



Introduction

Libya is affected by conflict since 2011 and is one of the countries which progress toward EFA since 2000 was not fully reflected in the 2015 Education for All Global Monitoring Report (GMR) due to a lack of sufficient enrolment data. The country has not reported any number of children enrolled in school beyond 2006. In order to monitor progress made by Libya across some of the EFA goals since 2000, the GMR Team used the enrolment data provided directly by the Libyan Ministry of Education (MOE). Some key EFA indicators were then calculated using the United Nations population estimates provided by the UNESCO Institute for Statistics (UIS).

It is important to note that no enrolment data by age in primary education were provided by the MOE. Therefore, progress in the school participation at this level of education is assessed using gross enrolment ratio (GER) instead of net enrolment ratio (NER). Additionally the enrolment data provided by the MOE referred only to primary education.

Pre-primary education

The latest enrolment data available on pre-primary for Libya in the UIS database is for the school year ending in 2006. That year, the pre-primary education GER was 10%, on the rise compared with 1999, when it was about 5%. Despite this great improvement, in 2006 the country was still very far to achieve high levels of pre-primary GER (> 80%).

Primary education

Participation in primary education as measured by GER decreased from 116% in 1999 to 97% in 2012, a decrease that may reflect a drop in the number of over-age students enrolled in primary education. No data is available to assess school completion at primary level.

Gender Parity

In terms of gender parity at primary level, Libya reached the target already by 1999 with a gender parity index (GPI) at 0.99, and maintained its position till 2012 (GPI of 1.02).

Conclusion

The limited evidence available suggests that Libya has maintained high levels of primary GER and was still at gender parity one year after the beginning of the conflict in 2011. However, the persistence of the conflict situation may impact on the country education system, putting in danger past gains, including in statistical information capacities. Indeed, the lack of sufficient education data prevents us from having a better and full picture of country's progress towards EFA goals.

