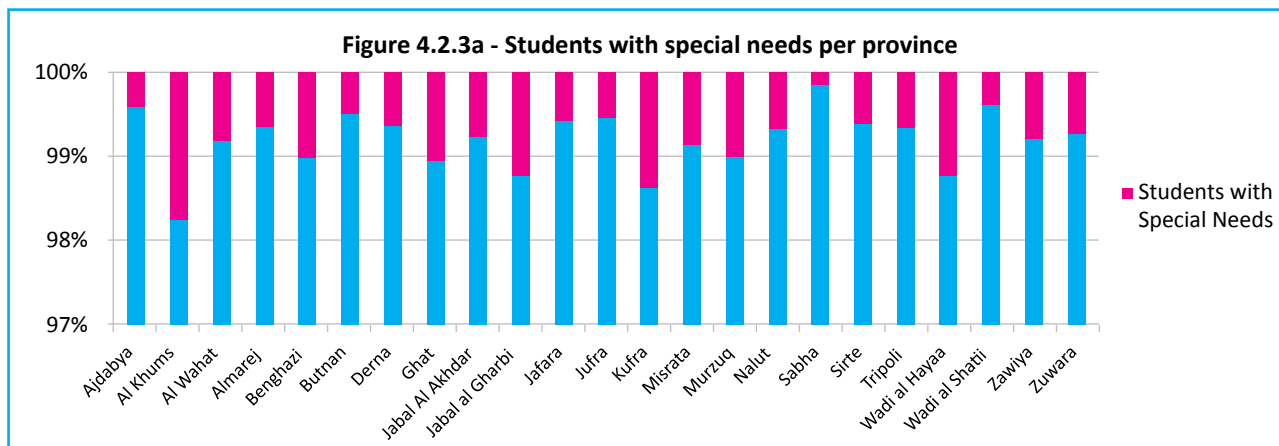
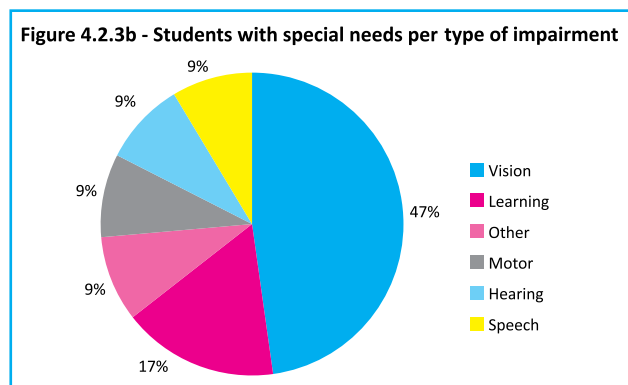
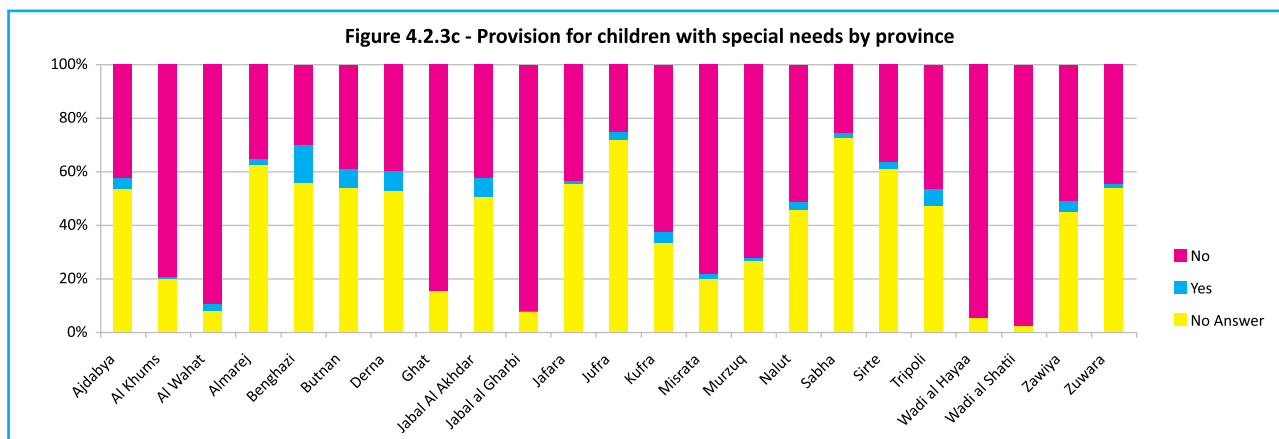


Figure 4.2.3b shows the relative proportion of types of impairment among students with special needs identified during the assessment. The most prevalent type of impairment for Libyan students was related to vision, 48%. Other types of impairment in order of proportion were related to learning (17%), hearing or motor (9%) and speech (8%).

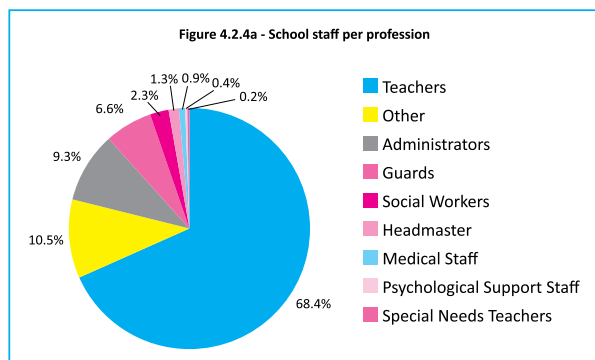


Overall, only 4% of schools reported that they had provisions for students with special needs. Private schools were found to be better able to provide for these students – 11% as opposed to 3% of public schools. Figure 4.2.3c shows the proportion of schools with provisions for students with special needs per province. Provinces with the highest proportion of schools providing for special needs students were Benghazi (14%), Derna (8%), Tripoli (7%), Butnan (7%) and Jabal Al Akhdar (7%). No schools in Ghat, Wadi Al Shatii and Wadi Al Hayaa reported being able to make any such provisions.



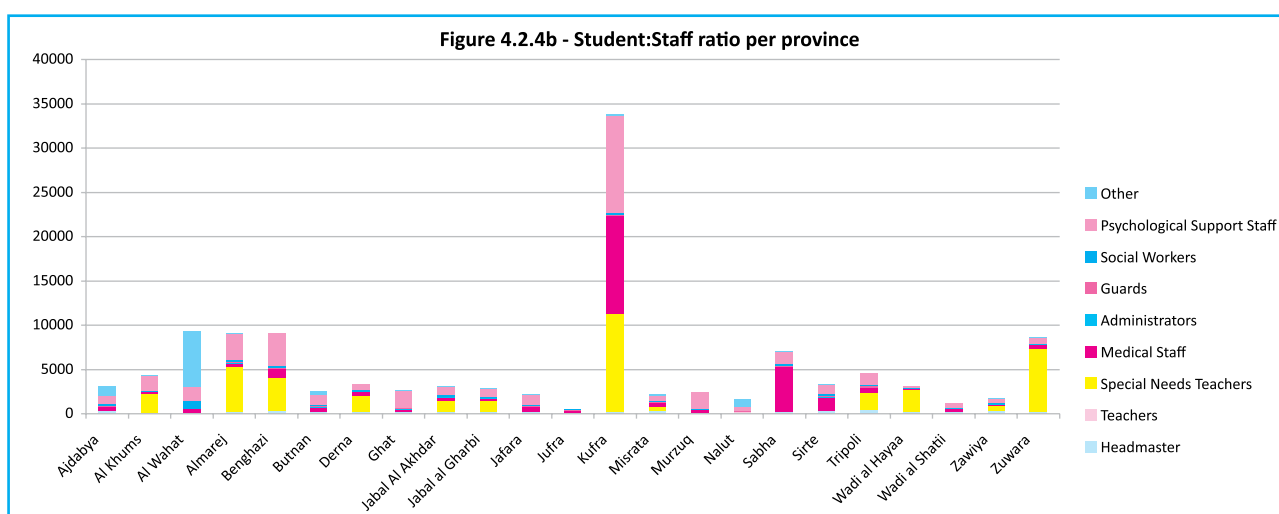
⁴ Approximately 10% of the world's children and young people have a sensory, intellectual or mental health impairment. For more information: UNICEF Innocenti Center, Innocenti Digest No. 13 - Promoting the Rights of Children with Disabilities, 2007.

4.2.4. Teachers and other staff

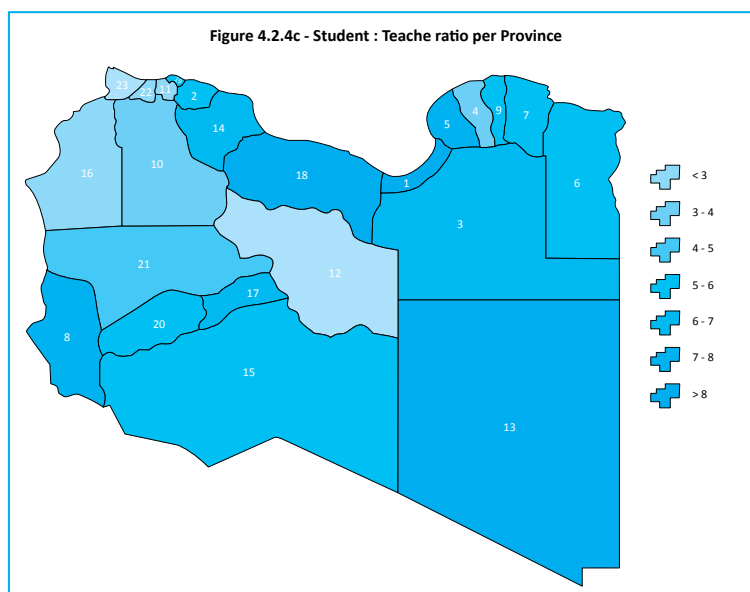


Overall, 354,547 staff members were reported working in schools throughout the country. As shown in figure 4.2.4a, the vast majority of these (68.4% - 242,455) were teachers, followed by administrators (9.3% - 32,933), guards (6.6% - 23,427), social workers (2.3% - 8,319), headmasters (1.3% - 47,27)⁵, and other (10.5% - 37,363), medical staff, psychological support staff, and special needs teachers in total represented less than 1% of the staff working in schools at the time of the assessment. 96% of the employees were reportedly working for public schools (in which 91% of students were enrolled). Figure 4.2.4b shows the student-to-staff ratio for a variety of school staff across Libya.

Ratios appeared to be highest, across geographic areas, for psychological support staff, medical staff and special needs teachers, in line with findings presented above, showing that these were lacking relative to other educational professions. Student-to-staff ratios appeared to be significantly higher in Kufra, indicating a substantial gap in education staff in that province.

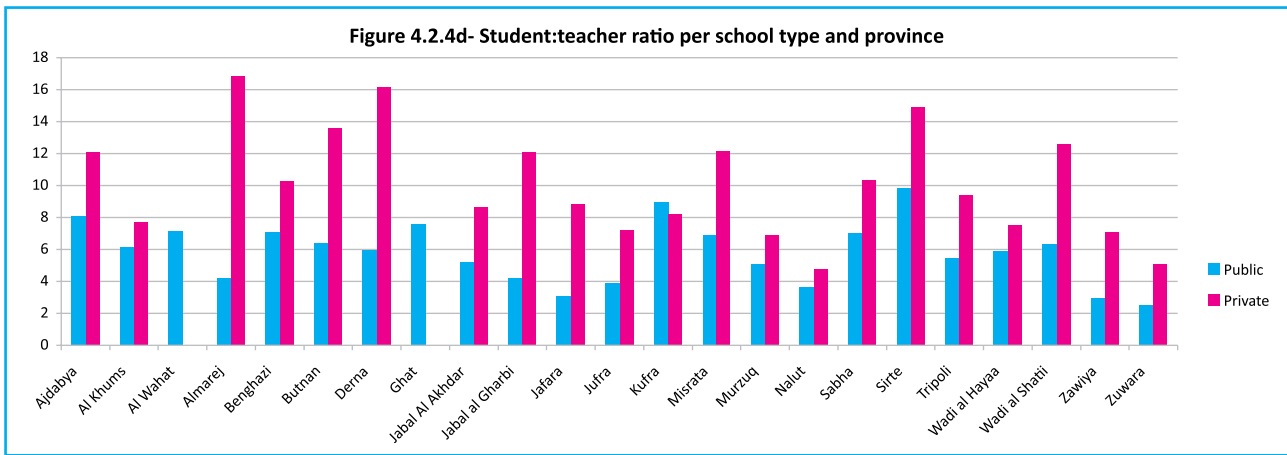


In order to draw more precise geographic comparisons with regards to school staffing, it was relevant to study student-to-teacher ratios (see figure 4.2.4c). Assessment findings confirmed the relatively low number of students per teacher in Libya – 5.1 on average, public schools appeared to have lower ratios than private schools.

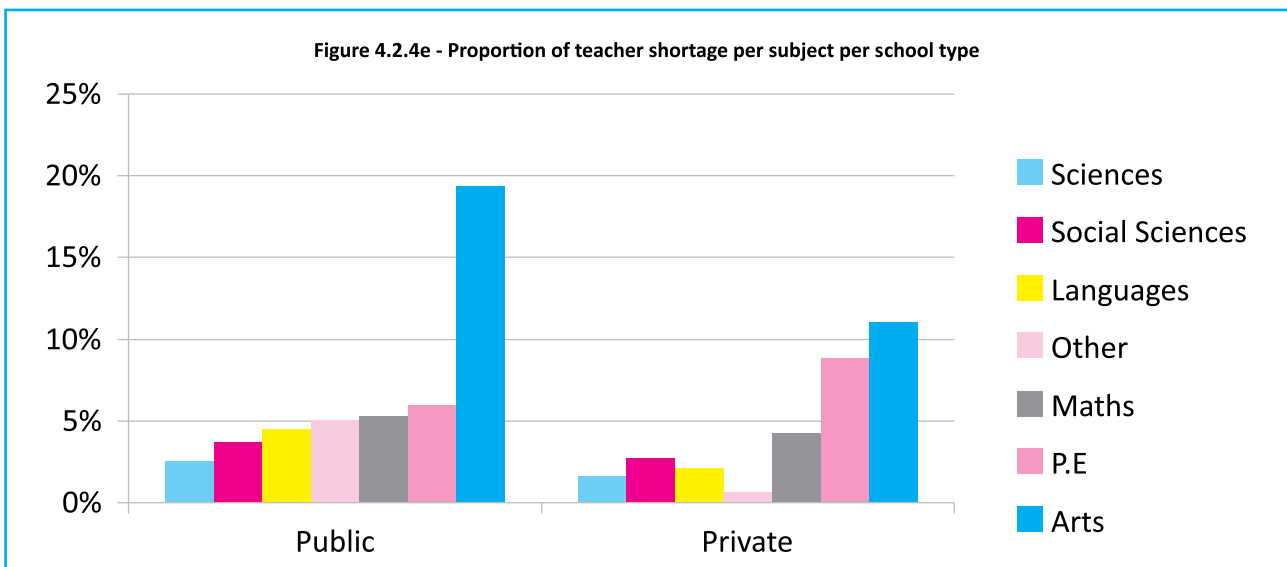


As shown in figure 4.2.4c, the highest student-to-teacher ratios were in Sirte (9.7), Ajdabiya (8.9) and Kufra (8.8), while this ratio was lowest in Zuwara (2.7), Zawiya (3.1) and Jafara (3.2) provinces.

⁵ It should be noted that the total number of headmasters was greater than the total number of schools because some schools identified more than one headmaster per school.



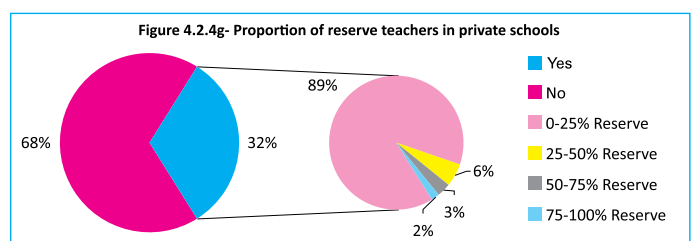
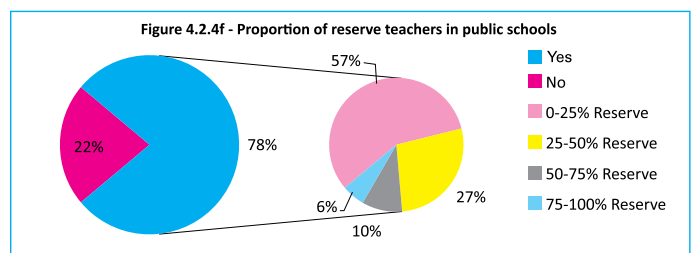
As illustrated by figure 4.2.4e, when requested to report on teacher shortages, school respondents stressed the need for arts teachers (19% shortage overall), followed by physical education (6% shortage). Teacher shortage seemed to be less significant for core subjects such as mathematics (5%), social sciences (4%), languages (4%) and sciences (2%). Public schools seemed slightly more affected than private schools by teacher shortages with respectively 5% and 4% of teacher shortages across subjects.



For purposes of this assessment, reserve teachers were defined as members of the teaching staff who delivered lessons on a temporary basis. Generally reserve teachers filled the gap where there was no availability of, or funding for, permanent teachers.

Overall, 73% of school respondents relied on the use of reserve teachers. In most cases (43%) reserve teachers constituted less than 25% of teachers. In 11% of schools, reserve teachers represented over half the number of teachers.

Strong differences could be observed between private and public schools, with 78% of the latter relying on reserve teachers (as opposed to 32% of the former). The proportion of reserve teachers was also higher for public schools than for private schools, as illustrated by figures 4.2.4f and g.



Significant geographic differences were noted in the relative use of reserve teachers. Three provinces reported the majority of their schools not using reserve teachers – Kufra (62%), Ajdabiya (56%) and Murzuq (53%); while reserve constituted most teachers in schools of Wadi Al Hayaa (56%), Wadi Al Shatii (36%), Jafara (32%) and Zawiya (31%).

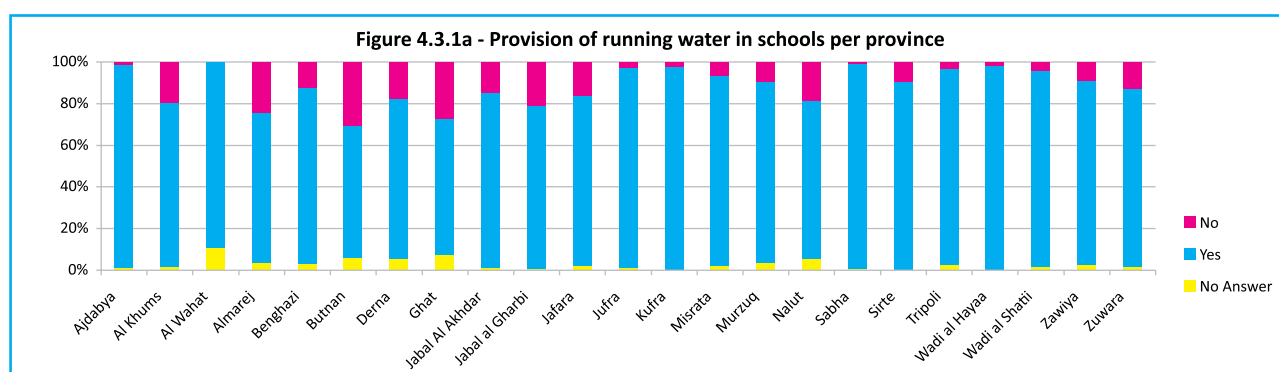
4.2.5. Analytical summary

On average, the size of Libyan schools was found to be within the recommended standard of a maximum of 75 children in pre-primary school, 400 in primary and 800 in secondary school⁶. Particular attention must be given to schools reporting double shift where a higher number of children shared the same location and facilities. Libyan average classroom size was under 25 students which consistent with the recommended standard. However it is noteworthy that classroom size has to be age-sensitive particularly at nursery level where less than 20 children should be in the 4- to 6-year-old range, and less than 10 children for the 2- to 3-year-old range⁷. The Libyan education system is characterized by a high number of teachers compared with the student population, however the quality of education could be affected by other factors such as : i) shortage of qualified teachers in key subjects ii) use of reserve teachers iii) status, motivation or qualification of the teachers and other staff⁸.

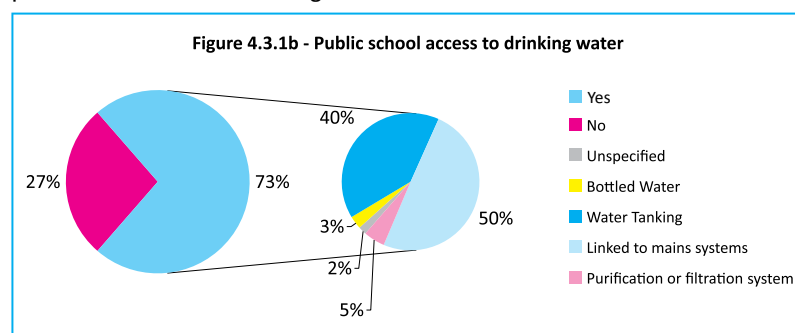
4.3. Water and sanitation in schools

4.3.1. Access to water

Almost 85% of the schools assessed reported having available running water, while 13% reported not having access to running water. As indicated in figure 4.3.1a, no significant regional differences were noted in terms of access to water, although over 20% of schools in four provinces reported not having any available water – Ghat (27%), Jabal Al Gharbi (21%), Butnan (31%) and Almarej (24%). In Al Wahat, no school reported lacking access to water.



A notable difference was observed in terms of access to water between private schools (only 3% are without water) and public schools (14% lacking access to water).

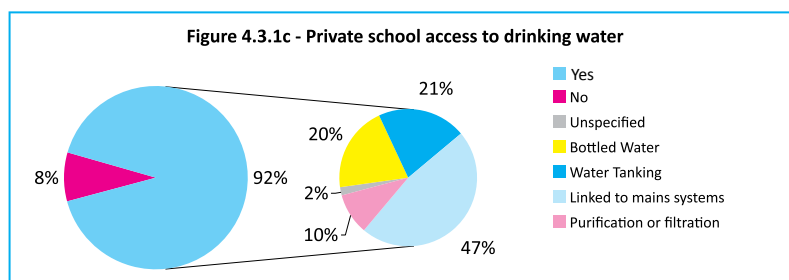


Overall, 25% of schools reported not having access to safe drinking water. As shown in figures 4.3.1b and c, this proportion varied between public and private schools, as only 8% of the latter faced this issue (27% for the former).

Where drinking water was available, the main source appeared to be the main system (37% overall), followed by water tanking (28% of schools), the latter being more frequent in the

case of public schools. In addition, 18% of private schools relied on the use of bottled water, whereas this source was only marginal for public schools (2%).

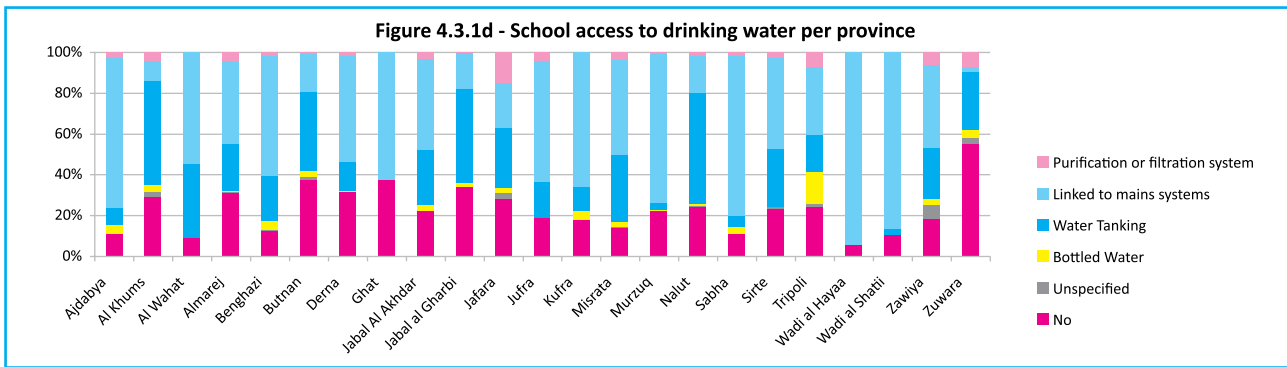
Figure 4.3.1d shows the geographic breakdown of school water sources, illustrating uneven access to drinking water, and very significant amounts of schools in Zuwara (55%), Ghat (38%), and Butnan (37%) reporting no access to drinking water. A strikingly low proportion of schools were linked to main systems also in Zuwara (5% only) and Al Khums (16%).



⁶ UNICEF, Child Friendly School Manual, New York, 2009.

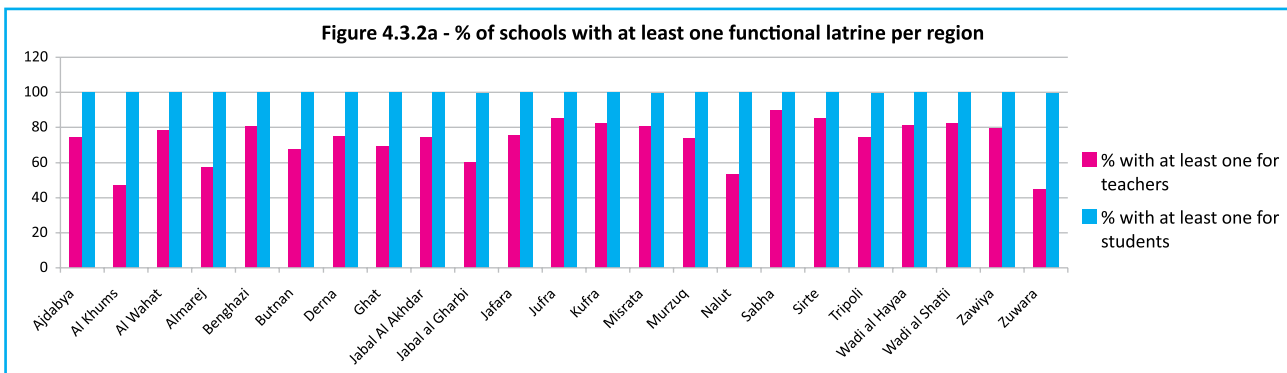
⁷ Ibid

⁸ For a comprehensive overview of international standards on teachers: ILO/UNESCO Recommendation concerning the Status of Teachers with users guide, 2008.



4.3.2. Access to latrines

Only four of the assessed schools did not report having at least one functional latrine for students – two of these were located in Tripoli, and two in Misrata and Al Jabal Al Ghabi. On the other hand, 69% of schools were able to reserve at least one latrine for teachers, with a marginal variation between public (70%) and private (67%) schools.



As per figure 4.3.2a, three provinces had less than 60% of schools able to provide latrines for teachers: Al Khums (47%), Nalut (54%) and Almarej (58%).

According to assessment findings, 32.5% of schools had less than 30 users per latrine on average, 32% had 30 to 60 users per latrine, 15% had 60 to 90 users per latrine, 15% had 60 to 90 users per latrine and 20.5% had over 90 users per latrine.

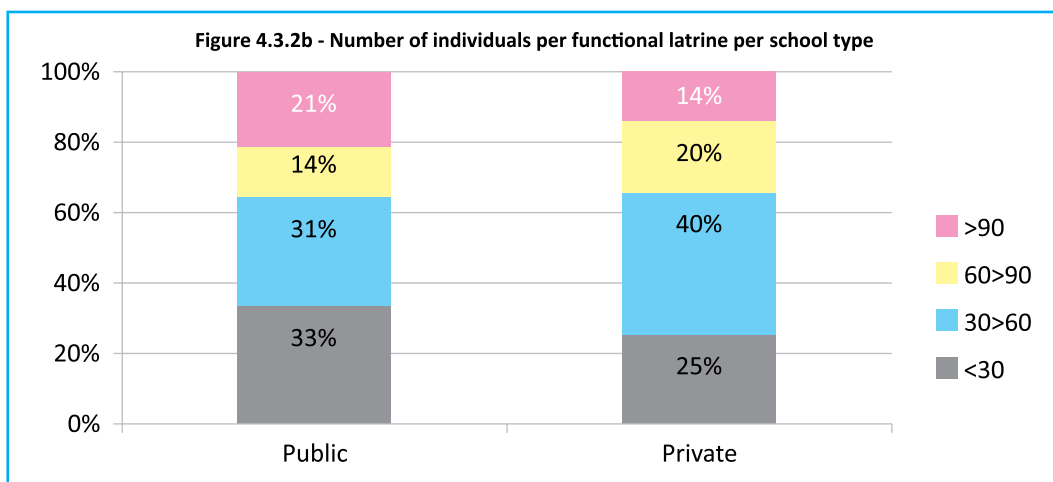
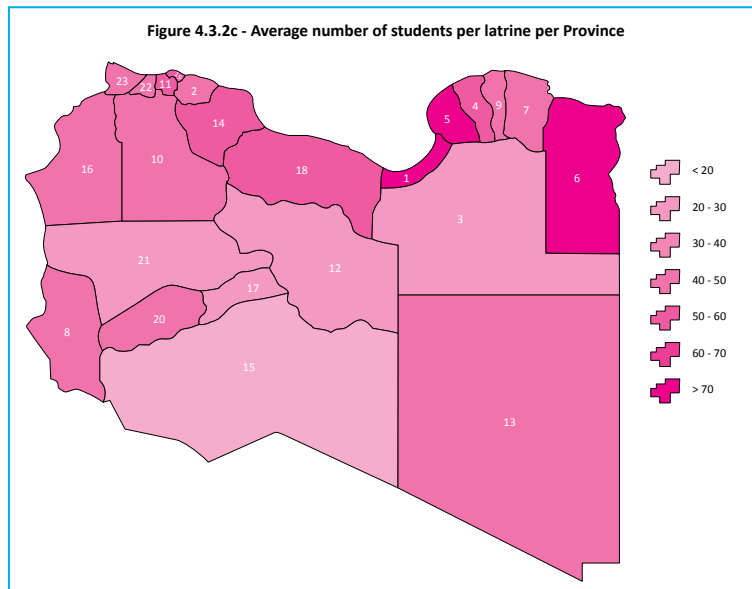
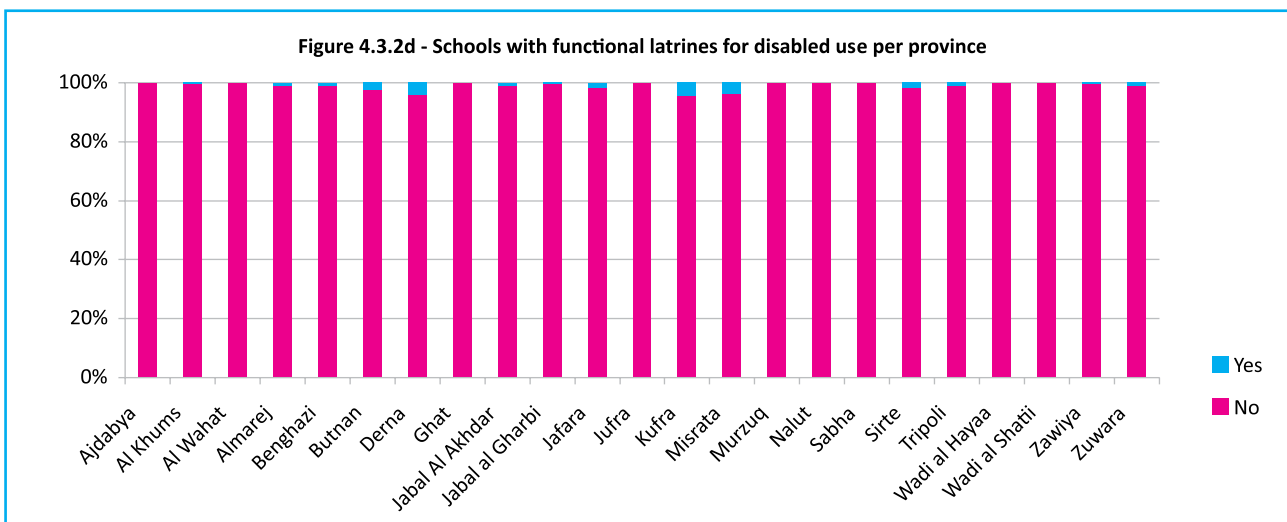


Figure 4.3.2b shows that the situation was similar for public and private schools, with greater disparity between public schools (in the sense that the percentage of schools reporting extreme values was higher).

Figure 4.3.2c allows for geographic comparisons of the average number of students per latrine in schools, and shows that the situation was relatively dire in the Benghazi, Ajaqbiya, and Butnan provinces in which there were over 70 students per latrine, on average. Conversely, there were 20 – 30 users per latrine in the provinces of Kufra, Wadi Al Hayaa, and Ghat. The number of students per latrine was lowest in Al Khums in which there were fewer than 20 students per latrine. It was interesting to note that regions with comparatively less access to latrines were highly populated coastal areas rather than remote, rural regions. This suggested that school sanitation facilities in highly populated urban areas were under more stress than those in rural areas.



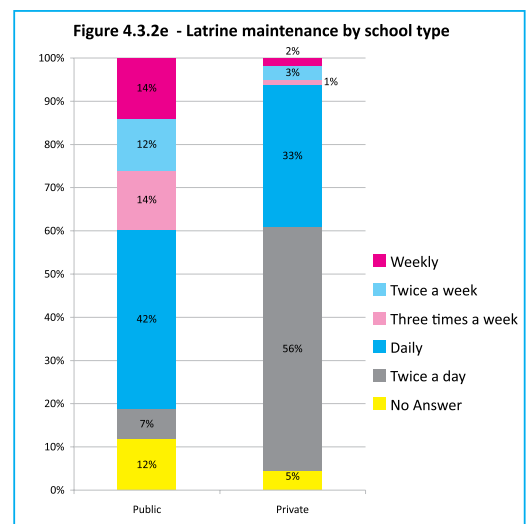
Overall, only 1.2% of schools (56 across the country) had functional latrines for children with disabilities, and the proportion of private schools with latrines for children with disabilities was slightly higher (2.5%) than for public schools (1.1%). As illustrated by figure 4.3.2d, little geographic variation could be noted, with the highest proportion of schools with latrines for children with disabilities identified in Kufra (4.4%) and Derna (4.1%), while eight of Libya’s 23 provinces did not include any schools with such facility.

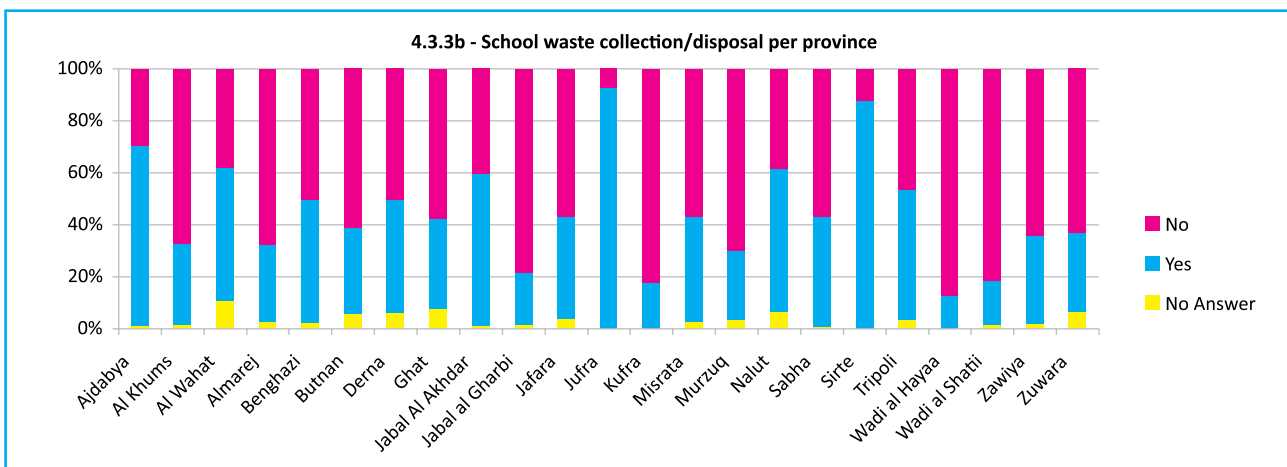
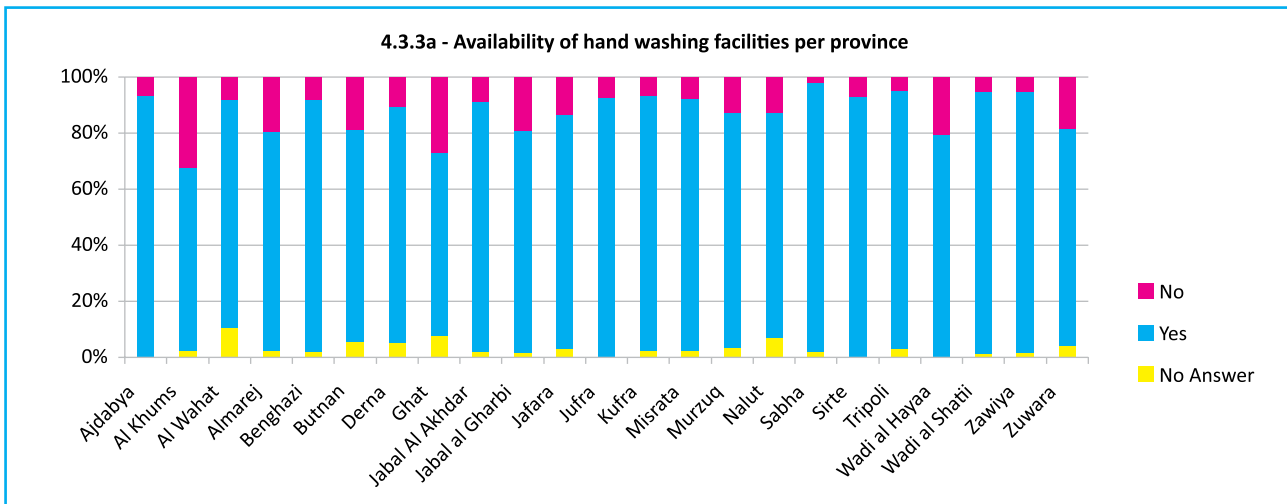


As illustrated by figure 4.3.2e, significant differences were noted between private and public schools in the frequency of latrine maintenance. Among private schools, 89% reported that their latrines were maintained at least once a day, while for public school only 49% reported the same.

4.3.3. Hygiene facilities

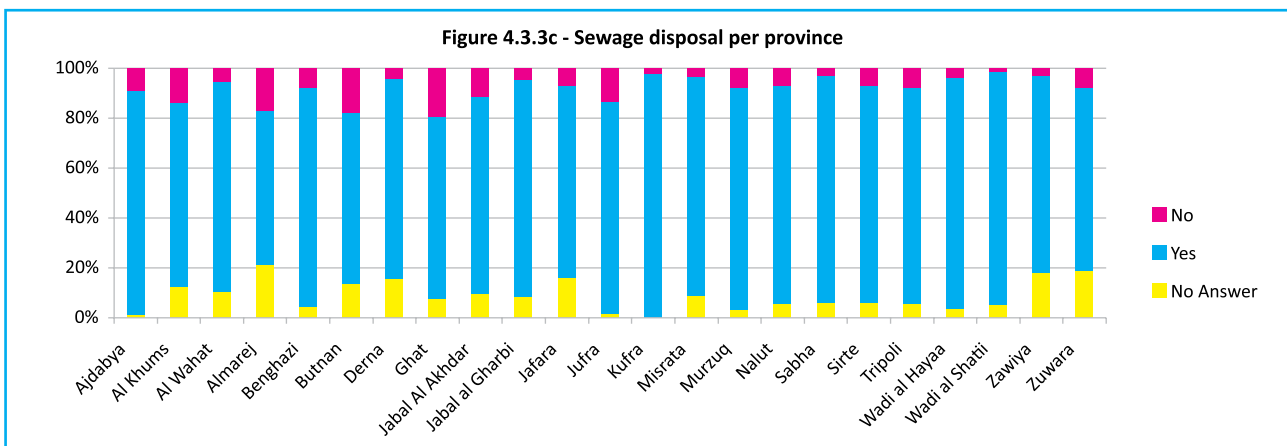
Overall, 84% of schools reported having access to hand washing facilities for students. As illustrated in figure 4.3.3a, there were no significant differences in the availability of hand washing facilities per province. Nonetheless, over 20% of schools in three provinces – Ghat (27%), Wadi El Haya (20%), and Al Khums (32%) – reported having no access to hand washing facilities. Additionally, a notable difference was observed between public and private schools, with hand washing facilities available at 84% of public schools compared to 95% of private schools.





As illustrated by figure 4.3.3b, there were significant regional differences in schools' waste collection and disposal practices. Only in seven regions did 50% or more schools report having procedures in place for the collection and disposal of waste: Jufrah (93%), Sirte (88%), Ajdabiya (69%), Jabal Al Akhdar (58%), Nalut (55%), Al Wahat (51%) and Tripoli (50%).

Findings also showed that a majority of private schools had procedures in place for waste collection and disposal (72%), compared to a minority of public schools (37%).



As shown in Figure 4.3.3c, there were no significant regional differences with regards to sewage disposal in schools, 8% of schools throughout Libya were not able to properly dispose of sewage. Nonetheless, over 10% of schools in six provinces reported that they did not properly dispose of sewage; Ghat (19%), Jufrah (19%), Butnan (18%), Almarej (17%),

Al Khums (14%) and Jabal Al Akhdar (11%). Although there was not a considerable difference between public and private schools' capacity to dispose of sewage properly, a higher percentage of public schools (9%) reported not being able to dispose of sewage – compared to just 1% of private schools.

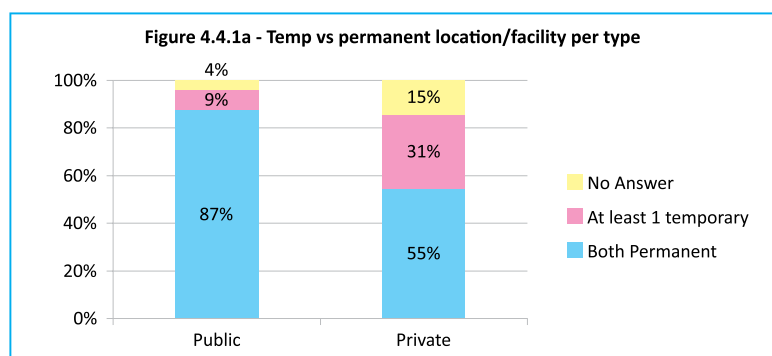
4.3.4. Analytical summary

According to child-friendly standards, separate toilets or latrines should be available for girls and boys, and privacy, cleanliness and safety are the three necessary conditions in locating and designing WASH facilities⁹. The assessment found approximately 35% of the schools not aligned with the referential standards¹⁰ of 1 latrine for 50 males and 1 toilet for 25 females with a major incidence in the most populated provinces. In addition, the standard of providing a separate space with water and soap or other cleaning agents for children to wash their hands¹¹ was not applied in 16% of Libyan schools. In 57% of the schools, solid waste was not collected and safely disposed on daily basis. Waste generated in schools was supposed to be properly disposed on a daily bases to avoid the spread of communicable diseases. Moreover, 25% of schools did not provide safe potable water. Appropriate measures should be introduced to meet the minimum standards, including regular testing of water for potability (absence of fecal coliforms, excess nitrate, iron and other organisms or chemical substances), water tanking or purifying systems where the distribution of safe water was not available in the school compound.

4.4. Education facilities and materials

4.4.1. Teaching facilities

For the purposes of this assessment, a temporary location or facility is defined as one from which a school administration is operating due to not being able to operate from the permanent teaching facility. The assessment did not record the time the schools spent in temporary locations or facilities. Therefore, it was left to the judgement of the school representative to determine whether or not a school was operating from a temporary facility.

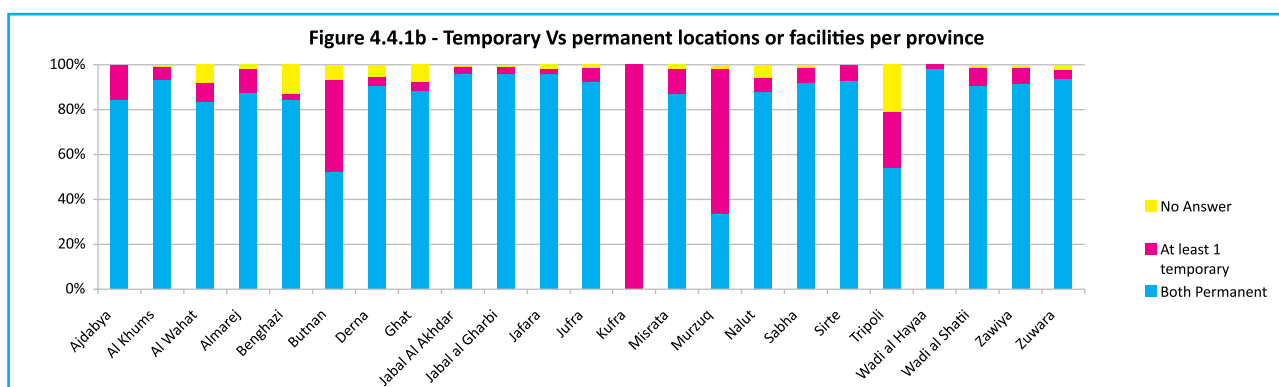


Overall, 11% (509) of assessed schools reported teaching from a temporary location or facility at the time of the assessment.

As illustrated by figure 4.4.1a, significant differences were noted between private and public schools. While only 9% of public schools relied on the use of temporary locations or facilities, 31% of private schools did the same.

In addition, significant regional differences were noted on this issue. None of the schools in Kufra reported teaching from permanent locations or facilities, with the same being true of a significant portion of schools in Murzuq (34%), Butnan (52%) and Tripoli (54%)¹². For other province, over 70% of schools were teaching from permanent locations and facilities.

In addition, significant regional differences were noted on this issue. None of the schools in Kufra



9 UNICEF, Basic Planning and Design Standards, Child Friendly School Manual, New York, 2009.

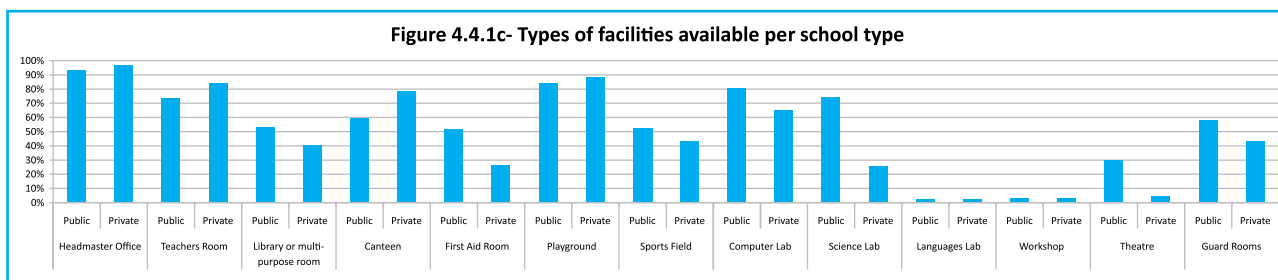
10 UNICEF, Water, Sanitation and Hygiene (WASH) in Schools, New York, 2012

11 UNICEF, Basic Planning and Design Standards, Child Friendly School Manual, New York, 2009.

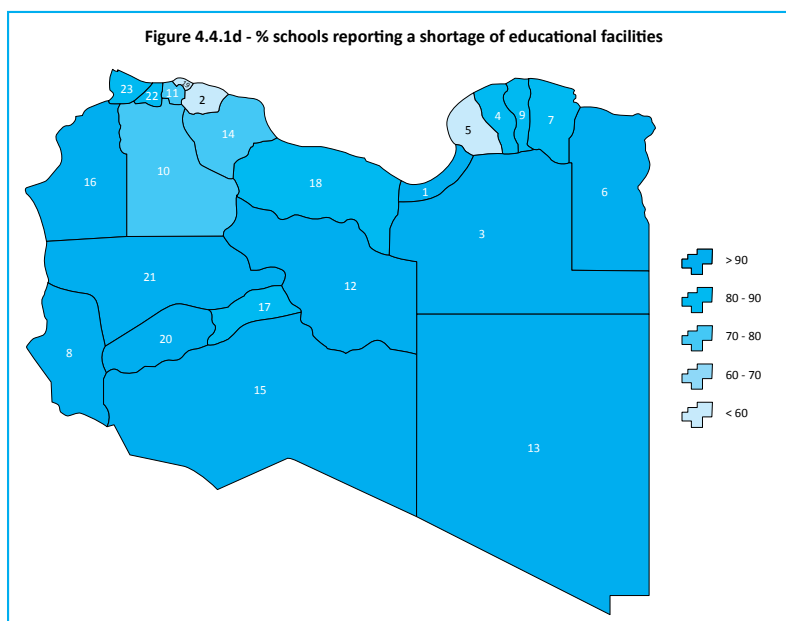
12 It should be noted that this figures can be related to a misinterpretation of the difference between temporary location and temporary facility.

Of the 207 schools that provided reasons for teaching out of a temporary location or facility, 22% (46) reported that the reason was that the permanent locations or facilities required repair or construction since before the uprising. Only 3 schools reported having shifted to a temporary location or facility because the permanent school had been damaged during the uprising. The vast majority of schools that answered the question reported a reason other than those aforementioned.

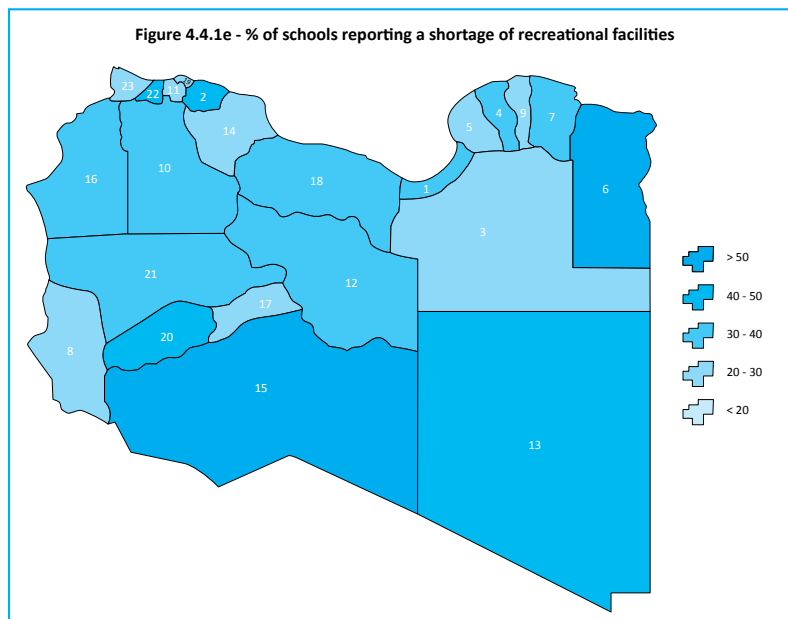
As illustrated by figure 4.1.1c, the availability of key educational or recreational facilities in schools seemed to depend significantly on whether a school was public or private, with the latter being less able to provide access to such facilities. For instance, only 40% of private schools reported that their students had access to a library, compared to 53% of public schools. Regarding first aid facilities, 52% of public schools reported access to such a facility, compared with 27% of private schools. Computer labs were similarly more common in public schools (81%) than private schools (65%). Finally, public schools were generally more able to provide students with science labs (74%) than private schools (26%).



In addition to this distinction between private and public schools, significant regional differences were drawn from assessment findings in the availability of school facilities.



When considering educational facilities (library or multi-purpose room, computer lab, science lab, languages lab, workshop, and theatre) a clear regional pattern emerged. As shown in figure 4.4.1d, the provinces with the lowest proportion of schools reporting the provision of the key educational facilities were located in the predominately rural south of the country (with the exception of Ajdabiya and Butnan). Conversely, the provinces with the highest proportion of schools reporting access to educational facilities were located on the country’s urbanised coastal region; most notably Tripoli (47%), Al Khums (41%), and Benghazi (41%). Yet, there was still a significant overall shortage of access to educational facilities in all provinces.



As shown in figure 4.4.1e, there were considerable differences between provinces with regards to the provision of recreational facilities (playgrounds and sports fields) in schools. Provinces with the lowest proportion of schools reporting such access were Butnan (49%) and Murzuq (47%). This was compared with Zawiya where 81% of schools reported having access to recreational facilities.

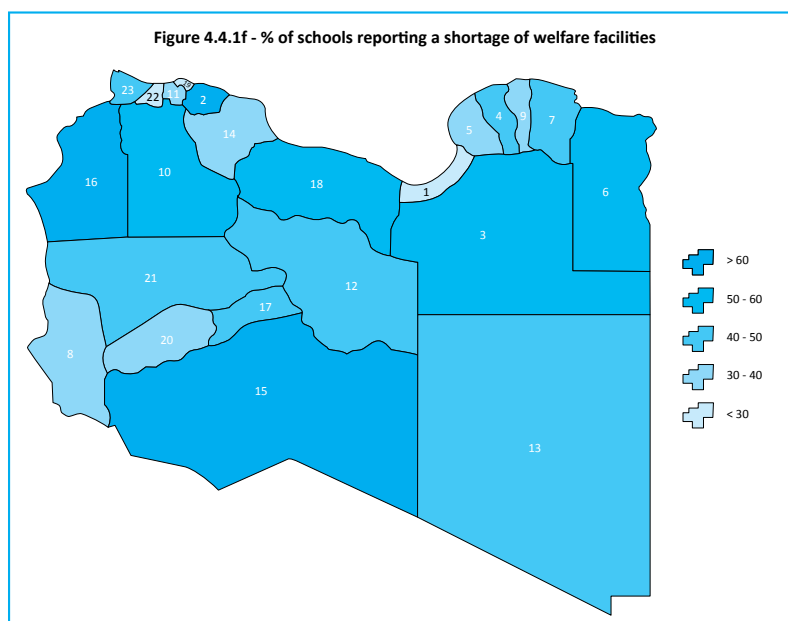
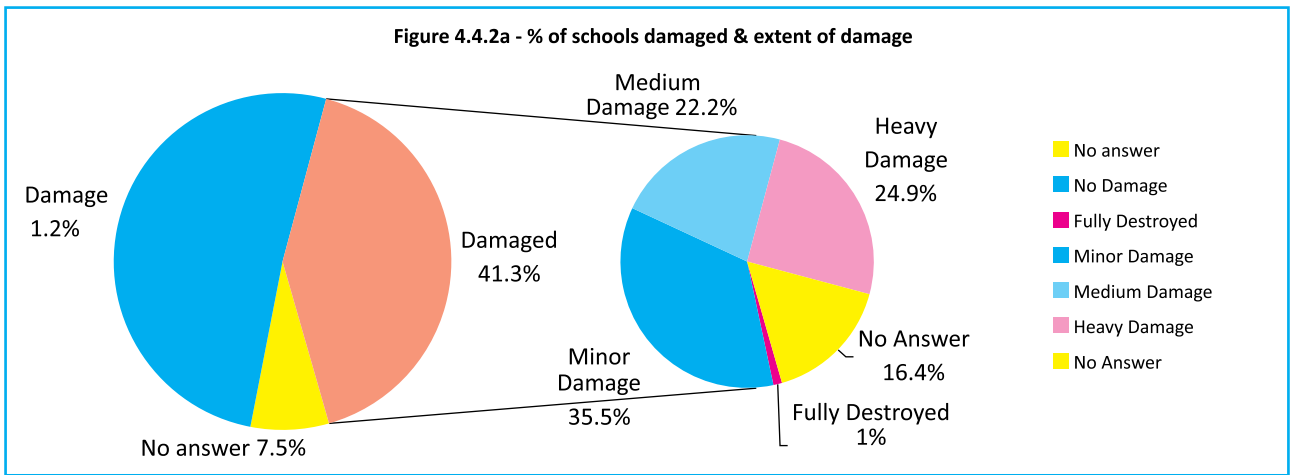


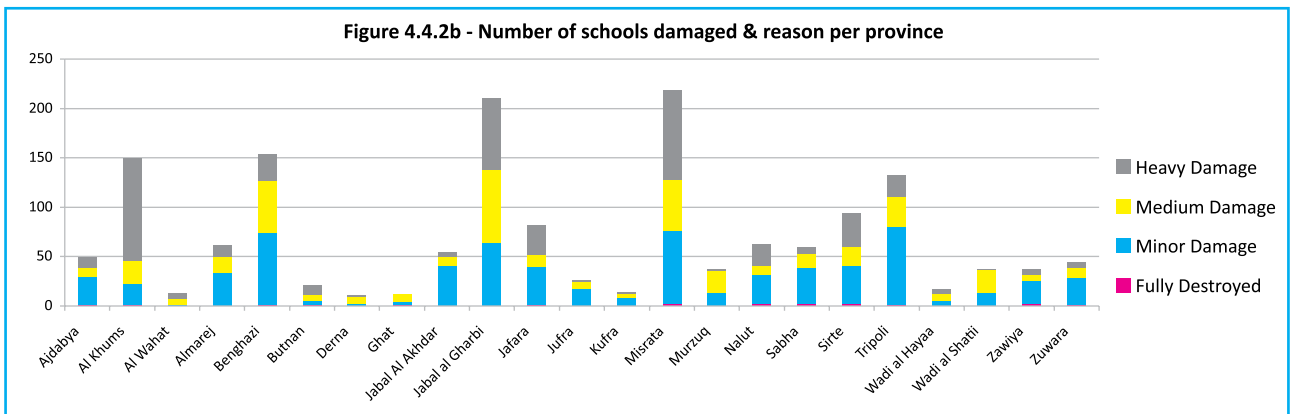
Figure 4.4.1f shows a regional pattern with regards to the provision of welfare facilities (canteens and first aid). The provinces with the fewest schools reporting such provision were located in the south and west of Libya, Nalut (39%) and Murzuq (38%). The provinces with the highest proportion of schools reporting access to student welfare facilities were all located on Libya’s urbanised coastal region, Tripoli (71%), Ajdabiya (71%), and Zawiya (70%).

4.4.2. School damage

For the purpose of this assessment, damage to schools was categorised into four distinct levels. Minor damage refers to light damage to electrical fixtures and mainly superficial damage to windows, doors, glass, paint and plastering. Medium damage included the entire minor damage category in addition to damage to electrical terminal boxes and wires and to WASH facilities. Heavy damage included both of the pervious categories in addition to damage to walls (internal, external, or boundaries), cracks in walls due to foundation damage, and roof structural damage. Fully destroyed included all of the pervious categories in addition to damage sustained that rendered the schools completely unusable.



Overall, 51.2% of the assessed schools reported that they did not suffer any damage, while 41.3% reported suffering varying levels of damage (7.5% did not provide answers on damage). Out of schools that reported damage, almost 1% were fully destroyed, 24.9% reported that they sustained heavy damage and 35.4% suffered minor damage such as broken windows or damaged plaster.



In total 1,911 schools reported some level of damage during the assessment, out of which 1,598 specified the level of sustained damage, and 313 did not. The provinces with the highest number of schools reporting damage were: Misrata (218), Jabal Al Gharbi (210), Benghazi (154), and Al Khums (150). In relative terms, schools in Sirte reported the most damage (85%), followed by Misrata (64%), and Sabha (61%). Provinces in which schools were most severely damaged included Sirte, where 33% of schools sustained complete destruction or heavy damage, as well as Misrata and Nalut, where this figure respectively reached 27% and 22%.

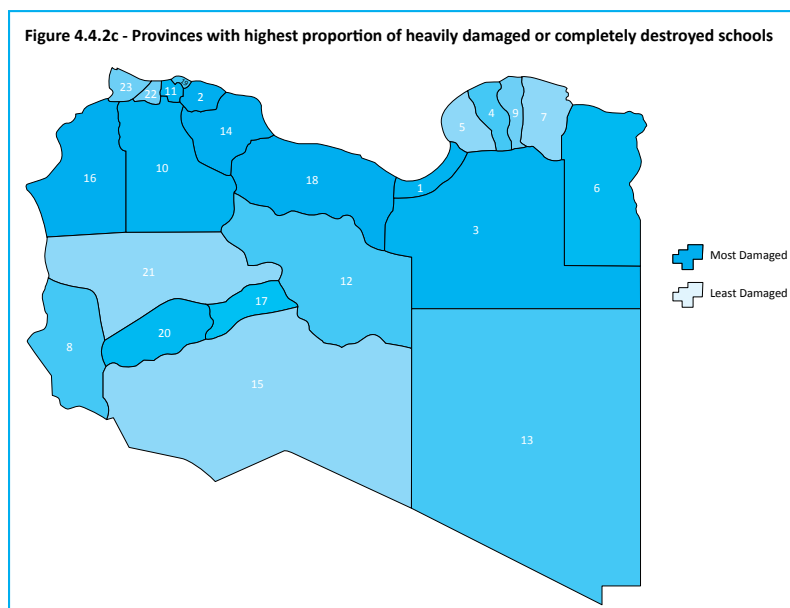


Figure 4.4.2c clearly shows that the provinces with the highest proportion of completely destroyed or heavily damaged schools were those in which there was heavy fighting during the 2011 uprising (Sirte, Misrata, and Nalut). Conversely, the provinces with the lowest proportion of schools that suffered complete or heavy damage were those in which there was no, or relatively little, fighting during the 2011 uprising.

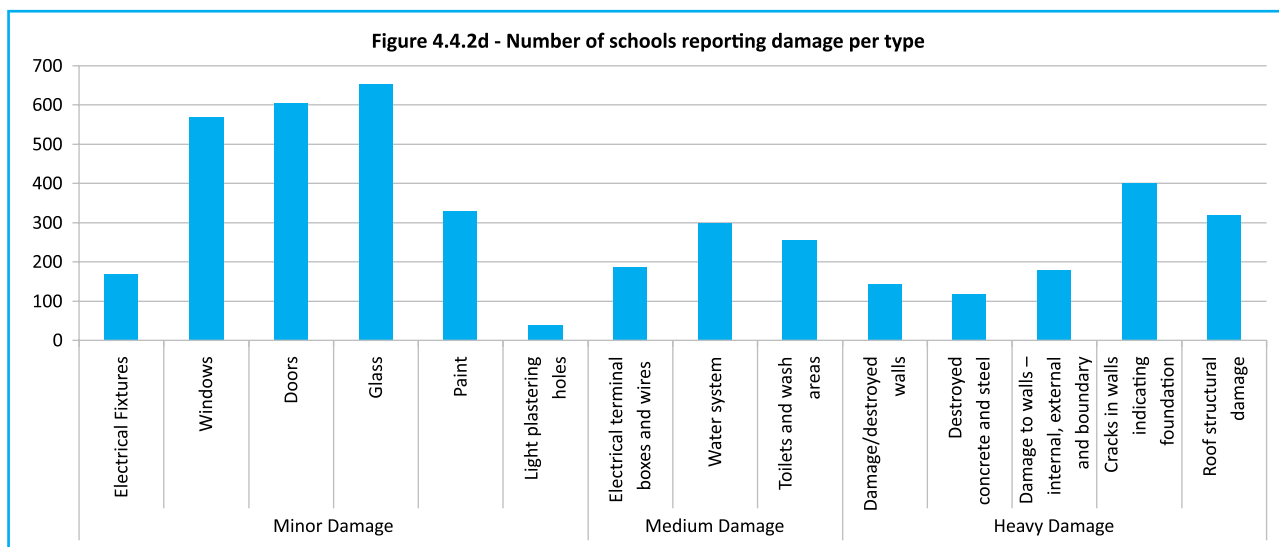
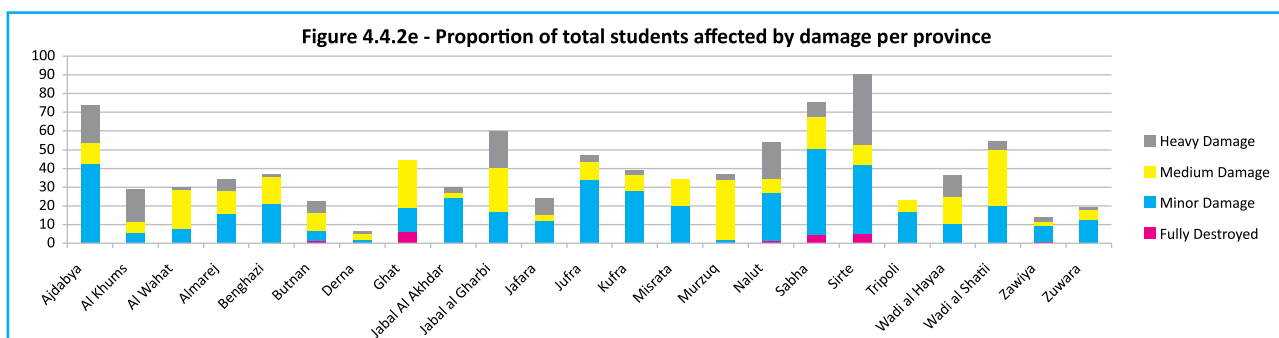
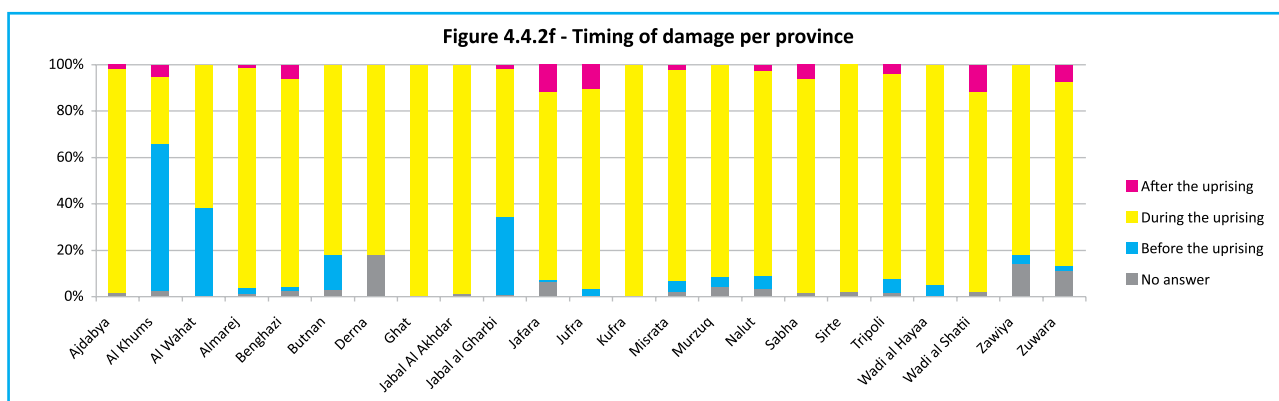


Figure 4.4.2d shows a breakdown of the type of damage reported by schools. The most prevalent minor damages sustained by schools were to glass (651), doors (604), and windows (568). These types of minor damage could have been caused by a variety of factors and could not necessarily be attributed to the fighting (see figure 4.4.2f for a breakdown of the timing of damage sustained). The medium damages that was reported the most was to the water system (299), to toilets and wash areas (255). The majority of heavy damage was to school foundations (400) and roof structures (319).

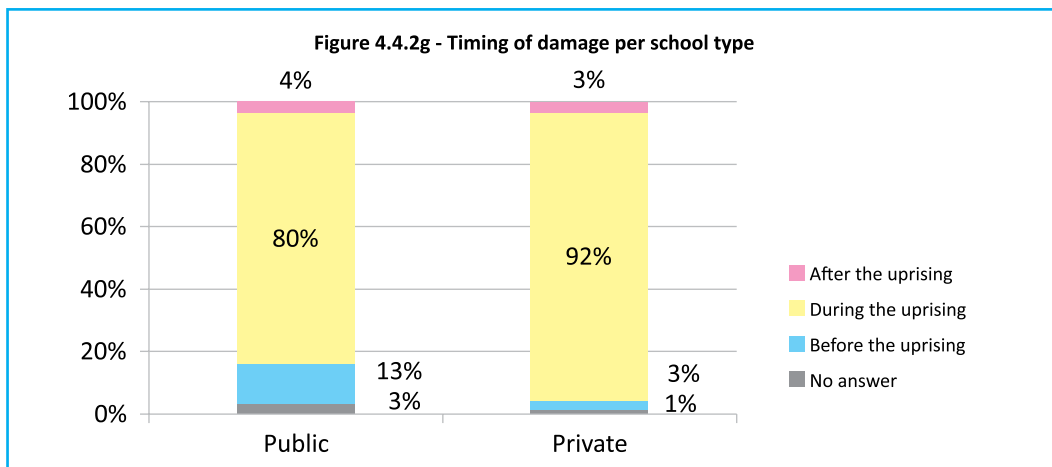


As illustrated by figure 4.4.2e, in the majority of provinces (61%), less than 40% of students were affected by damage to their schools. In total 572,432 students were affected by damage to schools, of which 162,142 attended schools that sustained heavy damage or were fully destroyed. Despite this, there were three provinces in which over 70% of students were affected by school damage: Sirte (91%), Sabha (75%), and Ajdabiya (74%). In Sirte, 43% of students were affected by heavy damage to schools.



The vast majority of damaged schools reported having suffered damage during the uprising (81%), while the remainder were mostly damaged before the uprising (12%) – only 4% reported being damaged following the uprising, and 3% did

not provide an answer to the question. Figure 4.4.2f illustrates the relative proportion of schools damaged before, during, and after the uprising per province. In some regions, significant damage was sustained prior to the uprising, as in Al Khums, Al Wahat and Jabal Al Gharbi where respectively 63%, 38% and 34% of damaged schools reported damage prior to the uprising.



As illustrated by figure 4.4.2g, a higher proportion of private schools were damaged during the uprising than public schools, 92% and 80% respectively. Additionally, figure 4.4.2g shows that a higher proportion of public schools (13%) were damaged before the uprising than private schools (3%).

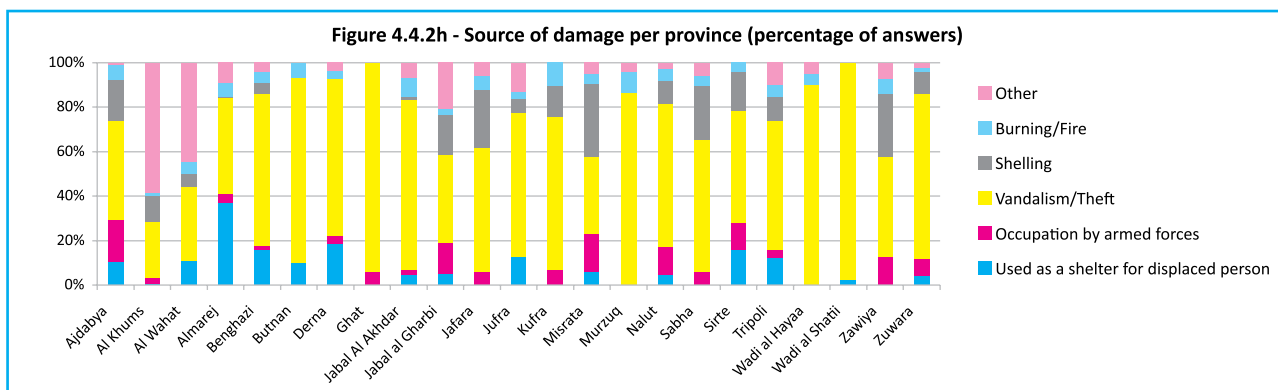
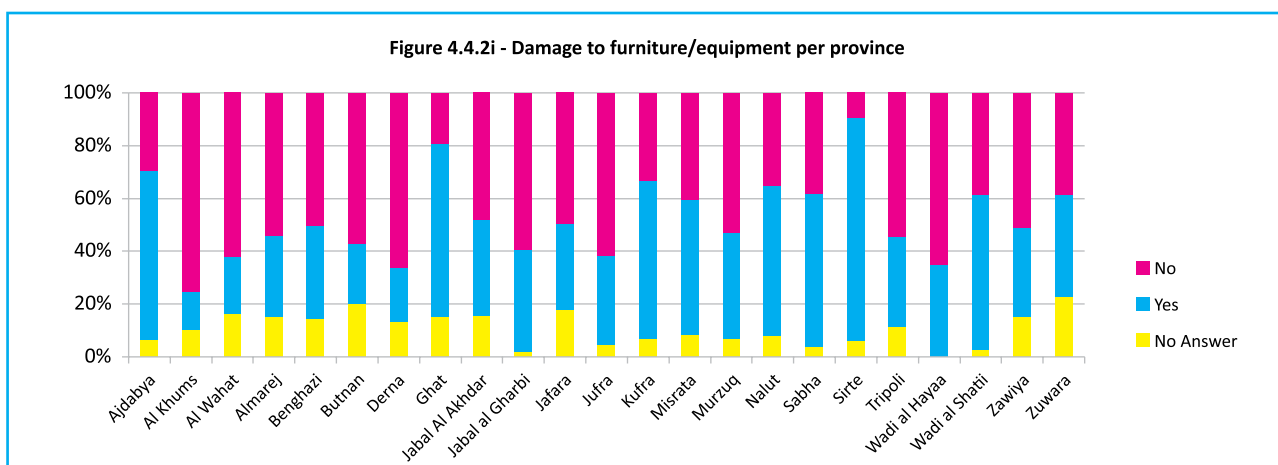


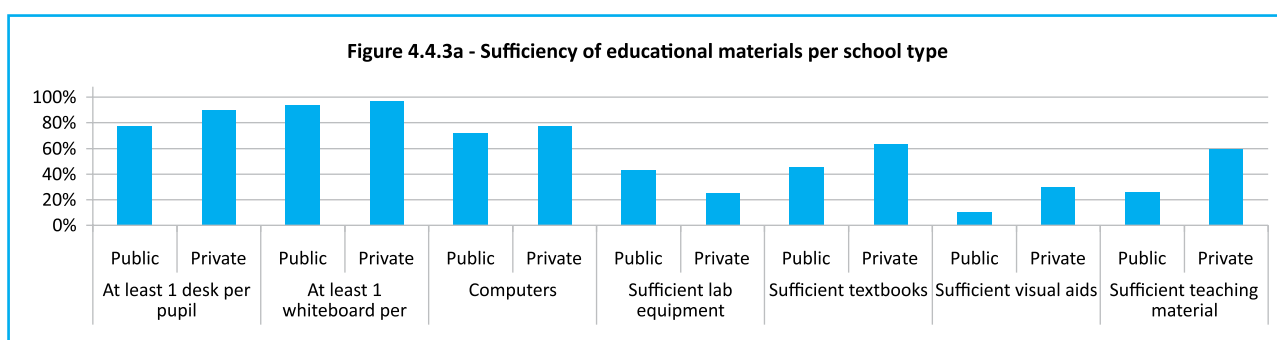
Figure 4.4.2h shows a relative similarity between provinces with respect to sources of damage, with vandalism or theft clearly being the most prominent source of damage (58% of all answers). Only 14% of damaged schools reported damage due to shelling. Yet, this source of damage was significantly prominent in Misrata (33% of answers), Zawiya (28%) and Jafara (26%). This was expected due to the intensity of the fighting that took place in these provinces.



Overall, a small majority of assessed schools (51%) reported that no furniture or equipment was damaged, destroyed, or stolen during the uprising. Nonetheless, significant regional differences were noted in the proportion of schools that reported a loss of furniture or equipment, as illustrated in figure 4.4.2i. The provinces with the highest proportion of schools reporting damaged, stolen or destroyed furniture or equipment were Kufra (60%), Ghat (60%), and Sirte (84%), all of which witnessed heavy fighting during 2011.

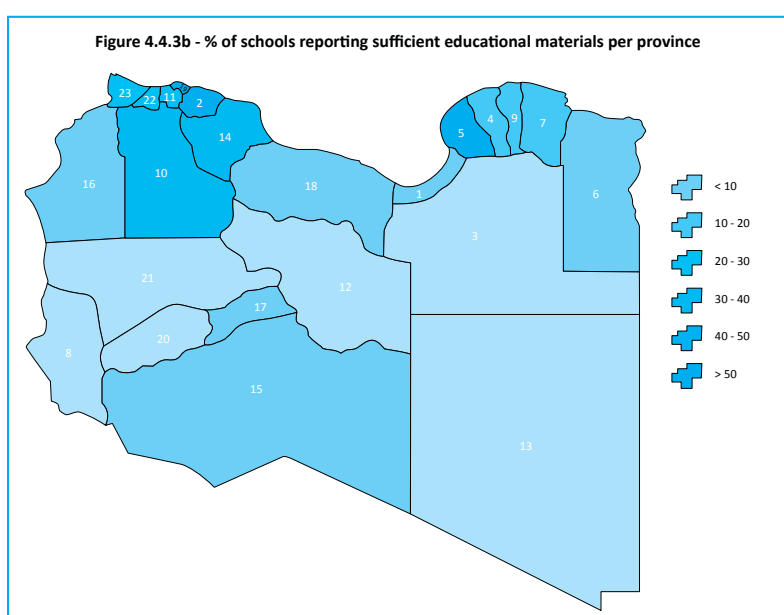
4.4.3. Access to materials and electricity

Figure 4.4.3a shows the relative access of public and private schools to a variety of education equipment and materials. Overall, the large majority of Libyan students had access to teaching equipment. 94% of schools had at least one whiteboard per classroom, 79% had at least one desk per pupil and 72% had access to computers. On the other hand, education materials such as textbooks¹³, visual aids and teaching materials were critically lacking at the time of the assessment, with only 47%, 12% and 29% of schools respectively reporting access to these items.



Private schools generally reported higher proportions of schools with access to education materials, with the notable exception of lab equipment. Moreover, assessment findings revealed significant geographic variations in terms of access to materials. For instance, the proportion of schools per province reporting access to sufficient textbooks varied from only 9% in Wadi Al Hayaa and 11% in Nalut to 71% in Benghazi and 67% in Jabal Al Akhdar. On the other hand, the proportion of schools reporting access to computers varied from 41% in Sirte and 54% in Nalut to 85% in Jufrah and 82% in Kufra.

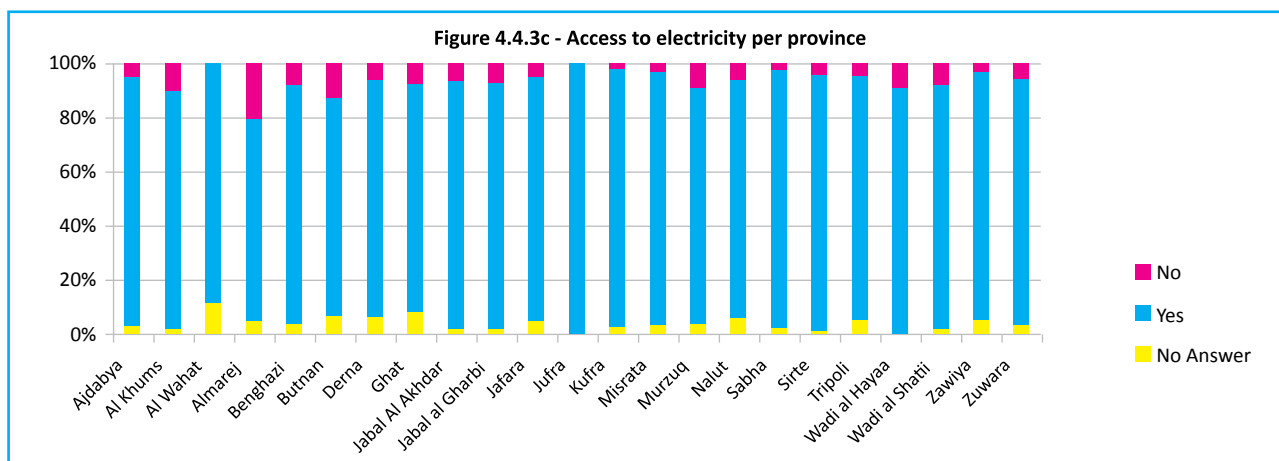
As can be seen in figure 4.4.3b there was a significant regional pattern with regards to the provision of all aforementioned educational materials. All provinces in which all schools reported access to all of the assessed educational materials were located along Libya's urbanised coastal region; Tripoli (62%), Al Khums (62%), and Benghazi (61%). All provinces with the lowest proportion of schools reporting access to all of the assessed educational materials were located in the predominately rural south of the country; Kufra (6%), Al Wahat (4%), and Ghat (2%).



Overall, 90% of schools in Libya had access to electricity. Private schools had slightly better access to electricity (96%) than public schools (89%). The proportion of schools with access to electricity was relatively consistent across geographic

¹³ In some provinces the distribution of the textbooks coincided with the collection of the data that forms the basis of this report.

areas (as illustrated by figure 4.4.3c). In two provinces, no schools reported a lack of electricity (Jufrah and Al Wahat), while two provinces reported that less than 85 % of schools had access to electricity – Almarej (75%) and Butnan (81%).



4.4.4. Analytical summary

According to Child Friendly Standards, every school should have a power source to provide light, connectivity for communication equipment and other appliances¹⁴. Alternative sources of energy (such as photovoltaic panels) could be integrated where appropriate in the 327 schools that did not have access to electricity. In addition only a small rate of schools reported a sufficient number of teaching material and visual aids (respectively 24% and 12%), materials that are necessary for improving learning outcomes of students. At school level the availability of a library is also central to learning and teaching activities. Therefore, particular attention has to be given to the 48% of school that do not have library, providing a designated reading space to be strategically located within the school for easy access of students and teachers. Learning materials and classroom and school facilities significantly contribute to decreasing drop-out rates and increasing leaning outcomes since children will willingly attend school on a regular basis once they find the teaching-learning process enjoyable, stimulating, inspiring and attractive¹⁵.

4.5. Protection and safety issues

4.5.1. Occupation of schools by Internally Displaced Persons

In total, 12% of assessed schools reported being occupied by Internally Displaced Persons (IDPs) during the uprising. This figure fell to 0.3% (15 schools) at the time of the assessment. As illustrated by figure 4.5.1a, little variation was noted between private and public schools, 11% of the latter were occupied during the uprising as opposed to 14% of the former.

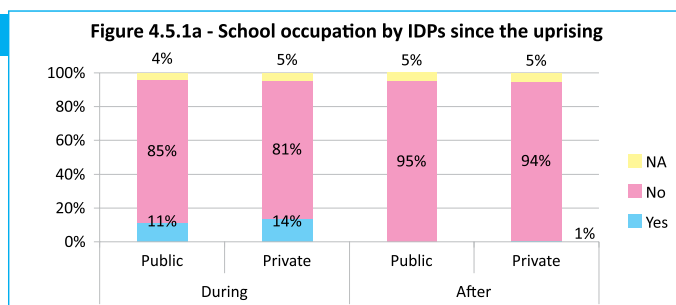
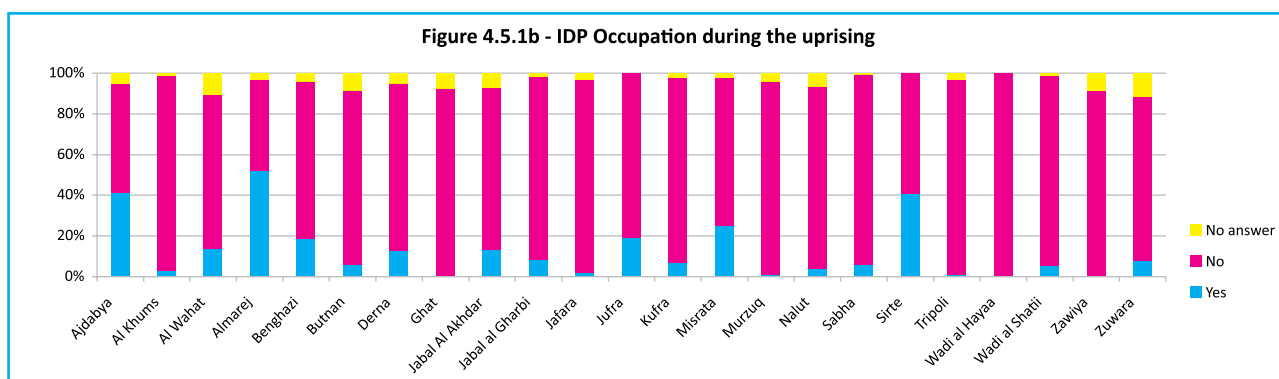
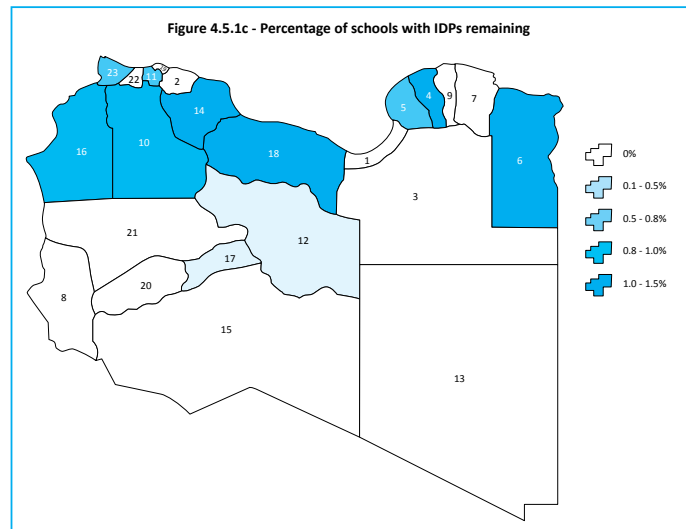


Figure 4.5.1b shows that the proportion of schools occupied by IDPs during the uprising was highest in Almarej (52%), Sirte (41%) and Ajdabiya (41%), while less than 1% of schools reported being occupied in Zawiya, Ghat, Wadi Al Hayat and Murzuq.



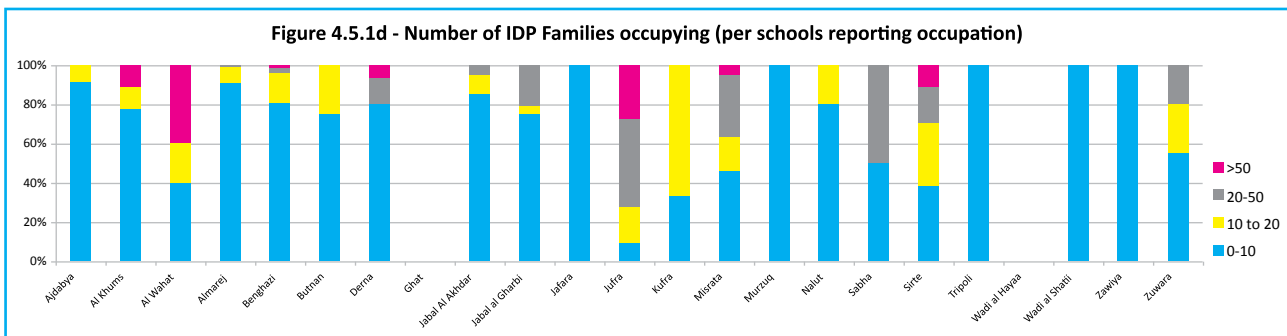
14 UNICEF, Basic Planning and Design Standards, Child Friendly School Manual, New York, 2009.

15 UNICEF, Child Friendly School Manual, New York, 2009



As shown by figure 4.5.1c the only provinces with schools reporting being occupied by IDPs were those located along Libya’s coastal region, with the highest proportion located in Almaraj in eastern Libya. This could be explained by the continued displacement of populations on or near Libya’s coast.

Of the 539 schools occupied by IDPs during the uprising, the vast majority (70%) were occupied by less than 10 families, 13% by 20 to 50 IDP families, and 4% by 50 or more families.

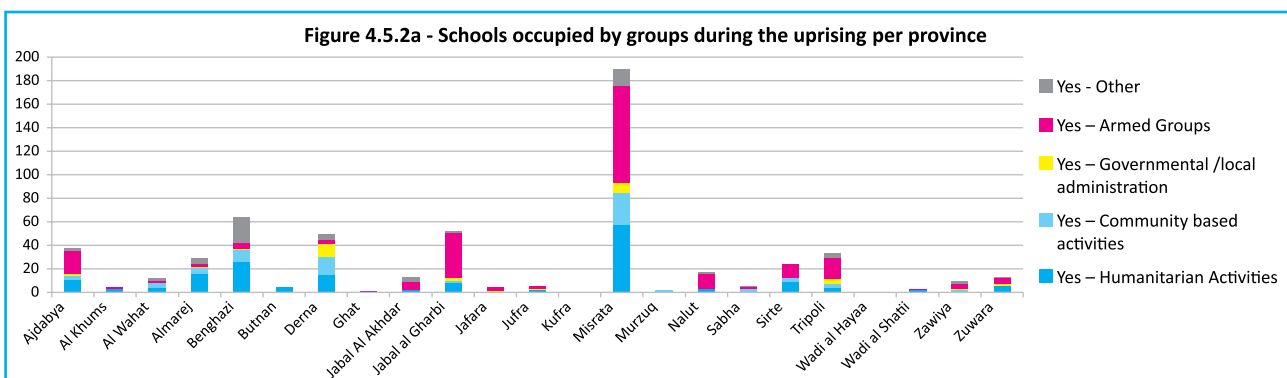


As illustrated by figure 4.5.1d, this was relatively consistent across various regions of Libya, although up to 73% of schools in Jufrah and 50% in Sabha were occupied by more than 20 IDP families.

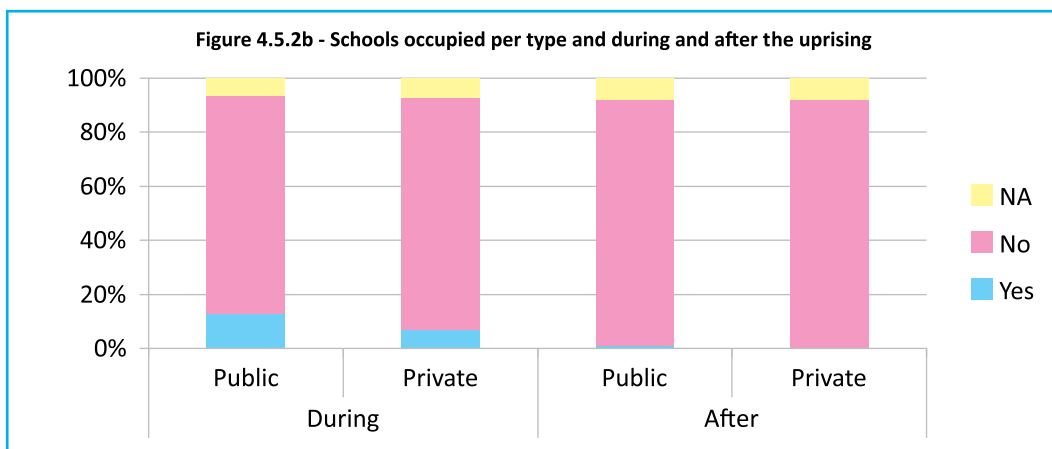
The vast majority of schools occupied by IDPs indicated that the reason for this occupation was displacement due to the fighting (81%), while 4% of schools specifically indicated shelter destruction as the main cause of occupation. This finding was consistent across regions. It should be noted that no schools mentioned accompanying another family to be the reason for IDP occupation.

4.5.2. Occupation of schools by others

In total, 12% of school respondents reported having been occupied by ‘others’ (i.e. non-IDPs) during the uprising, while only 1% were still occupied by others at the time of the assessment. Of these schools the majority were reportedly occupied by armed groups (39%) or humanitarian actors (31%), while the remainder were occupied for community-based initiatives (13%) and by governmental or local administration (6%).

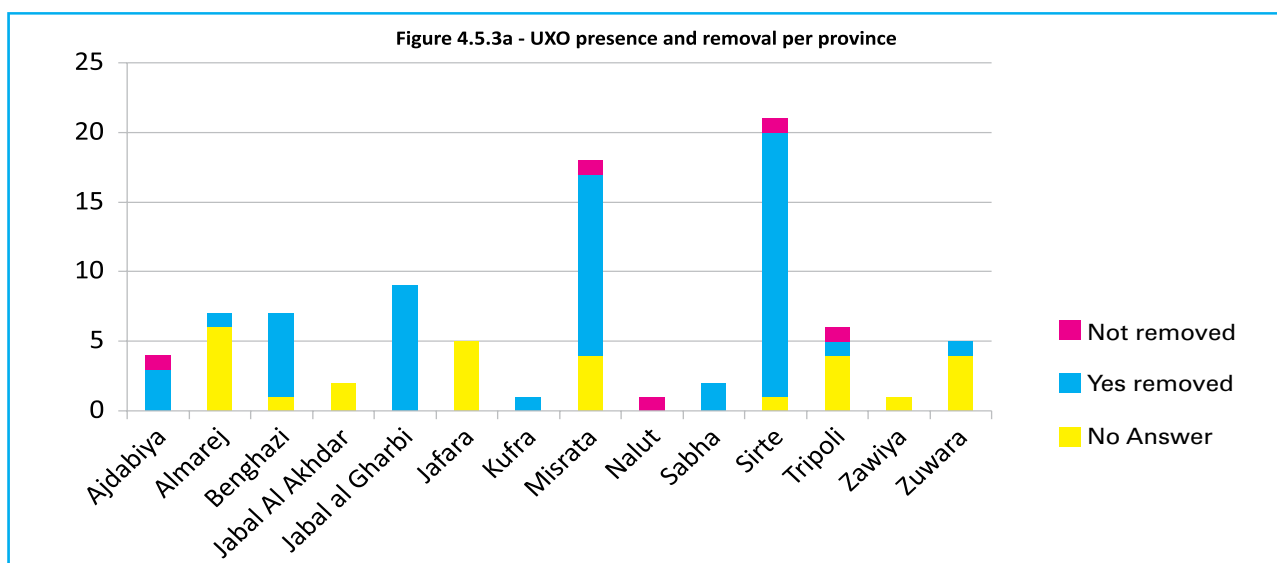


As illustrated by figure 4.5.2a, considerable regional differences were noted with regards to the number of schools occupied by non-IDPs per region. Misrata had the highest number of schools reporting occupation by other groups (190), of which the highest proportion were armed groups (83). This could be expected in light of the intense fighting that occurred in the city during the uprising. Additionally, many schools in the city were occupied by humanitarian actors (57). Three other provinces saw a large number of schools being occupied by different groups: Benghazi (64), Jabal Al Gharbi (52), and Derna (50).



As per figure 4.5.2b, there was a substantial decrease in the proportion of schools occupied by various groups after the end of the 2011 uprising, from 12% to less than 1%. Data also showed that there was no notable difference between occupations by groups in private and public schools.

4.5.3. Unexploded ordinance (UXO) in schools

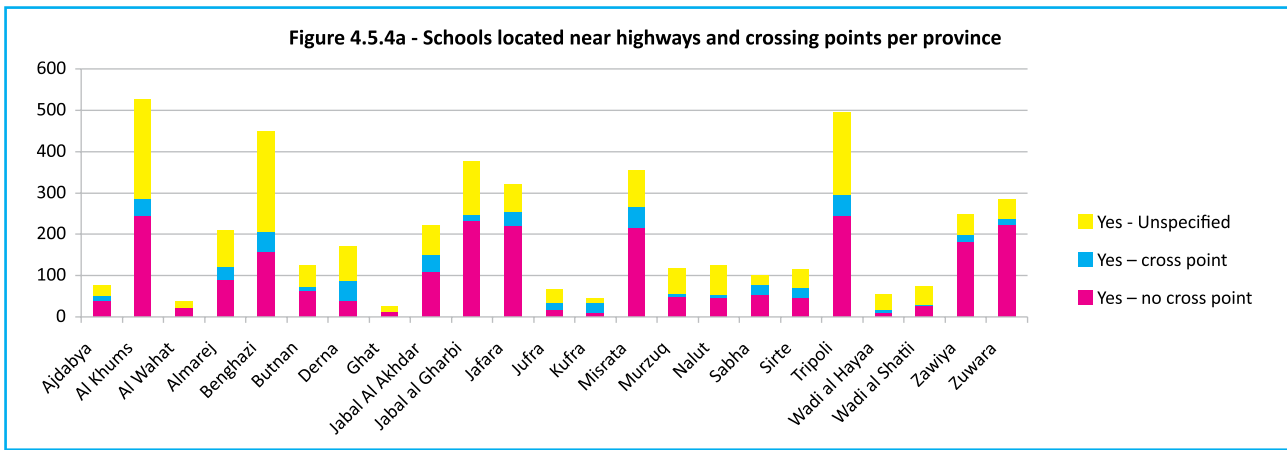


Overall, only 2% of the assessed schools, 89 in total, reported having been affected by UXOs since the start of the uprising. Of these, 53% (47 in total) reported that UXOs were located inside the school, while 16% (14 schools) had UXOs nearby or outside. Six percent of these schools (5) indicated that the UXO's had not been cleared at the time of the assessment.

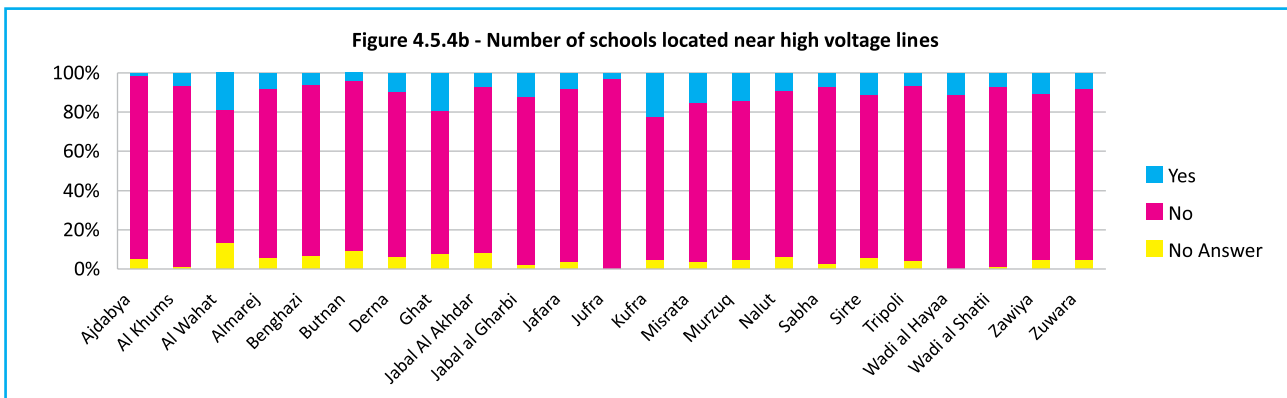
Figure 4.5.3a shows that the highest numbers of schools affected by UXOs were found in Sirte (19 schools), Misrata (18 schools) and Jabal Al Gharbi (9 schools), all of which were severely affected by intensive fighting. Moreover, un-removed UXOs were only found in Tripoli, Misrata, Nalut, Sirte and Ajdabiya provinces, with one school in each of these reporting UXOs not yet removed.

4.5.4. Safety concerns

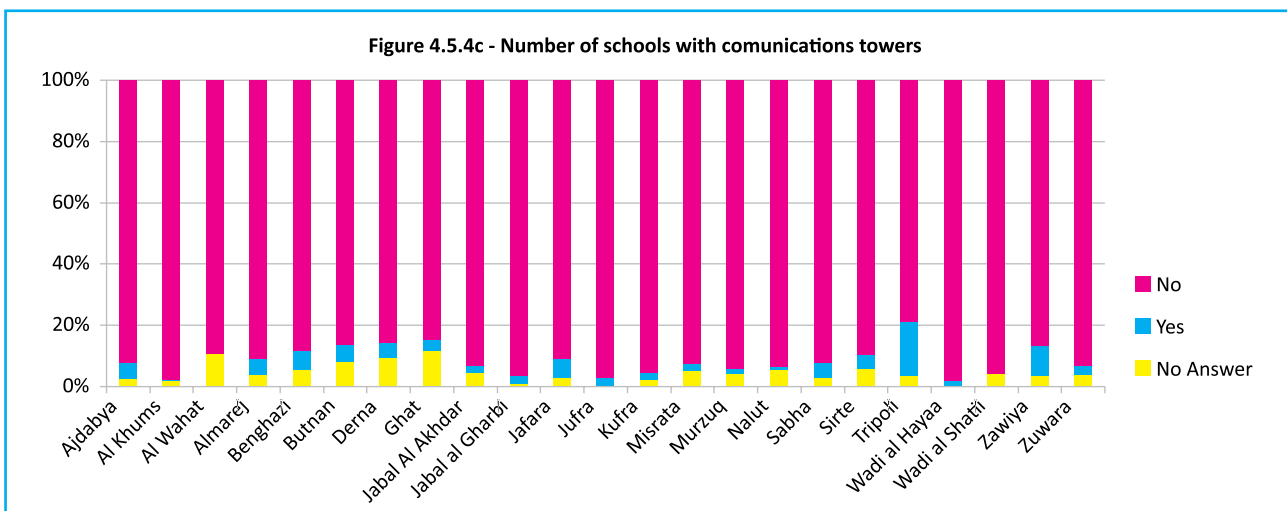
Overall, 69% of assessed schools reported being located near highways. Of these, 51% indicated not having access to a crossing point (35% of the total number of schools). Little variation was noted on this issue between public and private schools.



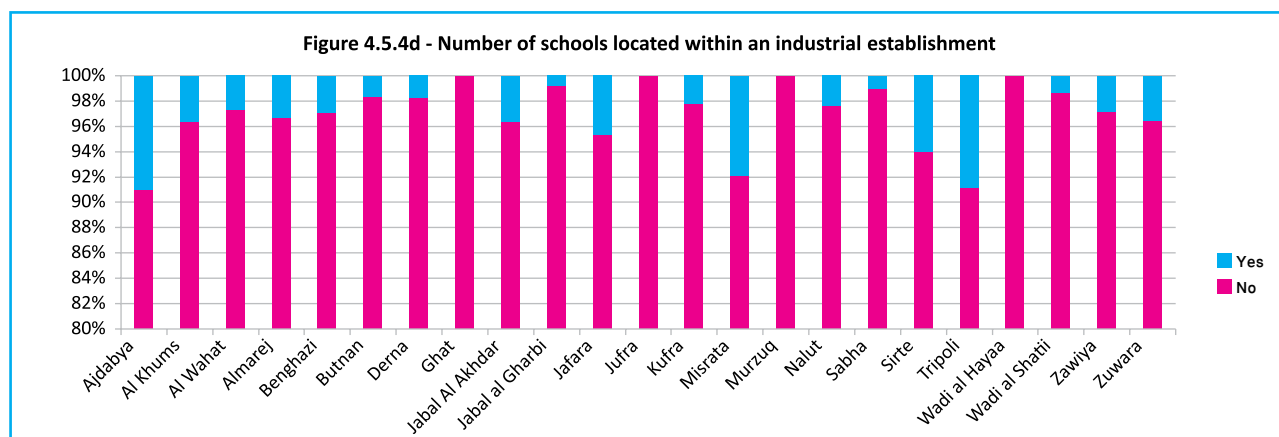
Overall, 69% of the assessed schools reported being located near highways. Of these, 51% indicated not having access to a crossing point (35% of the total number of schools). Little variation was noted between public and private schools. Figure 4.5.4a shows the geographic breakdown of schools located near highways. The proportion of schools located near highways varies between provinces, from 59% in Wadi Al Hayaa to 84% in Zawiya. Almost 80 % of schools near highways in Wadi Al Hayaa, Kufra, Jufara and Derna reported having a safe crossing point, compared to around 40% in the coastal provinces of Misrata, Zawiya, and Jafara.



Overall, 13% of schools reported being located in the vicinity of high voltage lines. As illustrated by figure 4.5.4b, three provinces stood out as having a larger proportion of schools located near high voltage lines; 5 out of 19 schools in Ghat (19%), 7 of 25 in Al Wahat (19%) and 10 of 33 in Kufra (22%) reported being located near high voltage lines.



In total, 91% of assessed schools reported having no communication towers located within the school premises. As illustrated in figure 4.5.4c, communication towers appeared to be a more prevalent security concern in Tripoli province than in the rest of the country. Over 18% of assessed schools (89 out of 496) reported that a communication tower was located on their premises.



As illustrated by figure 4.5.4d, only a very small percentage of schools in Libya (4%) were located within industrial establishments. The provinces with the highest proportion of schools located in industrial establishments were Tripoli (9%), Ajdabiya (9%), Misrata (8%), and Sirte (6%). As expected, these were regions located mainly on Libya’s urbanised coastal region. Conversely, the provinces in which no school reported being located within industrial establishments were in Libya’s predominately rural south – Jufrah, Murzuq, Wadi Al Hayaa, and Ghat. An additional 4.9% of assessed schools reported facing other safety or security issues, without specifying the reasons.

4.5.5. Analytical summary

According to article 3 of the Convention on the Rights of the Child “institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision”¹⁶. In this regard the assessment found that a number of schools in Libya need particular attention by competent authorities in the fields of safety, health and protection. A school’s location is a key factor for children’s health and safety. A total of 4% of Libyan schools were located near an industrial establishment, potentially exposing children to outdoor air pollutants and other hazards. This could result in respiratory diseases and other risks.

Another safety concern is related to road traffic injuries that are amongst the most common causes of death among children aged 5 to 14, accounting for approximately 10% of deaths in this age group in high income countries¹⁷. In Libya, road traffic accidents account for 11% of all hospital deaths, and are the third highest cause of hospital morbidity after cardiovascular diseases and cancer¹⁸. Libya’s road death rate is more than 3 times higher than the average in the Middle East and North Africa (MENA) region and 5 times the average of the UK¹⁹. Main roads and highways that are located in the schools proximity are therefore a potential risk factor for children. This Assessment determined that: i) 65% of students went to school by foot and ii) 35% of schools were located close to a highway without a crossing point (with a major prevalence in the coastal provinces). Considering these findings, it is particularly important to put in place a ‘safe crossing’ guards-system in those schools, at least during school starting and closing hours in order to substantially reduce the risks of accidents for children when crossing the street.

¹⁶ Article 3 of Convention on the Rights of the Child, ratified by Libya in 1993.

¹⁷ WHO, The Physical School Environment An Essential Component of a Health-Promoting School, Geneva, 2004.

¹⁸ WHO - Eastern Mediterranean Regional Health Systems Observatory, Health Systems Profile- Libya, 2007.

¹⁹ Ibid.



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5. Policy Recommendations

Policy Recommendations

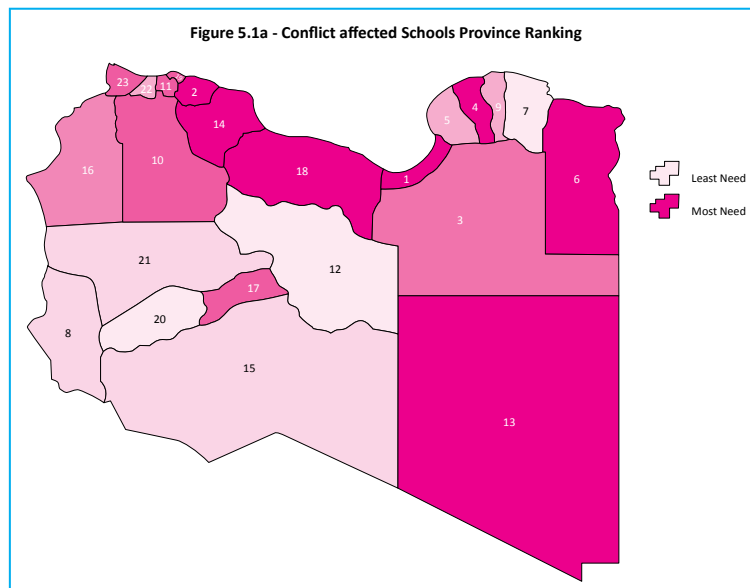
As a result of analysis of the data collected through this assessment, and in consultation with assessment stakeholders, a number of preliminary policy recommendations have been identified for short and medium term action.

In order to facilitate this process and to enable a macro-analysis of the state of the education sector in Libya, a set of composite indicators was established in consultation with all assessment partners. In total, five composite indicators were established to determine: the schools most affected by the fighting, the quality of education, the situation in terms of water, sanitation and hygiene in schools, access to schools by students with special needs and safety in schools. Provinces were ranked for each composite indicator, with a score of one being the province with the most needs, and 23 for the ones with the least. The lowest score (the number of indicators multiplied by the combined score from each of the selected indicators) represented the province with the most needs, and the highest score represented the province with the least needs. The maps presented in this chapter, which graphically display the ranking of provinces based on the selected indicators, were generated using spatial autocorrelation¹.

In this framework short-term policy recommendations identify key areas for short-term action in order to promote a rapid normalisation of the school environment in the aftermath of the 2011 uprising. Medium-long term policy recommendations identify actions required to deal with the imbalance between provinces in Libya with regards to educational capacity. In addition, the analysis of the assessment findings highlight the needs for further research on a number of issues.

5.1. Short Term Policy Recommendations

For the short term, a set of key indicators was used to identify the areas most in need of improvements. It is essential that these are addressed immediately to ensure the normalization and functionality of schools in most affected areas of the country. As can be seen in figure 5.1a, the provinces with the most needs (Misrata, Sirte, Ajdabiya, Almarej, Kufra, and Tripoli) witnessed either intense fighting during the 2011 uprising, significant IDP movements, or both. Conversely, provinces with the least needs were those which were relatively unaffected by the events of the 2011 uprising (Jufrah, Derna, and Wadi Al Hayaa).



It is of utmost importance to promote a rapid normalisation of the school system throughout Libya in the aftermath of the 2011 events. The following are recommended actions to enable this to happen in the near future:

- The removal of all **remaining UXOs** from schools should be considered a high priority to ensure a safe learning environment for children. In addition, the risk of landmines and other weapons can be drastically reduced if regular risk education is provided.
- **Building new school premises**, and, where required, the rehabilitation of existing premises. This should focus on schools where – in order of priority; a) the premises have sustained either heavy or complete damage, b) the school is operating out of a temporary location, and c) two or more school administrations share the same premises.

¹ O'Sullivan, D. and D. J. Unwin, Geographic Information Analysis, Wiley, New York 2010.

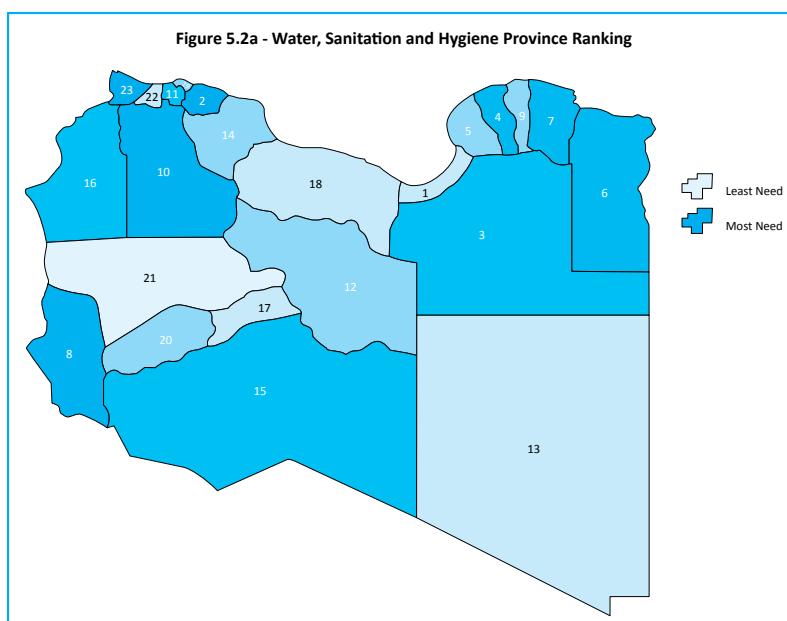
- An emphasis should be placed on the **recruitment of trained or specialised staff**, particularly medical and psychological support staff, to ensure that children are properly supported throughout their educational careers. This will allow the MoE to assess the condition of the most vulnerable children, detect cases with special needs and refer children to specialised psychosocial support services.
- The **delivery of new educational and recreational materials** to schools reporting a lack of such provisions should be considered an immediate priority.
- **The reintegration of internally displaced children into the school system is a key priority.** Specific measures should be implemented to guarantee the access of IDP children to ordinary schools.

5.2. Medium – Long Term Policy Recommendations

In the medium to long term, the current imbalance of the education system should be tackled through specific actions including: improving the school environment; improving the quality of education; promoting teacher development; promoting early childhood development; and strengthening the MoE’s information management system.

5.2.1. Improving the School Environment

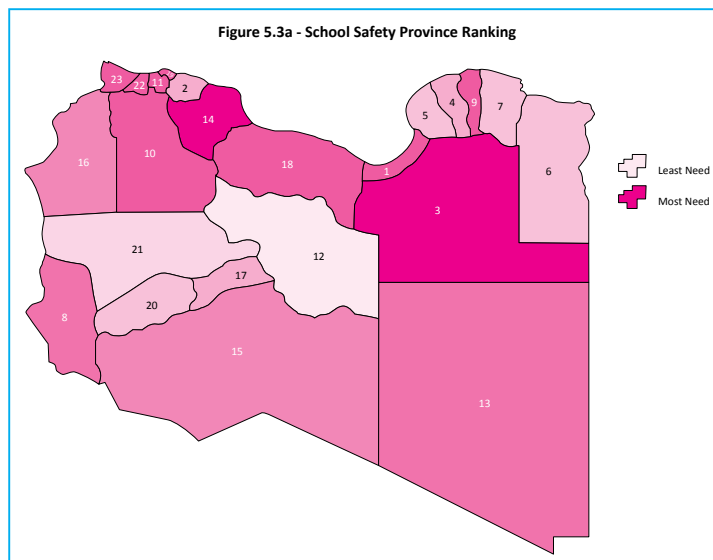
The physical environment of a school plays an essential role in ensuring the safety and security of students as well as increasing the attendance and learning achievements of students. With regard to WASH facilities there was no clear pattern to the distribution of provinces with the least and most needs². This suggests there is a general need across the board for an improved provision of WASH related facilities in schools.



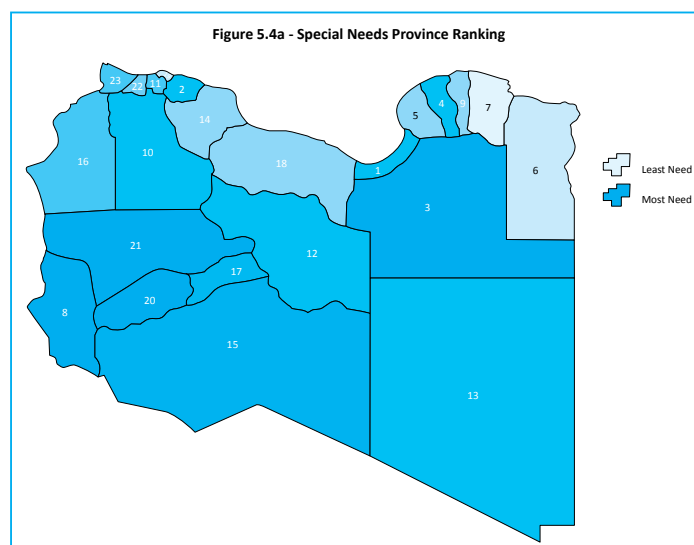
Considering the key indicators used in the area of safety³, the provinces with the most need for improvements were located in the more urbanised areas on and near Libya’s coastal region (Zuwara, Tripoli, Zawiyah, Jafara, Misrata, Sirte, Ajdabiya, and Al Wahat). This suggests that school safety issues are strongly correlated to population density. Conversely, the regions with the least need were predominately rural with very little heavy industry (Jufrah, Wadi Al Shatii, and Wadi Al Hayaa). Addressing safety issues in provinces with the most need is essential to ensuring a safe learning environment for children.

² The following datasets were used to form the composite indicator on water, sanitation and hygiene in schools: access to clean water, waste disposal, number of students per latrine, provision of hand washing facilities, provision of separate toilets for boys, girls, teachers, and special needs students.

³ The following datasets were used to form the composite indicator on school safety: number of schools located near high voltage lines, number of schools located near highway crossing points, number of schools located in or near industrial establishments.



Particular provisions for children with special needs are critical for an inclusive school environment. As shown by figure 5.4a there was a clear gap between the provision for special needs students⁴ in the rural south compared with the urbanised north (with the exception of Kufra). This could suggest higher rates of exclusion of children with special needs in the South compared with the North. In order to ensure that all Libyan children have access to high quality education it is essential that special needs are adequately addressed.



Therefore, in order to increase the quality and the inclusiveness of the school environment in Libya, the following actions are recommended:

- **Adoption of quality criteria and standards for the design and construction of schools**, particularly in the areas of: sufficient access to safe drinking water, quality sanitation and hygiene facilities including the availability of soap for hand washing, and provisions for children with special needs through specific adaptation of the structure and facilities. Classrooms need fresh-air circulation to avoid heat and excessive humidity and to ensure adequate daylight a minimum of 20 per cent of the classroom floor area should be window area⁵.
- In connection with standards and criteria for school design, the application of environmentally **friendly solutions** is strongly recommended. An example is the introduction of recycling processes in the waste collection and management system of the schools. This provides the added value of laying the ground for environmentally knowledgeable and conscientious future generations.
- **Increasing access to safe drinking water, improving sanitation facilities and promoting hand washing** in schools are effective interventions with a direct impact on student attendance. The correlation between specific diseases and the availability of running water and functional sanitation facilities has been proven by a number

⁴ The composite indicator on provision of facilities for students with special needs included two indicators: availability of specialised WASH facilities for special needs students, number of schools with the provision for special needs students.

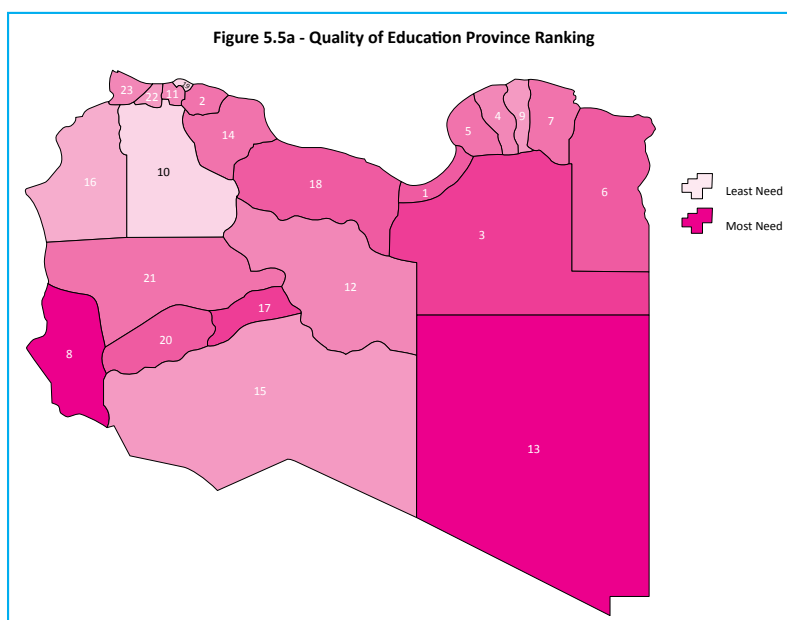
⁵ Basic planning and design standards for educational facilities in UNICEF, Child-friendly School Manual, New York 2009.

of international studies. For instance, globally, 88% of diarrheal disease is caused by unsafe water supplies, and inadequate sanitation and hygiene⁶, while worm infection can be entirely attributable to inadequate sanitation and hygiene⁷. Frequent hand washing with soap can reduce the incidence of diarrheal disease by 42 to 48%⁸ and interventions to improve water quality at the source, along with treatment and safe storage systems at the point of use, can reduce diarrhoea incidence by as much as 17%⁹.

- Specific interventions in schools reporting water shortages should be implemented in order to **guarantee that safe drinking water is available to students**. For water use in schools, WHO and UNICEF apply a standards ratio of 5 litres per student per day for drinking and hand washing¹⁰.
- In addition, specific interventions are needed for **increasing the number of toilets** in schools with shortages; a recommended standard is one toilet per 25 girls or female staff, and one toilet plus 1 urinal per 50 boys or male staff¹¹.
- Provinces with low enrolment of children with special needs should have funding set aside to ensure the provision of ramps, specialised water and sanitation facilities, and other **resources tailored for students with special needs**.
- The assessment findings indicate that potential safety risks affected a considerable number of students. The identified risks were related to: the location of schools near industrial establishments, highways without a safe crossing point, and/or high voltage lines or telecommunication towers. **Safety issues have to be addressed on a case-by-case basis** while construction and design standards have to be revised and modified according to child-friendly criteria.
- **Furniture and equipment maintenance** and replacement should be considered due to the high number of schools reporting such damage.

5.2.2. Improving the Quality of Education

As shown in figure 5.5.a¹³ the provinces with the most needs in terms of facilities, materials, qualified teachers and other staff were predominately located in rural areas (Ghat, Kufra, Al Wahat). It is possible that this is due to difficulties in attracting qualified teaching and support staff to more rural, and less populated, provinces. There could also be issues in access to funding and as a result a lower provision of facilities and materials. Conversely, the provinces with the least needs were located on Libya's urbanised coastal region (Zuwara, Tripoli, and Al Khums).



6 Hutton, Guy and Laurence Haller, Evaluation of the Costs and Benefits of Water and Sanitation Improvements at the Global Level, World Health Organization, Geneva, 2004

7 Prüss-Üstün, Annette, et al., Safer Water, Better Health: Costs, benefits and sustainability of interventions to protect and promote health, World Health Organization, Geneva, 2008

8 Waddington, Hugh, et al., Water, Sanitation and Hygiene Interventions to Combat Childhood Diarrhoea in Developing Countries, International Initiative for Impact Evaluation (3IE), Synthetic Review, vol. 001, 2009

9 Ibid.

10 UNICEF, Water, Sanitation and Hygiene (WASH) in Schools, New York 2012

11 Ibid.

The quality of education in Libya needs a systematic analysis and evidence-based measures. All children in Libya have the right to quality education that allows them to develop to their fullest potential. In order to improve the quality of education, a number of recommendations were identified:

- The challenge of improving the quality of education entails a **structural review of the educational system and its fundamental components including**: the curriculum, the school environment, teachers and support staff, planning and administration, finance, and information management.
- **A broad, relevant, and inclusive curriculum** should be developed as the basis for effective and quality education. It is of great importance during the current transitional period that the curriculum promotes the development of knowledge and skills in the areas of risk prevention, health promotion, violence prevention and citizenship education.
- The **implementation of school-based pilot projects for high quality education** is useful to test innovative pedagogical and school management models for rollout on the national scale. It is important to systematically document and evaluate pilot projects in order to have objective elements, and a set of lessons learnt for a nationwide rollout of successful initiatives.
- Currently, there is a shortage in terms of facilities and other provisions for students with special needs. It is therefore essential to ensure **the right to quality education for students with special needs** through the development of an inclusive policy framework and strategy, the procurement of appropriate facilities, the provision of adequate resources, and capacity building for teachers and support staff. It might be necessary to undertake a public information campaign, once the structural facilities and human capacity are established, to promote the enrollment of children with special needs.
- In order to improve the quality of education at all levels, and to increase transparency of the education system, **internal and external quality assurance mechanisms** and institutions should be strengthened.
- **Engagement and accountability in the development of educational policy** should be promoted through the involvement of parents and students at all stages of the process. The right of children to participate in the school decision-making process has to be guaranteed at all levels of education.

5.2.3. Empowering Teachers

Extensive studies have shown that the quality of teachers and their teaching skills are the most important factors in student outcomes¹². Policy recommendations to enhance teacher development include the following:

- It is important to have sufficient motivation amongst teachers to continually improve their teaching skills and qualifications. In this regard, it is recommended that **a system of performance-based promotions, or other incentives, to be implemented**. Salary incentives should be considered as a tool to attract qualified teachers and other critical support staff, to work in remote provinces outside of urban areas located in Libya's coastal region. In this framework, specific measures should also be considered in order to improve the **image and status of teachers**.
- The **development of pre- and in-service teacher training programmes**, based on the analysis of existing capacity and training needs, should integrate children's rights (including the principle of non-discrimination), child-centred pedagogy, teaching methodologies, and class management based on positive discipline and participatory learning.
- The **provision of regular support and supervision of both teachers and educational support staff** should be developed. This will work towards ensuring that the quality of educational and other services available to students is always maintained at a high standard.

5.2.4. Promoting Early Childhood Development

Early childhood represents a unique window of opportunity for investing in children's physical, psycho-social, cognitive and emotional development. Research demonstrates that the first five years of life are particularly important for the development of the child's brain, having a direct impact on how children develop learning skills as well as social and emotional abilities¹³. In addition, studies confirm that investments in Early Childhood Development (ECD) have a significantly high rate of return in economic development, representing a cost-effective policy to reduce poverty and promote economic growth¹⁴. Recommendations to promote ECD include the following:

¹² OECD, Teachers Matters: Attracting, Developing and Retaining effective teachers, Paris 2005

¹³ UNICEF, WHO, UNESCO, UNFPA, UNDP, UNAIDS, WFP and the World Bank, Facts for Life, New York, 2010

¹⁴ The World Bank, Early Child Development: From Measurement to Action - A Priority for Growth and Equity, Washington, 2007

- Given the lack of standards for ECD and the low coverage of kindergarten education, **the formulation and implementation of specific ECD-related policies and programmes is a priority in Libya**. ECD is a co-shared responsibility between different public actors that requires efficient inter-sectorial coordination mechanisms.
- **Legislative and financial measures have to be undertaken to support ECD**, through the elaboration and establishment of an appropriate normative framework and the allocation of sufficient funds for policy implementation.
- Moreover, **defining national standards for ECD** and increasing the number of kindergarten schools and trained specialised educators and caregivers are key milestones for ECD.
- Increasing the coverage of nursery education, will require a significant reorganization of schools through the establishment of new schools or the opening of nursery grades in existing schools. In both cases children at nursery age need **dedicated and protected spaces** with wide and stimulating environments of a minimum of 4.5 square meters of space per child¹⁵.
- Finally, it is essential for **parents and caregivers to be aware and properly informed about the importance of ECD** through specific campaigns and media initiatives. In addition, specific parenting education programmes may be considered to increase knowledge and skills of parents to provide appropriate care during the child's early years.

5.2.5. Enhancing the quality of data

The assessment exercise showed that some elements required further analysis in order to clarify the reason of particular figures. More specifically, some research questions for follow-up were:

- Why has there been a significant increase in student enrolment particularly in Benghazi, Jafara, Misrata, and Al Khums since the 2011 uprising?
- Why do some schools rely so heavily on reserve teachers? How can the education system make better use of these teachers?
- Why is there an extremely low enrolment of students with special needs when compared to other countries?
- What are the barriers to entering education for vulnerable children (IDPs, children with special needs etc.)?
- What are the determining factors for student drop out?

The assessment exercise also demonstrated a lack of regular data collection, analysis and the use of key indicators, and that the information system in place needed further improvements in terms of accuracy, coverage and usability.

The availability and reliability of data is crucial for policy formulation, planning, management, and monitoring of the education sector at national and local levels. It is important to strengthen the information system in the short term (building on the findings and database of this assessment) and to develop a comprehensive Education Management Information System (EMIS) in the medium to long term. The basic functions of an EMIS are: collection, storage, processing, extrapolation and dissemination of educational data in order to provide timely and relevant information to educational stakeholders, employing both manual and ICT functions. Recommendations to establish an effective EMIS are as follows:

- In order to establish the EMIS, a **preliminary assessment of the current system** is needed to identify gaps and needs.
- Under the leadership of the MoE, it is recommended to **draft a strategic plan**, and to work closely with technical partners for the development and implementation of the system.
- The implementation of the new EMIS requires a **considerable investment in terms of supplies acquisition** (hardware, equipment and software) and human resources (team leader, system developers, data manager, etc.). Specific institutional capacity building activities are required throughout the whole education system because different actors are involved in data collection, data entry and analysis at different levels (schools, provinces, MoE etc.). The result of this process will lead to a reliable and tailored EMIS. Such a system will provide key data, information and indicators on the state of the education sector, its efficiency, its pedagogical and institutional operation, its performance, shortcomings and needs.

In order to have a complete picture on the inclusiveness and quality of the education system, **thematic research and studies are needed**. Proposed priorities of research are: i) quality education utilising specific assessment tools and

¹⁵ UNICEF, Child-friendly School Manual, New York 2009

qualitative methods, ii) teachers' competencies, qualifications and performance, and iii) the access to education for the most vulnerable children (out of school children, children with special needs, IDP children etc.). This kind of studies can apply a mix of qualitative and quantitative methodologies and can be integrated with data from other sources such as household surveys.

Participation in international assessment exercises is an opportunity to use a tested tool to develop a reliable baseline for assessing and monitoring learning outcomes. In this regard, different options are available according to the education cycle and subject area. The combination of two or more assessment programmes is recommended in order to cover different competencies.

Specific **capacity building programmes** are needed to strengthen the management and strategic planning skills of managers and administrators at the national and local levels. The objective is to increase the efficiency and effectiveness of education policies and programmes. Active participation of national experts and policymakers in international and regional thematic networks is an opportunity to learn and share effective practices, programmes and policies.



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Annex I

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Figure 4.4.2g – Source of damage per province (%age of answers)

Figure 4.4.2h – Damage to furniture/equipment per province

Figure 4.4.3a – Sufficiency of education materials

Figure 4.4.3b – Access to electricity per province

Figure 4.5.1a – School occupation by IDPs since the uprising

Figure 4.5.1b – IDP Occupation during the uprising

Figure 4.5.1c – Number of IDP families occupying schools during the uprising

Figure 4.5.2a – Schools occupied by groups during the uprising per province

Figure 4.5.2b – Schools occupied by others per type and during & after

Figure 4.5.3a – UXO presence and removal per province

Figure 4.5.4a – Schools located near highways and cross points per province

Figure 4.5.4b – Number of schools located near high voltage lines

Figure 4.5.4c – Number of schools with communication towers

Figure 4.5.4d – Number of schools located within an industrial establishment

Annex II

Assessment methodology

Pilot Phase – Misrata, November 2011

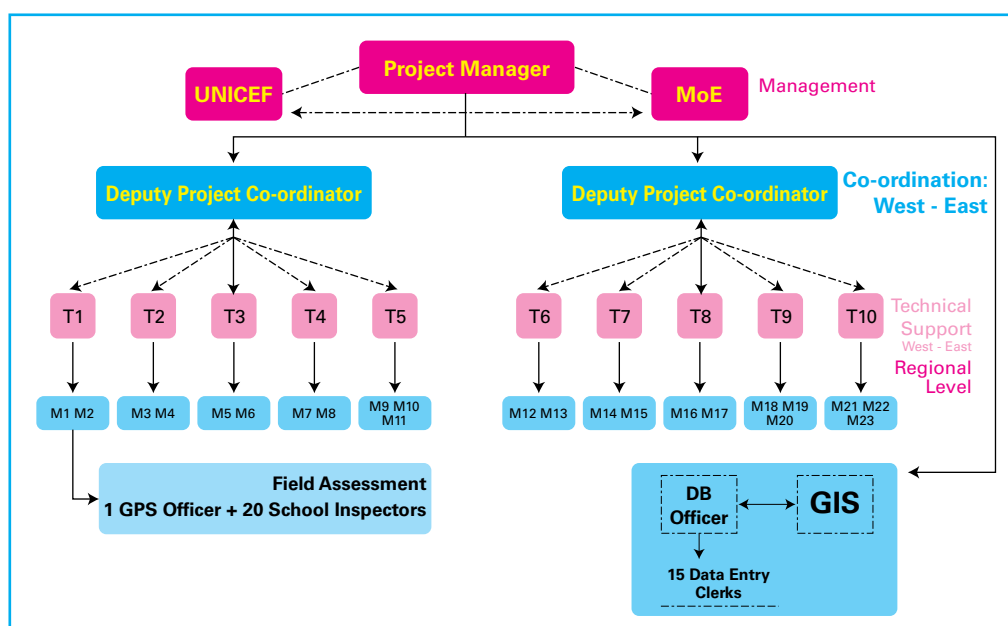
In November 2011, a preliminary pilot of the school assessment was conducted by REACH teams in 64 schools of Misrata Municipality. The pilot assessment was undertaken in order to test the assessment form and methodology, and to identify the training needs of MoE assessors and team leaders. Following the pilot, the assessment form was reviewed and updated by project partners. The pilot phase also allowed project partners to put in place operational procedures and establish clear and effective communication lines prior to the implementation of the project on a national scale. Following completion of the pilot phase of the project, the school assessment was implemented on a nation-wide scale beginning March 2012.

Data collection and entry

a) Team setup and training

The team established for the implementation of the school assessment was as follows (Figure 3.4.1a):

- 268 school assessors (MoE staff) responsible for data collection;
- 15 GPS officers (REACH staff) responsible for collecting pictures and geographic coordinates;
- 23 team leaders (MoE staff – one in each province) responsible for supervising school assessors, data verification, and delivering completed forms to the technical support officers.
- 10 technical support officers (REACH staff) responsible for further data verification and linking coordinates & photographs with the correct assessment form.
- Two regional coordinators (REACH staff) responsible for overseeing the implementation of the assessment in each province.
- MoE, ACTED, and UNICEF responsible for strategic planning and project oversight.



Upon completion of the pilot phase, the MoE team leaders from each of Libya's 23 provinces took part in extensive training sessions in Tripoli. The content of these sessions was based on the training needs identified during the pilot phase. MoE team leaders were trained on the tools and equipment needed to conduct the schools assessment. In addition, training sessions built the capacity of MoE team leaders to provide training to MoE school assessors at the field level. Given the large size of Libya, to mitigate the risk of poor data collection and re-assessment, strong emphasis was placed on correct

data entry procedures and data checking at the field level. MoE team leaders were trained by REACH technical specialists in methods of error recognition in order to ensure that forms requiring reassessment were identified at the field.

b) Data collection

Most data collection work in the field took place between March and May 2012. In each province, data collection was conducted by separate teams of school assessors in charge of filling the school questionnaires, and GPS officers in charge of collecting GPS points for each school. The number of school assessors and GPS officers depended on the size of the province and number of schools. Teams responsible for data collection were provided with assessment tools and equipment, including printed forms, preliminary lists of schools provided by MoE, and external hard drives containing training session materials, the PDF assessment form in both Arabic and English, and registration forms to store photos and GPS coordinates.

Preliminary lists of schools per province were provided by the MoE to team leaders. Where possible, school assessors interviewed the head of each school to collect the information required for completing the assessment forms. In parallel, GPS officers recorded GPS coordinates and took photographs. On average it took 25 minutes to complete the assessment process at each school. In addition, school assessors were responsible for identifying schools not included in the MoE's preliminary lists using a snowball sampling. Throughout the data collection process, a total of 4,878 forms were collected.

c) Form verification prior to insertion

Assessment forms were then verified for accuracy, legibility and completion through a two-phased process. School assessors sent forms to their respective team leaders every three days. MoE team leaders were then responsible for cross-checking the information contained in each form to ensure completion and legibility. If forms were not adequately filled, they were sent back for re-assessment (either directly or by phone). This allowed some degree of data verification prior to centralisation of forms to ensure that basic data collection issues were corrected immediately.

Upon validation by team leaders, accepted forms were sent to Tripoli or Benghazi for final verification by REACH technical support officers prior to entry into the centralized database. Technical support officers were responsible for cross-checking data prior to submitting the accepted forms to the Ministry of Education's Documentation and Information Centre (CID) in Tripoli. This was done on a weekly basis. Forms found to be missing crucial information, to contain inconsistent information or to be illegible were sent back to the field for re-assessment, before being entered into the database.

d) Data entry

The centralised project database was built by MoE and REACH technical teams in February 2012 with the purpose of establishing a platform on which assessment data could be collated and centralised. The database runs as an online and offline system, the online system facilitating information sharing between project stakeholders. The database system built by REACH is based on a hierarchical structure that allows for different users to be given different levels of access. The three groups of users are: administrators (have full control over all features of the database); 'edit and delete' users (have the ability to change and delete entries in the database); and 'full preview' users who only have the privileges to view entries in the database. Each of the aforementioned user access levels are secured by password protection.

After the completion and verification of assessment forms, all information was entered into the centralised project database, housed directly at the MoE's CID. Assessment forms were sent to the CID on a weekly basis, and entered into the database upon receipt. Data entry was conducted by 15 trained data entry clerks.

Database cleaning and verification

a) Statistical analysis and database verification

Upon entry, data that was collected during the assessment was further verified to refine the database and to ensure reliability. This was done primarily through statistical analysis of answers to key questions, which allowed the identification of schools with significant levels of variance to the rest of the dataset. Outliers were identified among data with abnormally high or low values. The mean, inter quartile ranges and maximum values were examined to create a suitable threshold for selected questions, and outliers to this suitable threshold were then identified as problematic.

The second verification method used for non-numerical datasets was to check for inconsistent data. Questions for this

method were selected where a Boolean answer ('yes' or 'no') was required, and the sub-question that followed was dependent on the answer to the previous question. For questions where the following sub-question started with 'if yes', then only the schools that answered 'yes' to the previous question should have answered the sub-question. Schools that answered 'no' but then answered the following sub-question were thus considered inconsistent, and problematic.

Nine questions were selected for database verification using either of the two methods outlined above:

- Total number of students – schools reporting 0 or over 1,000 students were considered problematic (mean average for this question was 287);
- Number of head teachers per school – schools reporting 0 or over 2 head-teachers were considered problematic (2 head-teachers were possible where the school management team was different for morning or afternoon shifts);
- Total number of teachers – schools reporting 0 or over 200 teachers were considered problematic (mean average for this question was 53);
- Average classroom size – schools reporting 0 or over 50 students per classroom on average were considered problematic (mean average for this question was 20.67);
- Number of students with special needs – schools reporting over 50 students with special needs were considered problematic (mean average for this question was 9.75 excluding schools without students with special needs);
- Number and maintenance of latrines – schools reporting no latrines, but latrine cleaning taking place were considered problematic;
- Teaching location and facility – schools reporting teaching in permanent locations and facilities, but answering sub-questions on temporary locations or facilities were considered problematic;
- School occupation – schools not reporting having been occupied by 'other actors', but providing details on actors having occupied the school were considered problematic;
- School damage – schools not reporting any school damage, but providing details on levels and source of damage were considered problematic;
- In total, through this process, 434 schools (out of 4,878 forms completed) were considered problematic, and were selected for data entry verification.

b) Data entry verification and database finalization

The 434 schools considered problematic through database verification were then cross-checked for data entry mistakes in order to identify whether the problematic issue came from the data collection (assessment form) or data entry (database not matching assessment form). This process was conducted directly at the MoE data centre with support from MoE data clerks. Forms for all schools identified as problematic were retrieved from archives, and the responses that were noted by assessors were compared to database contents for each school. At this stage, the entire database entry for each of these schools was verified, and not only the entry for the question which caused the school to be considered problematic. As a result of this checking:

- 147 school database entries were found to be different from the information contained in the assessment form. These were corrected and accepted as reliable;
- 9 assessment forms were not found in the archive, and database entries for these could not be verified or corrected. Therefore, they were considered to be unreliable, and excluded from analysis;
- 278 school database entries were found to match the corresponding assessment form, indicating that no mistake occurred at data entry stages. Out of these:
 - 73 schools had been identified as problematic based on their answers to two or more selected questions. These were considered to be unreliable and excluded from analysis;
 - 66 schools were identified as problematic because of inconsistencies in data collection (Boolean questions). These were considered unreliable and excluded from the analysis;
 - 7 schools each reported three or more head teachers. These were considered unreliable, and excluded from analysis;

- 22 schools had an unrealistic ratio of students to teachers (either less than two students per teacher, or more than 100 students per teacher). These were considered unreliable, and excluded from analysis;
- 110 schools could not necessarily be considered unreliable (student to teacher ratio between 2 and 100. Such 'problematic' responses were not necessarily unrealistic), and were accepted for analysis.

As a result of this final stage of data verification, 177 schools were identified as unreliable. Five of these were later removed from the database due to inconsistent listings and codification, leaving a total of 172 schools in the final database considered unreliable to be included in the analysis report. It should be noted that these schools were not excluded from the final database, but were marked as unreliable and requiring verification.

Another key stage of database finalisation was the review of school codification, to ensure that each school listed in the database was a unique school. Challenges arose in the initial stages with regards to the coding and listing of schools in the database, with inconsistencies in determining whether two schools were the same or not, and in assigning school ID numbers. Out of the 4,878 assessment forms initially completed, 857 had to be re-analyzed because they had been assigned the same school ID numbers (with A, B or C at the end). In order to ensure that each school was assigned a unique school ID, and that it was listed only once in the database, the following review process was applied:

- GPS coordinates were verified. 6 schools were found to have matching IDs, but different coordinates (locations). These were therefore considered to be different schools, and each was assigned a separate school ID;
- School names were verified. Eighty six schools were found to have matching IDs, but different names. These were considered to be different schools (although they shared a location), and each was allocated a separate school ID;
- School shifts (morning or afternoon) were verified, as this had been a source of coding issues;
- 615 schools were found to have different shifts (morning or afternoon). These were therefore considered to be different schools – based on the assumption that they had a different management structure in the morning and the afternoon, as was the case for the vast majority of Libyan schools. Each was assigned a separate school ID;
- 148 schools were found to have the same or overlapping shifts. These were considered to be the same school, and therefore consolidated into 76 database entries, each with a different school ID;
- In addition, two sets of identical school entries (4 in total) were found to be duplicates, so one copy of each (2 school entries) was deleted from the database.

As a result of this review process, all A, B and C codes were removed from the database, and all schools listed were confirmed to have a unique ID. In total, 4,800 different schools were left in the database – of which 96.4% were considered to be reliable after verification.

Data analysis, reporting and handover

Upon completion of the data collection and entry phases, technical specialists cleaned and verified the data in order to finalise the database for analysis. Initial analysis of the database and the assessment form enabled the identification of a number of key indicators.

This process included developing and populating a set of tables with raw assessment data for the indicators that form the basis for this report (see Annex III for tables presenting data on key quantitative indicators). Information contained in the tables was then extracted to display graphically. Key findings were derived for each of the selected indicators and key issues were identified. In order to inform this analysis, secondary data on education and the socio-economic status was reviewed for different regions of Libya, mostly from the 2006 nationwide census¹. Following completion of the project, REACH technical specialists provided trainings to MoE and UNICEF on the use and future management of the nationwide school database. They also proposed methods to allow its integration into the existing system maintained by the MoE.

Mapping and web-based tool development

In line with REACH's mandate to support aid and government stakeholders' coordination and planning through the provision of mapping and information management services, REACH teams in Libya and Geneva conducted further geographic analysis of the assessment findings through the development of both static and web-based maps. A number of national, and province level, static maps were produced to geographically display key information and indicators (see

¹ General Authority For Information; Statistical Bulletin 2009 (Data: census 2006); Tripoli, Libya

Annex V for a list of static maps produced).

To further facilitate access to information gathered during the assessment, a web-based interactive mapping application has been created. The application displays the assessed schools as well as key indicators at the school level and across geographic areas. Providing remote access to information enables the planning of interventions in the education sector. Assessment data was displayed on the web-map as follows:

- Basic school information is displayed on the web-map by default (location of schools, number of students and level of destruction);
- School-level (vertical) indicators are available for each school through pop-up boxes (name of school, public/private, school shift, # of students per level pre/post uprising, average # of student per class, # of students with special needs, # of staff, safety issues reported, pictures);
- Horizontal layers allow the user to select schools based on key indicators (geographic location, public/private, level taught, student # breakdown, students with special needs reported, provision for special needs children, access to drinking water, ratio of students to latrines, temporary or permanent location, school damage or occupation, security issues).

In addition to the interactive web map, an online version of the final assessment database is hosted on MoE servers in Libya with a backup copy on the REACH servers in Geneva. Both the database and interactive web map are available to interested aid and government stakeholders upon request through the provision of unique access codes.

Challenges and limitations

a) Limitations of the assessment form

The following were flaws in the assessment form that affected the assessment in general:

- Although the number of students (question 2.1) was broken down per level (nursery, primary, preparatory and secondary), this breakdown was not envisaged for the number of teachers (question 2.4). This prevented analyzing the teacher numbers per level;
- No standard unit was used for dates and durations. This prevented performing comparative analysis on, for example, expected school re-opening dates, or the duration of occupation by IDPs;
- Several questions were repeated resulting in inconsistent responses and a longer interview process than required. This was a problem for questions on the level of damage, student dropout and enrolment since the 2011 uprising and the number of students with special needs. As a remedy, REACH teams opted to rely on questions that had the highest reply rates, ignoring other instances where the same information was collected but fewer schools had provided answers;
- The question on the use of temporary teaching locations (question 4.1) was not clear despite the illustration. This resulted in inconsistent answers to this question, thereby preventing detailed analysis. This was illustrated by the fact that half the respondents understood the two options to be mutually exclusive, and the other half understood them to be complementary.

b) Incomplete or inconsistent data collected

Some of the questions in the assessment form required detailed information or were considered sensitive matters. School respondents were not always willing or able to provide answers to such questions.

Although all assessment forms were verified through a phased process and sent back to the field for re-assessment if incomplete or illegible, the database still included a number of unanswered fields. It should be noted that, due to the scale of the assessment, it was not always realistic to conduct repetitive re-assessments. As a result, during re-assessments, an emphasis was placed on key sections of the form in order to enable the timely completion of the assessment.

c) Limitations of the database

The design of the school assessment database also resulted in limitations with regards to the data analysis and finalisation phases. In some cases, distinctions were not made between 'zero' values and 'no answer'. Both were specified as '0' in the database. This was the case for questions pertaining to numbers of students and staff (questions 2.1 and 2.4), where it was not possible to distinguish whether schools reported a value of '0', or did not provide an answer. Similarly, for questions related to the number of latrines (question 3.3). As a result, only the schools that specified a response were included into the final analysis.

In addition, a small number of inconsistencies were observed between the assessment form and the database, most notably with regards to the availability of school facilities (question 4.2). In this instance, the assessment form allowed for the selection of available facilities (by ticking a box), as well as for the provision of details on the number of each available facility. The database, however, only allowed for the entry of information on the number of each facility, so it could be assumed that if a box was ticked in the assessment form, but no number was specified, that the school would appear not to have had access to certain types of facilities. To mitigate this inconsistency, the final analysis did not consider the provision of the number of school facilities to be an indicator of the existence of the facility.

d) School coding convention

For data collection, school assessors were instructed to complete one form for each school. However, where different schools were at the same location, but with different shifts (and with different management structures), two forms were to be completed separately only for sections 1 and 2 of the questionnaire, while sections related to the school location (WASH, premises and equipment, protection issues) were only to be completed once, as they would have been the same for both. This resulted in a number of different schools being provided with the same school ID number, albeit with an 'A', 'B' or 'C' at the end. However, this was applied inconsistently in the various provinces, which resulted in an inconsistent definition of when two schools were to be considered as the same school, and the final number of schools assessed was therefore not fully reliable.

In order to mitigate this, REACH teams reviewed school listing eliminate the prefixes: A, B or C. This was achieved by consolidating the schools that were in reality the same, and assigning unique IDs to schools that were not the same. Schools were considered unique if they had different locations, names, or management structures in the morning and afternoon – which was assumed to have led to the completion of two separate assessment forms.

e) Missing GPS locations

As GPS officers often visited schools to collect coordinates and pictures, it was not always possible for them to locate the target schools. This was mainly the case where the address or telephone numbers listed in the database incorrect or no longer active. In addition, in sensitive areas such as Bani Walid, the Western Nafusa and Zawiya, GPS officers faced considerable security and access challenges.

In order to mitigate this, a second phase of GPS data collection was launched in August 2012 aiming at reducing the number of schools with missing GPS coordinates, thereby enabling more precise and comprehensive web-based and static mapping. At the start of this final data collection exercise, a total of 274 schools were without GPS coordinates in the database. By the end of the project, the number of schools with missing GPS coordinates was reduced to 92.

Key indicator tables

Table 1 – Number of schools

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal Al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuware
Schools	78	527	37	210	450	124	172	26	220	377	321	68	45	355	119	125	102	116	496	54	75	248	283

Table 2 – Number of schools with different shift type

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal Al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuware
Public	Morning	19	371	35	153	236	71	118	10	155	139	146	46	25	123	69	61	69	136	26	30	99	139
	Afternoon	0	6	1	46	75	4	47	4	43	9	4	16	9	5	39	2	26	1	0	1	2	4
	2 Shifts	32	139	1	2	21	40	3	12	7	226	158	0	1	206	5	66	0	44	27	42	115	91
Private	Morning	8	5	0	3	114	6	4	0	10	0	5	10	6	2	0	7	1	71	1	0	23	25
	Afternoon	0	0	0	0	0	2	0	0	1	2	0	1	0	3	4	8	0	3	0	1	0	1
	2 Shifts	19	6	0	6	4	1	0	4	1	3	0	0	15	1	1	0	1	54	0	1	9	23

Table 3 - Number of schools either public or private

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal Al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuware
Public	51	516	37	201	332	115	168	26	205	374	308	62	35	334	113	120	87	114	368	53	73	216	234
Private	27	11	0	9	118	9	4	0	15	3	13	6	10	21	6	5	15	2	128	1	2	32	49

Table 4 – Number of schools per level

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal Al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuware
Public	Nursery	1	8	5	3	5	0	0	2	9	1	1	0	18	1	0	3	5	18	2	6	12	25
	Primary	46	440	27	155	232	91	125	20	175	287	263	45	26	277	81	55	93	262	33	52	177	188
	Preparatory	39	387	23	110	158	70	70	19	118	264	248	25	21	264	51	34	84	222	32	52	164	181
	Specialised/ high	11	78	7	47	60	27	26	6	29	68	55	8	6	68	17	17	26	85	10	17	45	38
Private	Nursery	13	8	0	9	69	4	1	0	10	2	11	3	6	19	5	0	7	1	0	1	15	14
	Primary	21	9	0	8	105	9	4	0	13	3	12	4	6	21	5	13	1	116	0	2	25	47
	Preparatory	16	7	0	6	78	8	3	0	10	1	7	1	4	12	2	7	0	91	0	1	18	37
	Specialised/ /high	12	5	0	4	36	5	0	6	1	3	2	4	6	2	0	2	1	45	1	1	6	8

Table 5 – Number of Students

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal al Gharbi	Jafara	Jufra	kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuwara		
Nursery	Boys before	143	482	93	110	226	0	102	0	55	113	86	33	0	47	16	0	71	38	1796	10	66	289	105	
	Boys now	24	590	134	123	257	0	129	0	131	376	449	32	0	517	19	0	126	79	1957	35	100	380	267	
	Girls before	288	159	87	46	20	0	98	0	40	11	0	31	0	193	26	0	59	32	1444	10	139	65	113	
	Girls now	167	296	58	19	35	377	81	0	66	210	229	30	0	653	31	0	121	1495	3012	34	144	181	300	
	Total before	313	363	144	96	67	0	220	0	95	21	1	64	0	31	42	0	130	70	4266	20	120	148	184	
	Total now	43	702	179	90	113	0	245	77	244	589	82	62	0	897	50	0	247	189	5812	69	195	399	501	
	Primary	Boys before	6639	26627	2069	13045	29810	11467	10540	13670	16690	25414	2916	2344	30905	4965	4230	8280	8477	53081	4479	4412	15923	12963	
		Boys now	6570	27716	2203	13234	31206	11878	11210	14108	18410	27854	3393	2330	32131	4794	4612	8821	9216	58748	4333	4794	16794	13845	
		Girls before	7054	24865	2137	11976	30894	9625	9450	12414	15465	24501	2859	2307	29607	4746	4112	8182	8774	51071	4029	4423	14923	12287	
		Girls now	6830	26199	2176	12053	31827	9946	9810	12808	17394	27076	2998	2250	31265	4753	4401	8333	9178	55474	4003	4604	16531	13143	
		Total before	12931	50889	3125	20145	56441	19727	19037	25667	31880	49077	4719	4560	60322	8927	8386	14182	16863	101844	8496	8894	30527	24412	
		Total now	12752	53576	3065	20009	59805	20192	19888	3135	26883	35432	54594	5234	4728	62566	9236	8771	14831	18398	111875	8296	9502	33161	26250
Preparatory		Boys before	4094	13617	835	6566	18271	4341	5919	6485	8685	12539	1419	1538	17563	2658	2994	4357	4825	26801	2165	2538	7778	6029	
		Boys now	3889	13321	827	7078	18333	4077	5643	6236	9156	12894	1376	1333	16625	2487	2619	4167	4609	26994	2016	2644	7760	6864	
		Girls before	3887	12770	956	6170	19879	5681	6988	7372	8083	11839	1467	1549	15840	2641	2533	4361	4886	25816	1982	2490	7890	5994	
		Girls now	3632	12147	1013	6289	18895	5532	5582	6679	8312	12065	1333	1382	14712	2328	2291	4397	4389	25974	1757	2515	8010	6086	
		Total before	7230	26487	1688	11787	34882	9079	12365	2168	13845	16437	24810	2630	3090	33773	4289	5362	5808	9913	50666	4169	5127	16028	11889
		Total now	6739	25759	1651	12413	33070	10071	11186	1748	12696	17164	25282	2461	2687	31242	3867	4808	5863	9154	51599	3985	5190	16132	12539
	Secondary	Boys before	932	6284	899	4445	7747	1603	2097	2280	4369	5920	470	516	5911	758	1250	2222	2152	13669	600	1137	3194	3506	
		Boys now	1358	8316	1102	5028	11196	1876	3144	3388	5579	7169	902	679	7728	1167	1415	2829	2676	16216	891	1499	4397	4445	
		Girls before	2120	9196	560	5191	10078	3652	3405	2893	6740	7643	866	843	8611	1500	1632	2675	3047	14959	1101	1328	4580	4485	
		Girls now	2289	10698	791	5642	13152	4000	4230	3642	6530	8807	1073	1212	10427	1860	1702	3144	3394	17338	1454	1518	5277	5313	
		Total before	2644	14056	1032	9380	17219	4100	5365	588	4773	10112	14143	884	1359	15012	1949	2849	5503	5219	24537	1738	2522	7356	8200
		Total now	3228	17622	1383	10399	23293	4588	6870	855	6171	11882	16629	1406	1891	19693	2577	3035	6411	6088	30326	2128	3135	8927	9053
Total public		Boys before	12918	48340	4038	63909	19855	19703	23195	32446	48177	5434	4844	57057	8972	8394	15995	18456	101788	7248	8781	29999	24792		
		Boys now	13349	46990	3740	23363	60871	18958	19941	30299	43983	5223	4699	54251	8913	8277	15277	16739	93290	7132	8380	27458	22879		
		Girls before	11841	49943	4266	60992	17831	20126	2936	33521	48366	5703	4342	57001	8467	8646	15943	16580	103915	7275	9037	29331	25421		
		Girls now	11808	47010	3896	56054	17411	18658	2870	29857	43959	4838	4398	54426	8397	8474	14930	15492	95347	7254	8153	27184	22603		
		Total public before	23118	91795	5989	41408	108609	36987	5724	44380	58450	88031	8297	9009	109138	15207	16597	25623	32065	181313	14423	16663	54059	44665	
		Total public now	22762	97659	6278	42911	116281	34851	5815	45994	65067	96587	9163	9306	114398	15730	16614	27352	33829	199612	14458	18022	58619	48343	

Table 5 – Number of Students

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal al Gharbi	Jafara	Jufra	kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Wadi Hayaa	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuwara
Private	Boys before	1427	219	0	388	686	0	0	813	80	560	153	676	1765	25	0	151	59	3257	51	4	564	293
	Boys now	1375	213	0	307	816	0	0	927	90	484	89	535	1303	20	0	85	63	3201	87	12	526	295
Secondary	Girls before	773	86	0	204	498	0	0	71	40	316	17	199	206	23	0	79	24	1344	70	2	270	71
	Girls now	751	48	0	142	661	0	0	130	45	367	1	201	104	0	0	69	17	1219	108	6	254	159
Private	Total before	2200	305	0	609	1184	0	0	633	120	747	70	354	2016	37	0	230	83	4866	121	6	495	380
	Total now	2276	261	0	447	1605	0	0	701	144	778	29	386	1407	31	0	154	80	4675	195	18	535	512
	Boys before	4784	1068	0	1570	2299	815	0	2443	291	1941	1453	6136	450	563	1476	203	15121	51	233	3381	4008	
	Boys now	5435	1072	0	14513	2732	912	0	2549	302	2043	465	1258	4666	435	562	1402	164	15583	87	278	2904	4501
	Girls before	2800	755	0	1294	10128	1591	0	1101	248	1476	316	912	2857	364	548	1188	138	10885	70	156	2777	3265
Girls now	3416	683	0	1313	11434	2022	0	1178	245	1568	298	874	2138	366	561	1275	74	11415	108	250	2206	3712	
Total private before	7744	1828	0	2896	3890	1344	0	3188	539	3235	856	1842	9197	735	782	2664	341	26360	121	389	5652	7397	
Total private now	9015	1753	0	2910	4879	1502	0	3192	556	3488	702	1742	6822	809	782	2677	238	27231	195	528	4696	8237	

Table 6 – Number of children with special needs by type of impairment

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi Hayaa	Wadi al Shatii	Zawiya	Zuwara	
Public	27	251	2	60	198	34	45	17	73	107	86	11	10	179	11	22	12	39	163	42	13	94	75	
	118	1,592	24	272	1,300	162	228	39	254	952	630	71	178	1,006	150	98	21	177	1,203	185	74	375	275	
	14	239	19	95	140	39	72	29	68	103	93	10	18	165	41	45	23	41	189	47	24	121	51	
	6	724	50	68	328	48	63	13	246	243	102	2	5	305	58	22	1	110	384	41	10	88	93	
	15	342	6	64	203	34	48	4	80	87	59	1	20	158	26	21	5	25	123	24	9	52	41	
	53	205	0	24	241	37	20	21	26	62	71	9	46	180	42	12	6	13	372	25	4	192	103	
	233	3,353	101	583	2,410	354	476	123	747	1,554	1,041	104	277	1,993	328	220	68	405	2,434	364	134	922	638	
	5	4	0	0	43	2	2	2	0	0	3	0	0	0	0	0	3	0	0	128	0	0	11	22
	9	65	0	10	126	2	5	0	3	5	13	0	10	10	2	4	0	0	18	5	0	11	57	
	4	4	0	1	30	6	1	0	4	1	8	0	5	6	0	4	1	0	46	0	0	9	25	
Private	1	20	0	7	129	6	5	0	0	8	0	4	4	51	0	4	8	0	69	0	0	8	45	
	4	7	0	2	71	4	5	0	1	8	0	8	0	5	2	3	2	0	138	0	0	11	20	
	0	0	0	0	20	0	0	0	0	28	0	2	2	5	0	0	0	0	38	0	0	2	0	
	23	100	0	20	419	20	18	0	8	6	68	0	29	81	4	15	14	0	437	5	0	52	169	

Table 7 – Number of staff

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derma	Ghat	Jabal Al Akhdar	Jabal al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuwara	
Public	Headmaster	52	542	39	190	323	140	163	25	228	391	329	59	38	328	100	95	120	365	53	72	215	232	
	Teachers	2825	15967	882	10216	16,421	5468	6434	768	8828	15469	31287	2390	1044	16589	3117	3893	3436	36663	2468	2838	19941	19251	
	Special Needs Teachers	0	49	0	4	4	0	22	0	35	50	0	0	0	267	0	0	0	86	6	0	108	8	
	Medical Staff	67	476	16	115	129	98	106	22	126	269	211	57	1	300	65	122	5	22	381	126	65	303	100
	Administrators	549	2684	242	1499	2225	997	1215	147	1455	2361	1947	477	137	2471	817	1308	595	546	3554	1474	482	1827	2363
	Guards	526	4470	135	648	1546	346	754	124	606	1792	1545	414	146	1967	553	643	284	264	1201	968	568	1289	1756
	Social Workers	150	1110	8	230	517	142	212	53	304	747	803	92	51	870	103	0	168	141	1165	148	182	382	479
	Psychological Support Staff	27	57	4	15	36	34	62	3	47	65	85	0	1	202	9	33	17	35	169	68	38	166	41
	Other	29	1557	1	1237	4755	99	1213	77	1062	1412	5754	349	73	519	370	22	693	530	8056	2255	1469	2504	2916
	Headmaster	31	12	0	8	127	11	4	0	19	3	13	6	10	20	6	5	14	2	130	1	2	32	49
Teachers	746	228	0	173	2564	359	93	0	370	46	395	98	213	563	118	164	259	16	2911	26	42	667	1624	
Special Needs Teachers	0	0	0	5	34	0	0	0	4	0	0	0	1	1	0	0	0	0	33	0	0	0	0	
Medical Staff	11	2	0	4	17	5	3	0	8	2	5	1	0	8	0	2	1	0	38	4	0	8	8	
Administrators	77	17	0	29	332	23	11	0	55	4	41	15	64	91	27	45	50	4	345	18	8	65	240	
Guards	66	13	0	5	143	15	10	0	10	5	38	10	14	49	11	7	23	3	190	30	1	35	204	
Social Workers	28	5	0	2	73	6	1	0	12	2	11	4	0	7	2	0	6	0	43	4	0	17	39	
Psychological Support Staff	4	0	0	0	3	5	0	0	4	0	0	0	0	7	0	0	4	0	4	0	1	1	50	

Table 8 – Teachers per subject

Subject	Public		Private		Teachers	Shortage
	Teachers	Shortage	Teachers	Shortage		
Maths	27,174	1,511	1,639	73	1,639	73
Science	21,339	439	1,067	13	1,067	13
Physics	2,310	125	192	7	192	7
Chemistry	2,585	96	166	3	166	3
Biology	2,255	54	146	3	146	3
Music	2,112	1,920	167	61	167	61
Arts	9,089	765	535	26	535	26
History	9,211	201	592	12	592	12
Geography	7,331	153	427	14	427	14
IT	9,583	665	809	19	809	19
Arabic Language	37,214	1,340	1,833	38	1,833	38
Humanities	3,748	53	158	12	158	12
Engineering Subjects	1,890	73	295	5	295	5
Economic Subjects	3,066	101	435	12	435	12
English Language	15,174	1,126	1,254	29	1,254	29
French Language	403	26	56	0	56	0
Religious Education	10,732	506	824	22	824	22
Physical Education	11,955	756	1,064	103	1,064	103
Other	8,879	473	765	5	765	5

Table 10 – Schools with reserve teachers

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuwara
NA	3	9	3	3	9	0	2	0	4	1	25	0	0	8	1	1	0	1	25	0	2	11	17
Yes	26	308	20	164	270	88	150	14	169	277	278	38	15	223	54	74	61	58	330	50	56	196	207
No	22	199	14	34	53	27	16	12	32	96	5	24	20	103	58	45	26	55	13	3	15	9	10
Number of schools with (% reserve of total teachers)																							
Public	22	233	18	87	172	70	94	12	94	160	97	29	13	190	39	43	47	35	197	14	26	53	52
25-50%	3	54	2	63	89	14	50	1	66	81	88	8	2	26	10	28	12	19	71	7	4	70	87
50-75%	0	12	0	13	8	3	5	1	7	19	63	1	0	3	5	2	2	2	36	6	9	57	46
75-100%	1	9	0	1	1	1	1	0	2	17	30	0	0	4	0	1	0	2	26	23	17	16	22
NA	2	1	0	1	5	0	0	0	0	0	3	0	0	1	0	0	0	0	6	0	0	0	5
Yes	6	1	0	4	33	7	3	0	5	2	2	3	2	3	1	1	8	0	36	1	0	6	25
No	19	9	0	4	80	2	1	0	10	1	8	3	8	17	5	4	7	2	86	0	2	26	19
Number of schools with (% reserve of total teachers)																							
Private	6	1	0	4	33	7	3	0	4	2	1	3	2	3	1	1	6	0	35	0	0	5	16
0-25%	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	2	0	1	0	0	0	3
25-50%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	4
50-75%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
75-100%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2

Table 11 – Schools with drinking water per source

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuwara
NA	4	6	17	13	8	23	2	11	10	15	0	1	17	37	6	12	1	16	0	1	8	4	1
Yes	30	83	124	266	64	98	15	150	240	209	49	26	270	336	87	90	86	244	50	64	166	30	75
No	3	24	60	53	43	47	9	44	124	84	13	8	47	143	27	131	27	107	3	8	42	3	11
(where YES) Number of schools with:																							
Public	0	0	1	2	2	0	0	0	1	9	0	0	1	13	1	6	1	4	0	0	15	0	0
Bottled Water	0	0	0	3	2	1	0	6	6	6	0	0	7	13	1	4	0	28	0	0	7	0	1
Water Tanking	12	4	44	66	42	20	0	52	168	83	12	4	105	244	62	67	33	71	0	2	57	12	3
Mains systems	18	78	71	194	18	75	15	85	64	66	35	22	144	45	21	4	49	123	50	62	76	18	71
Purification or filtration	0	1	8	1	0	2	0	7	1	45	2	0	13	21	2	9	3	18	0	0	11	0	0
NA	0	0	1	3	1	0	0	1	0	1	0	0	1	0	3	1	0	7	0	0	1	0	0
Yes	0	5	8	112	8	4	0	12	2	10	6	10	20	10	1	31	2	113	1	2	29	0	15
No	0	1	0	3	0	0	0	2	1	2	0	0	0	1	1	17	0	8	0	0	2	0	0
(where YES) Number of schools with:																							
Private	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	4	0	0	1	0	0
Bottled Water	0	1	1	17	1	0	0	0	0	1	0	2	3	2	0	6	0	46	0	0	1	0	3
Water Tanking	0	0	0	28	3	1	0	5	1	8	0	1	4	6	1	11	0	13	0	0	3	0	2
Mains systems	0	4	7	59	3	2	0	7	0	1	5	7	13	2	0	2	2	35	1	2	21	0	8
Purification or filtration	0	0	0	7	1	1	0	0	1	0	1	0	0	0	0	10	0	15	0	0	3	0	2

Table 12 – Schools with individuals per latrines

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal Al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuwara	
Public	<30	13	143	22	46	39	27	38	8	63	130	51	36	16	100	64	45	47	40	49	25	30	66	48
	30>60	13	123	8	37	61	17	47	7	53	91	90	15	9	121	21	19	33	32	91	11	28	71	67
	60>90	10	48	1	15	32	14	24	0	32	37	46	4	2	45	7	12	2	11	65	7	3	37	38
Private	90>	8	45	1	43	134	29	18	2	28	47	75	3	4	44	2	15	1	21	124	7	6	30	44
	<30	3	3	0	1	26	1	0	0	1	1	1	3	3	5	3	1	6	0	25	1	1	15	11
	30>60	7	2	0	2	50	1	1	0	4	0	4	3	3	9	2	0	6	1	53	0	0	11	17
	60>90	4	2	0	1	25	3	2	0	6	1	4	1	2	5	0	0	1	1	24	0	0	3	5
90>	10	2	0	3	9	4	0	0	2	1	2	1	2	1	0	0	1	0	19	0	0	1	3	

Table 13 - Schools damaged by level

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal Al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuwara
No answer	0	20	4	11	14	14	12	2	8	3	21	0	2	10	4	8	0	6	105	1	2	12	22
Damaged	47	159	13	75	154	31	22	15	72	227	108	26	17	226	41	77	55	99	116	18	42	61	65
No damage	4	337	20	115	164	70	134	9	125	144	179	36	16	99	68	35	32	9	146	34	29	143	147
if yes, number of schools that are																							
Fully destroyed	1	2	0	0	0	1	0	1	0	0	1	0	0	2	0	2	2	2	0	0	0	2	1
Students affected	178	329	0	0	0	493	0	339	0	0	121	0	0	282	0	226	1285	1572	0	0	0	378	94
Minor damage	26	20	1	33	65	5	3	4	39	63	38	15	8	69	12	29	32	38	58	6	13	20	21
Students affected	12238	5052	452	6742	26291	1930	693	766	10882	9723	10982	2776	3051	20782	271	4319	12327	11875	30996	1518	3350	4565	5439
Medium damage	7	23	6	16	46	6	6	7	8	73	13	6	4	51	19	9	15	19	22	5	22	7	8
Students affected	2665	5118	1260	5565	17241	3584	1179	1440	1476	13582	2603	853	916	16134	4666	1358	4904	3555	11165	2014	5030	1240	2113
Heavy damage	10	103	6	12	23	8	2	0	5	72	29	2	1	87	2	22	5	34	19	5	1	5	4
Students affected	5625	16133	102	2564	1239	529	0	0	1382	11470	7574	318	114	36519	447	3373	1717	12247	8631	1646	780	1426	553
No answer	20	9	0	6	84	7	4	0	12	1	11	3	7	9	1	0	6	1	46	0	1	19	30
Damaged	7	2	0	1	26	2	0	0	2	2	1	3	3	10	5	2	9	1	40	1	1	10	17
No damage	0	0	0	2	8	0	0	0	1	0	1	0	0	2	0	3	0	0	42	0	0	3	2
if yes, number of schools that are																							
Fully destroyed	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Students affected	0	0	0	0	127	0	0	0	0	0	0	0	0	0	0	0	0	0	252	0	0	0	0
Minor damage	3	0	0	1	8	0	0	0	2	1	0	3	0	5	1	1	4	1	21	0	0	3	6
Students affected	696	0	0	172	1802	0	0	0	524	254	0	357	0	2887	52	139	614	83	3790	0	0	689	1128
Medium damage	1	1	0	0	7	0	0	0	0	1	0	0	0	1	3	0	0	0	8	1	1	0	3
Students affected	833	169	0	0	2181	0	0	0	170	0	0	0	0	350	484	0	0	0	1441	121	172	0	366
Heavy damage	1	1	0	0	4	1	0	0	0	0	1	0	1	3	0	0	2	0	3	0	0	0	2
Students affected	490	30	0	0	1553	1080	0	0	0	0	505	0	147	1370	0	0	400	0	350	0	0	0	349

Table 14 – Schools with sufficient education materials

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi Hayaa	Wadi al Shatii	Zawiya	Zuwara	
Public	At least 1 desk per pupil	39	432	32	114	263	91	143	20	163	281	237	55	17	288	64	102	56	87	285	36	43	186	184
	At least 1 whiteboard per classroom	50	474	33	177	313	104	147	22	200	356	284	62	35	319	106	114	86	101	345	52	70	206	222
	Computers	29	382	29	136	251	84	121	17	156	282	209	55	29	229	80	66	64	46	295	43	43	160	169
	Sufficient lab equipment	11	221	13	78	141	60	85	4	127	155	163	22	12	105	28	42	43	16	163	25	30	122	119
	Sufficient textbooks	35	229	19	86	227	21	96	5	137	154	150	16	22	149	24	13	29	59	189	5	10	95	115
Private	Sufficient visual aids	8	42	3	10	43	20	25	4	14	30	21	8	8	21	8	12	21	8	38	2	9	36	21
	Sufficient teaching material	32	137	9	35	103	20	53	4	23	86	96	22	15	69	6	33	33	15	122	14	27	59	60
	At least 1 desk per pupil	19	11	0	8	112	8	4	0	12	3	11	6	7	20	5	2	14	2	117	0	1	32	40
	At least 1 whiteboard per classroom	27	11	0	8	117	9	4	0	13	3	12	6	9	20	6	2	15	2	124	1	2	32	47
	Computers	25	9	0	6	90	7	4	0	11	2	13	3	8	17	5	2	12	1	96	1	1	26	37
Private	Sufficient lab equipment	7	1	0	2	45	4	2	0	3	1	3	0	0	5	1	0	6	0	17	0	0	13	12
	Sufficient textbooks	15	7	0	7	99	3	4	0	11	3	10	3	6	11	3	1	11	2	55	0	1	22	31
	Sufficient visual aids	12	0	0	2	43	2	3	0	5	2	4	1	3	6	1	1	8	0	31	0	0	10	9
	Sufficient teaching material	17	5	0	4	76	3	4	0	5	3	6	4	5	12	2	0	15	1	74	1	2	22	27

Table 15 – Schools occupied by IDPs

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi Hayaa	Wadi al Shatii	Zawiya	Zuwara
Yes	Before	23	15	5	106	60	22	0	27	30	5	12	3	78	1	4	6	47	0	0	4	1	11
	After	0	0	0	3	0	0	0	0	2	1	0	0	2	0	1	0	0	1	0	0	0	0	1
Public	Before	27	494	28	89	259	137	24	166	338	293	50	31	249	107	111	80	67	356	53	68	195	192
	After	50	505	32	190	316	103	24	189	366	295	62	34	322	108	115	86	111	355	53	72	193	184
Private	Before	1	7	4	6	13	11	9	2	12	6	0	1	7	5	5	1	0	12	0	1	20	31
	After	1	11	5	8	16	11	11	2	16	6	0	1	10	5	4	1	2	13	0	1	23	49
Yes	Before	9	0	0	4	23	0	0	2	1	0	1	0	10	0	1	0	0	3	0	0	0	11
	After	0	0	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Private	Before	15	11	0	4	90	7	4	0	10	2	5	10	10	6	1	15	2	122	1	2	30	36
	After	26	11	0	7	112	9	4	0	12	3	6	10	19	6	2	15	2	123	1	2	29	47
No answer	Before	3	0	0	1	5	0	0	3	0	0	0	0	1	0	3	0	0	3	0	0	2	2
	After	1	0	0	2	4	0	0	3	0	1	0	0	1	0	3	0	0	5	0	0	3	2

Table 16 – Schools affected by UXOs

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuwara	
No Answer	6	21	5	32	51	12	14	18	60	12	62	1	4	32	5	6	4	10	22	53	73	48	37	
Yes	4	0	0	7	7	0	0	0	9	3	3	0	1	17	0	1	2	20	6	0	0	0	4	
No	41	495	32	162	274	103	154	8	143	353	243	61	30	285	108	113	81	84	339	0	0	168	192	
If yes, where are these located?																								
Unspecified	1	0	0	5	2	0	0	0	2	0	3	0	0	4	0	0	0	0	4	0	0	0	0	3
Inside	2	0	0	0	5	0	0	0	0	9	0	0	1	6	0	1	2	18	0	0	0	0	0	1
Outside	0	0	0	2	0	0	0	0	0	0	0	0	0	3	0	0	0	0	1	0	0	0	0	0
Nearby	1	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	2	1	0	0	0	0	0
If yes, have they been removed?																								
No Answer	0	0	0	6	1	0	0	0	2	0	3	0	0	3	0	0	0	0	1	4	0	0	0	3
Yes	3	0	0	1	6	0	0	0	0	9	0	0	1	13	0	0	2	18	1	0	0	0	0	1
No	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	0	0	0	0	0
No Answer	5	1	0	2	14	0	0	0	6	0	7	0	1	1	0	3	0	0	7	1	2	5	4	
Yes	0	0	0	0	0	0	0	0	0	0	2	0	0	1	0	0	0	1	0	0	0	1	1	
No	22	10	0	7	104	9	4	0	9	3	4	6	9	19	6	2	15	1	121	0	0	26	44	
If yes, where are these located?																								
Unspecified	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	
Inside	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	
Outside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Nearby	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
If yes, have they been removed?																								
No Answer	0	0	0	0	0	0	0	0	0	0	2	0	0	1	0	0	0	0	0	0	0	0	1	
Yes	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
No	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Table 17 - School located near highways (and cross points)

Province	Ajdabya	Al Khums	Al Wahat	Almarej	Benghazi	Butnan	Derna	Ghat	Jabal Al Akhdar	Jabal al Gharbi	Jafara	Jufra	Kufra	Misrata	Murzuq	Nalut	Sabha	Sirte	Tripoli	Wadi al Hayaa	Wadi al Shatii	Zawiya	Zuwara
No	23	261	17	99	185	50	79	14	79	151	77	35	7	89	62	64	24	53	147	36	45	33	40
NA	0	5	4	6	15	8	13	2	1	5	9	0	0	9	5	5	1	6	15	0	1	6	6
Yes - no cross point	26	238	21	87	127	57	38	12	109	234	213	14	9	201	45	46	46	46	193	11	26	161	187
Yes - cross point	6	40	1	31	31	7	47	1	35	11	34	17	19	51	8	6	22	25	47	6	4	13	12
Yes - unspecified	19	238	15	83	174	51	83	13	61	129	61	31	7	82	60	68	19	43	128	36	43	42	35
No	14	2	0	4	76	5	2	0	3	2	6	3	4	6	2	2	10	1	85	1	2	6	15
NA	0	1	0	1	2	0	0	0	5	1	0	0	0	1	0	3	0	0	3	0	0	1	2
Yes - no cross point	13	7	0	3	32	8	0	0	1	0	8	3	1	14	4	1	7	1	50	0	0	21	35
Yes - cross point	6	2	0	1	17	1	2	0	6	1	0	0	6	1	0	0	4	0	6	0	0	3	2
Yes - unspecified	8	2	0	5	69	0	2	0	8	2	5	3	3	6	2	4	4	1	72	1	2	8	12

Annex IV

Assessment form

Assessment Details				
a. Supervisor ID:		b. Team leader ID:		c. Inspector ID:
d. Date: ____ / ____ / 2012		e. School ID:		h. <input type="checkbox"/> Public <input type="checkbox"/> Private
		f. School Name*:		i. Shift:
		g. Year school was built:		<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon
II. Geographical Information				
Province:		City/Village:		Neighborhood:
Street:		Longitude:		Latitude:
GPS ref #:		8. GPS Mark # :		Camera ref #:
10. Picture ref #:		11. Interviewe (ideally Head of School or Deputy)	Name	
Front: - 001			Position	
Damage: - 002			Contact Number:	
Wash: - 003				

*Note: If the school name and the head master name are not the same for different shifts held in the same school facility, please fill the whole form for the first school assessed, and re-do only part 1 and part 2 for the second assessment of the same facility.

1. School Information

1.1) Level of School?

- Nursery
 Basic Education (primary)
 Basic Education (preparatory)
 Specialized High school
 Type of specialization: _____

Others: _____

1.2) When is the school scheduled to begin?

- Already started
 When it is repaired (date: ___ / ___ / ___)
 Unknown
 Date of school start: _____

2. Student and Teacher Information

2.1) Number of students? Special needs children was separated into another question 2.1 a).

	Before Feb. 2011	Now	
Total:	_____	_____	
Nursery	_____	_____	
Primary	_____	_____	
Preparatory	_____	_____	
Secondary	_____	_____	
Boys:	_____	_____	
Nursery	_____	_____	
Primary	_____	_____	
Preparatory	_____	_____	
Secondary	_____	_____	
Girls:	_____	_____	
Nursery	_____	_____	
Primary	_____	_____	
Preparatory	_____	_____	
Secondary	_____	_____	
Children with special needs:	_____	_____	
Nursery	_____	_____	
Primary	_____	_____	
Preparatory	_____	_____	
Secondary	_____	_____	

2.1 a) Approximately, how many students are in the smallest classroom? How many students are in the largest classroom? What is the average number of students in each classroom? (smallest class less than 24 student) (largest class more than 24 student)	Number of students in the smallest class:			
	Number of students in the largest class:			
	Average number of student in all classes:			
2.1 b) How do children come to schools? Give rough percentage of children.	Walking			
	By bus			
	By private car			
	Other _____			
2.1 c) After February 2011, how many children left the school permanently or are not currently attending? Please provide numbers and explain why.	How many? _____			
	Why?			
2.1 d) If applicable, does the school follow-up on missing children? If yes, how?	<input type="checkbox"/> Students missing (no information about their whereabouts) _____			
	<input type="checkbox"/> Moved to other places _____			
2.1 e) After February 2011, did additional children enrol in/ are now attending the school? How many new students and why now attending?	<input type="checkbox"/> Parents or students do not want the student to attend school.			
	<input type="checkbox"/> Wounded _____			
2.2) Did all children attend the exams for 2011?	<input type="checkbox"/> Died _____			
	<input type="checkbox"/> Disabled _____			
2.2) Did all children attend the exams for 2011?	<input type="checkbox"/> Other _____			

2.2) Did all children attend the exams for 2011?	<input type="checkbox"/> Yes			
	<input type="checkbox"/> No			
2.2) Did all children attend the exams for 2011?	<input type="checkbox"/> If yes, How? _____			

2.2) Did all children attend the exams for 2011?	<input type="checkbox"/> N/A			

2.2) Did all children attend the exams for 2011?	<input type="checkbox"/> Yes			
	<input type="checkbox"/> No			
2.2) Did all children attend the exams for 2011?	How Many New Students? _____			
	Why did they enrol/attend?			
2.2) Did all children attend the exams for 2011?	<input type="checkbox"/> Increased local population due to conflict displacement			
	<input type="checkbox"/> Other local schools are closed			
2.2) Did all children attend the exams for 2011?	<input type="checkbox"/> Other _____			

2.2) Did all children attend the exams for 2011?	<input type="checkbox"/> Yes			
	<input type="checkbox"/> No			
2.2) Did all children attend the exams for 2011?	If no, how many did not attend: _____			

2.2.a) If No, How many of these students who did not attend exams are still in school?				
2.2.b) Why did these students not attend their exams yet?	<input type="checkbox"/> Exam cancelled due to conflict <input type="checkbox"/> Students did not attend the exam because of their absence from school <input type="checkbox"/> Other, please describe _____ _____			
2.3) Number of children with special needs?		Before Feb. 2011	Now	
	Hearing:	_____	_____	
	Vision:	_____	_____	
	Motor:	_____	_____	
	Learning:	_____	_____	
	Speech:	_____	_____	
	Other, please describe _____	_____	_____	
2.3 a) Does the school make provision for children with special needs?	<input type="checkbox"/> Yes <input type="checkbox"/> No Please Describe: _____			
2.4) Number of Staff (for all shifts under the same school name)?		Before Feb. 2011	Now	
	Headmaster:	_____	_____	
	Teachers:	_____	_____	
	Special Needs Teachers:	_____	_____	
	Medical Staff	_____	_____	
	Admin. Staff:	_____	_____	
	Guards:	_____	_____	
	Social workers:	_____	_____	
	Psychological support staff:	_____	_____	
Other:	_____	_____		
2.5) When do you expect the school to return to full staff capacity? Please give date.	_____ / _____ / _____			

	Before 2011	Now	Shortage
2.6) How many teachers are there available per subject? Please provide the number in each box (indicate 'before', 'now' and perceived 'shortage').	Maths	.....	.....
	Science	.....	.....
	Physics	.....	.....
	Chemistry	.....	.....
	Biology	.....	.....
	Music	.....	.....
	Arts	.....	.....
	History	.....	.....
	Geography	.....	.....
	IT	.....	.....
	Arabic Language	.....	.....
	Humanities	.....	.....
	Engineering subjects	.....	.....
	Economics subjects	.....	.....
	English Language	.....	.....
	French Language	.....	.....
	Religious Education	.....	.....
Physical Education	.....	.....
Others .....	.....	.....
2.7) Are there presently substitute teachers working in the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
2.7 a) If Yes, how many?	.....	

3. WASH Facilities

3.1) Is there running water available in the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2) Does the school have access to safe drinking water?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2 a) If Yes, what is the source?	<input type="checkbox"/> Bottled water <input type="checkbox"/> Water Tanking <input type="checkbox"/> Linked to mains system <input type="checkbox"/> Purification or Filtration systems <input type="checkbox"/> Private well <input type="checkbox"/> Others _____
3.3) How many individual toilets (latrine stands) are there in the school?	<input type="checkbox"/> Girls _____ <input type="checkbox"/> Boys _____ <input type="checkbox"/> Teachers _____ <input type="checkbox"/> Disabled Use _____ <input type="checkbox"/> Mixed Use _____ <input type="checkbox"/> Total _____ <input type="checkbox"/> None _____
3.4) How many times are the toilets cleaned per week?	<input type="checkbox"/> Twice a day <input type="checkbox"/> Daily <input type="checkbox"/> Three times a week <input type="checkbox"/> Twice a week <input type="checkbox"/> Weekly
3.5) How many toilets are fully functioning?	<input type="checkbox"/> Girls _____ <input type="checkbox"/> Boys _____ <input type="checkbox"/> Teachers _____ <input type="checkbox"/> Disabled Use _____ <input type="checkbox"/> Mixed Use _____ <input type="checkbox"/> Total _____ <input type="checkbox"/> None _____
3.6) Are there facilities for washing hands in the toilet facilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.7) Is there a garbage waste collection/disposal for the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>3.8) Is sewage properly disposed of?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><i>If yes, how disposed?</i></p> <p><input type="checkbox"/> Mains Sewage</p> <p><input type="checkbox"/> Septic Tank</p> <p><input type="checkbox"/> Other _____</p> <p>_____</p>
<p>3.8 a) If no please describe the problem briefly:</p>	<p>_____</p> <p>_____</p> <p>_____</p>

4. Education Facilities and Material:	
4.1) Is the school located in a permanent or temporary location?	<input type="checkbox"/> Permanent <input type="checkbox"/> Temporary
Is the school teaching taking place in permanent or temporary facilities?	<input type="checkbox"/> Permanent <input type="checkbox"/> Temporary
4.1 a) If in temporary location/facility, why?	<input type="checkbox"/> Permanent school building under construction/repair from before conflict. <input type="checkbox"/> Permanent school location too damaged from conflict. <input type="checkbox"/> Other
4.1 b) If temporary, how long has the school been situated in temporary location/facility, and when is it intended to move to permanent location?	Length of time in temporary location: When is it intended to move to permanent location: / /
4.1 c) If temporary, where the school were located and where it will be afterwards?	Previous school location: Address: Neighbourhood: Future location: <input type="checkbox"/> The same as the previous <input type="checkbox"/> Other Address: Neighbourhood:
4.2) Which facilities are available in the school? Please tick and input numbers in all appropriate options.	<input type="checkbox"/> Headmaster Office <input type="checkbox"/> Teachers Room <input type="checkbox"/> Library or multi-purpose room <input type="checkbox"/> Canteen <input type="checkbox"/> First Aid Room <input type="checkbox"/> Playground <input type="checkbox"/> Sports field <input type="checkbox"/> Computer Lab <input type="checkbox"/> Science Lab <input type="checkbox"/> Languages Lab <input type="checkbox"/> Workshop and training facilities <input type="checkbox"/> Theatre <input type="checkbox"/> Guard Rooms <input type="checkbox"/> Facilities for special needs, <i>eg wheelchair ramp or elevator</i> , <i>please describe:</i> <input type="checkbox"/> Other Total Number of Classrooms:

4.3) Is the School damaged?		<input type="checkbox"/> Yes <input type="checkbox"/> No
4.3 a) If Yes, determine the damage:		<input type="checkbox"/> Completely Destroyed <input type="checkbox"/> Partially destroyed Number and kind (ref to 4.2) of rooms damaged? _____
4.3 b) If Yes, when was the school damaged?		<input type="checkbox"/> Before the conflict <input type="checkbox"/> During the conflict <input type="checkbox"/> After the conflict
4.3 c) If yes, please give brief description of reason for damage		<input type="checkbox"/> Used as shelter for displaced persons <input type="checkbox"/> Occupied by armed forces <input type="checkbox"/> Vandalism/Theft <input type="checkbox"/> Shelling <input type="checkbox"/> Burning/fire <input type="checkbox"/> Other _____
4.3 d) If yes, give brief description of how it was damaged		
4.4) If it is damaged, please tick the corresponding level of damage in the left tick box, and tick relevant boxes to indicate the type of damages in the right tick boxes. (The tick boxes on the right are designed only as a guide to categorising the overall level of damage.)	Minor Damage: <input type="checkbox"/>	<input type="checkbox"/> Electrical fixtures (localized damage, to sockets, plugs, lamps) <input type="checkbox"/> Windows <input type="checkbox"/> Doors <input type="checkbox"/> Glass <input type="checkbox"/> Paint <input type="checkbox"/> Light plastering holes – Ready to use.
	Medium Damage: <input type="checkbox"/>	(In additional to the previous category) <input type="checkbox"/> Electrical terminal boxes and wires (damage to system throughout school) <input type="checkbox"/> Water system (water pipes, water tanks and water pumps) <input type="checkbox"/> Toilets and wash areas
	Heavy Damage: <input type="checkbox"/>	(In additional to the previous categories) <input type="checkbox"/> Damaged/destroyed walls <input type="checkbox"/> Destroyed concrete and steel <input type="checkbox"/> Damage to walls – internal, external or boundary walls <input type="checkbox"/> Cracks in walls indicating foundation damage <input type="checkbox"/> Roof structural damage
4.5) Has any of the school furniture/equipment been damaged, destroyed or stolen during the conflict?		<input type="checkbox"/> Yes <input type="checkbox"/> No <i>If yes, please give approximate percentage of furniture/equipment damaged</i> _____%

<p>4.5 a) Does the school have sufficient education materials? Please tick appropriate boxes.</p>	<p> <input type="checkbox"/> Yes <input type="checkbox"/> No At least 1 desk per pupil <input type="checkbox"/> Yes <input type="checkbox"/> No At least 1 Blackboard/Whiteboard per classroom <input type="checkbox"/> Yes <input type="checkbox"/> No Computers (How many?.....) <input type="checkbox"/> Yes <input type="checkbox"/> No Sufficient lab equipment <input type="checkbox"/> Yes <input type="checkbox"/> No Sufficient textbooks <input type="checkbox"/> Yes <input type="checkbox"/> No Sufficient visual aids <input type="checkbox"/> Yes <input type="checkbox"/> No Sufficient teaching material <input type="checkbox"/> Deficiencies: <i>Please describe</i> <hr/> <hr/> <hr/> </p>
<p>4.6) Does school currently have constant electricity?</p>	<p> <input type="checkbox"/> Yes <input type="checkbox"/> No If No, why not? <hr/> </p>
<p>4.7) If not constant, for how many hours per day does the school have electricity?</p>	<p> <hr/> </p>

5. Protection Issues

	Previously during the conflict?	Now?
5.1) Was/is the school occupied by IDPs?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.1. a) If Yes, how many families?	_____	_____
5.1. b) If Yes, What is the reason(s) the IDPs gave/give for being present in the school?	<input type="checkbox"/> Displaced due to conflict <input type="checkbox"/> House destroyed from conflict <input type="checkbox"/> Accompany family <input type="checkbox"/> Other _____	<input type="checkbox"/> Displaced due to conflict <input type="checkbox"/> House destroyed from conflict <input type="checkbox"/> Accompany family <input type="checkbox"/> Other _____
5.2) Was/is the school occupied by any other actors?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.2. a) If Yes, what was the school used for? Tick all appropriate boxes.	<input type="checkbox"/> Humanitarian activities <input type="checkbox"/> Community-based activities <input type="checkbox"/> Government/local administration <input type="checkbox"/> Armed Groups <input type="checkbox"/> Other _____	<input type="checkbox"/> Humanitarian activities <input type="checkbox"/> Community-based activities <input type="checkbox"/> Government/local administration <input type="checkbox"/> Armed Groups <input type="checkbox"/> Other _____
5.3) Is the school affected by UXOs/ERWs?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5.3 a) If YES, Please Describe	_____	
5.3 b) If YES, where?	Inside School Outside School Nearby the school	
5.3 c) Were the UXOs/ERWs removed from the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5.3 d) If yes, who removed the UXOs/ERWs?	_____	
5.3 e) Is the school officially declared as being safe?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5.4) Are there any other things that make this school unsafe for students?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

5.4 a) If Yes, Describe	<input type="checkbox"/> Structural damage to school (e.g. damaged walls or roofs) <input type="checkbox"/> Broken glass or sharp objects at school <input type="checkbox"/> Children not safe travelling to school, provide details: _____ <hr/> <input type="checkbox"/> Other Please Describe: <hr/>
5.5) Is the school located nearby high way?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.5 a) If yes, Are there any cross points?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.6) are there any high voltage towers crossing or nearby the school.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.7) Is there a Communication tower located in the roof School Building.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.8 Is the school located within an industrial establishment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.8 a) If yes, what kind of industrial establishment.	<hr/>

Annex V

List of maps produced

The following figures and illustrations are included in the assessment report:

1. Distribution maps

- 'Schools identified through the nationwide school assessment – Libya'
- 'Schools identified through the nationwide school assessment – Benghazi'
- 'Schools identified through the nationwide school assessment – Tripoli'
- 'Schools identified through the nationwide school assessment – Misrata'
- 'Schools identified through the nationwide school assessment – Sabha'
- 'Schools identified through the nationwide school assessment – Zawiya'
- 'Schools identified through the nationwide school assessment – Ghat'
- 'Schools identified through the nationwide school assessment – Nalut'
- 'Schools identified through the nationwide school assessment – Jafara'
- 'Schools identified through the nationwide school assessment – Wadi Al Shatil'
- 'Schools identified through the nationwide school assessment – Wadi Al Haya'
- 'Schools identified through the nationwide school assessment – Jabal Al Gharbi'
- 'Schools identified through the nationwide school assessment – Al Wahat'
- 'Schools identified through the nationwide school assessment – Butnam'
- 'Schools identified through the nationwide school assessment – Sirte'
- 'Schools identified through the nationwide school assessment – Murzuq'
- 'Schools identified through the nationwide school assessment – Al Khums'
- 'Schools identified through the nationwide school assessment – Almarej'
- 'Schools identified through the nationwide school assessment – Kufra'
- 'Schools identified through the nationwide school assessment – Jufrah'
- 'Schools identified through the nationwide school assessment – Jabal Al Akhdar'
- 'Schools identified through the nationwide school assessment – Derna'
- 'Schools identified through the nationwide school assessment – Ajdabiya'
- 'Schools identified through the nationwide school assessment – Zuwara'

2. Analytical maps

- 'Total student numbers' - Figure 4.2.1b
- 'Student:Teacher ratio' - Figure 4.2.4c
- 'Average number of students per latrine' - Figure 4.3.2c
- '% of schools not reporting a shortage of educational materials' - Figure 4.4.1d
- '% schools not reporting a shortage of recreational facilities' - Figure 4.4.1e
- '% schools not reporting a shortage of welfare facilities' - Figure 4.4.1f
- 'Highest proportion of heavily damaged or completely destroyed schools' - Figure 4.4.2c
- '% of schools reporting sufficient educational materials' - Figure 4.4.3b
- '% of schools with IDPs remaining' - Figure 4.5.1c

3. Composite Indicator Province Rankings

- 'Conflict Affected Schools' – Figure 5.1a
- 'Quality of Education' – Figure 5.2a
- 'Water, Sanitation and Hygiene' – Figure 5.3a
- 'School Safety' – Figure 5.4a
- 'Special Needs' – Figure 5.5a

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