



### Key Policy Areas for Student Assessment

#### 1. Classroom Assessment

In Libya, formal, system-level documents provide guidelines for classroom assessment. In addition, system-wide resources, such as scoring criteria and rubrics for grading and reviewing students' work, are available for teachers. Some system-level mechanisms are in place to ensure that teachers develop skills and expertise in classroom assessment, including school inspection and teacher supervision. However, classroom assessment practices are generally considered to be weak, and teacher evaluations tend to provide little useful feedback to students.

#### 2. Examinations

The End of Secondary Education Exam is administered to students in grade 12 with the main purpose of student selection to higher education institutions. The examination covers eight basic (core) subjects: Islamic education, Arabic language, French language, English language, Mathematics and Statistics, Information Technology, Principles of Public Administration, and the Writing Process, as well as elective subjects depending on the student's track. The examination has been operating on a regular basis since 1989, and funding for the examination is allocated by the government, covering some core activities such as examination design and administration. The Examinations Department, which carries out the End of Secondary Education Exam, is adequately staffed and has some of the required facilities to carry out the examination. However, inappropriate behavior surrounding the examination is high, as, for example, copying from other candidates and leakage of the content of an examination paper prior to its administration tend to occur.

#### 3. National Large-Scale Assessment (NLSA)

Libya does not have an NLSA program, and it does not have plans to institute one in the near future.

#### 4. International Large-Scale Assessment (ILSA)

Libya has not participated in an ILSA, and it does not have plans to do so in the near future.

### Status



As of November 2015, in-country validation of this report had not taken place. Information on Libya's assessment system was collected in April 2013, prior to the current conflict period. Consequently, the findings in this report reflect the status of the country's assessment system prior to the current crisis situation.

## Introduction

Libya has focused on increasing student learning outcomes by improving the quality of education in the country. An effective student assessment system is an important component to improving education quality and learning outcomes as it provides the necessary information to meet stakeholders' decision-making needs. In order to gain a better understanding of the strengths and weaknesses of its existing assessment system, Libya has decided to benchmark this system using standardized tools developed under The World Bank's Systems Approach for Better Education Results (SABER) program. SABER is an evidence-based program to help countries systematically examine and strengthen the performance of different aspects of their education systems.

## What is SABER-Student Assessment?

SABER-Student Assessment is a component of the SABER program that focuses specifically on benchmarking student assessment policies and systems. The goal of SABER-Student Assessment is to promote stronger assessment systems that contribute to improved education quality and learning for all.

National governments and international agencies are increasingly recognizing the key role that assessment of student learning plays in an effective education system. The importance of assessment is linked to its role in:

- (i) providing information on levels of student learning and achievement in the system;
- (ii) monitoring trends in education quality over time;
- (iii) supporting educators and students with real-time information to improve teaching and learning; and
- (iv) holding stakeholders accountable for results.

## SABER-Student Assessment methodology

The SABER-Student Assessment framework is built on the available evidence base for what an effective assessment system looks like. The framework provides guidance on how countries can build more effective student assessment systems. The framework is structured around two main dimensions of assessment systems: the types/purposes of assessment activities and the quality of those activities.

### Assessment types and purposes

Assessment systems tend to be comprised of three main types of assessment activities, each of which serves a different purpose and addresses different information needs. These three main types are: classroom assessment, examinations, and large-scale, system level assessments.

*Classroom assessment* provides real-time information to support ongoing teaching and learning in individual classrooms. Classroom assessments use a variety of formats, including observation, questioning, and paper-and-pencil tests, to evaluate student learning, generally on a daily basis.

*Examinations* provide a basis for selecting or certifying students as they move from one level of the education system to the next (or into the workforce). All eligible students are tested on an annual basis (or more often if the system allows for repeat testing). Examinations cover the main subject areas in the curriculum and usually involve essays and multiple-choice questions.

*Large-scale, system-level assessments* provide feedback on the overall performance of the education system at particular grades or age levels. These assessments typically cover a few subjects on a regular basis (such as every 3 to 5 years), are often sample based, and use multiple-choice and short-answer formats. They may be national or international in scope.

Appendix 1 summarizes the key features of these main types of assessment activities.

## Quality drivers of an assessment system

The key considerations when evaluating a student assessment system are the individual and combined quality of assessment activities in terms of the adequacy of the information generated to support decision making. There are three main drivers of information quality in an assessment system: enabling context, system alignment, and assessment quality.

	Assessment types/purposes		
	Classroom assessment	Examinations	Large-scale, system-level assessment
Enabling context	Policies Leadership and public engagement Funding Institutional arrangements Human resources		
System alignment	Learning/quality goals Curriculum Pre- and in-service teacher training opportunities		
Assessment quality	Ensuring quality (design, administration, analysis) Ensuring effective uses		

Source: World Bank.

*Enabling context* refers to the broader context in which the assessment activity takes place and the extent to which that context is conducive to, or supportive of, the assessment. It covers such issues as the legislative or policy framework for assessment activities; institutional and organizational structures for designing, carrying out, or using results from the assessment; the availability of sufficient and stable sources of funding; and the presence of trained assessment staff.

*System alignment* refers to the extent to which the assessment is aligned with the rest of the education system. This includes the degree of congruence between assessment activities and system learning goals, standards, curriculum, and pre- and in-service teacher training.

*Assessment quality* refers to the psychometric quality of the instruments, processes, and procedures for the assessment activity. It covers such issues as design and implementation of assessment activities, analysis and interpretation of student responses to those activities, and the appropriateness of how assessment results are reported and used.

Crossing the quality drivers with the different assessment types/purposes provides the framework and broad indicator areas shown in Table 1. This framework is a starting point for identifying indicators that can be used to review assessment systems and plan for their improvement.

### Table 1: Framework for building an effective assessment system, with indicator areas

The indicators are identified based on a combination of criteria, including:

- professional standards for assessment;
- empirical research on the characteristics of effective assessment systems, including analysis of the characteristics that differentiate between the assessment systems of low- versus high-performing nations; and
- theory — that is, general consensus among experts that it contributes to effective assessment.

## Levels of development

The World Bank has developed a set of standardized questionnaires and rubrics for collecting and evaluating data on the three assessment types and related quality drivers.

The questionnaires are used to collect data on the characteristics of the assessment system in a particular country. The information from the questionnaires is then applied to the rubrics in order to judge the development level of the country's assessment system in different areas.

The basic structure of the rubrics for evaluating data collected using the standardized questionnaires is summarized in Appendix 2. The goal of the rubrics is to provide a country with some sense of the development level of its assessment activities compared to best or recommended practice in each area. For each indicator, the rubric displays four development levels—*Latent*, *Emerging*, *Established*, and *Advanced*. These levels are artificially constructed categories chosen to represent key stages on the underlying continuum for each indicator. Each level is accompanied by a description of what performance on the indicator looks like at that level.

- *Latent* is the lowest level of performance; it represents absence of, or deviation from, the desired attribute.
- *Emerging* is the next level; it represents partial presence of the attribute.
- *Established* represents the acceptable minimum standard.
- *Advanced* represents the ideal or current best practice.

A summary of the development levels for each assessment type is presented in Appendix 3.

In reality, assessment systems are likely to be at different levels of development in different areas. For example, a system may be *Established* in the area of examinations, but *Emerging* in the area of large-scale, system-level assessment, and vice versa. While intuition suggests that it is probably better to be further along in as many areas as possible, the evidence is unclear as to whether it is necessary to be functioning at *Advanced* levels in all areas. Therefore, one might view the *Established* level as a desirable minimum outcome to achieve in all areas, but only aspire beyond that in those areas that most contribute to the national vision or priorities for education. In line with these considerations, the ratings generated by the rubrics are not meant to be additive across assessment types (that is, they are not meant to be added to create an overall rating for an assessment system; they are only meant to produce an overall rating for each assessment type). The methodology for assigning development levels is summarized in Appendix 4.

## Education in Libya

Libya is an upper-middle-income country in the Middle East and North Africa region. GDP per capita (current US\$) was \$10,456 in 2009. However, the conflict in 2011, which led to the removal of Muammar Gaddafi at the head of the government, had significant economic effects, disrupting oil production on which the economy has been reliant. Consequently, economic growth contracted by 60% in 2011. However, real GDP growth doubled in 2012 and the trend was expected to continue throughout 2013, as the country rebuilds.

The Libyan education system is comprised of pre-primary education (two years); primary education (six years); and secondary education (six years). In 2011, 99.9% of youth (aged 15-24) were literate, compared to a regional average of 89.9% in the Arab states.

Libya's education sector is currently coping with challenges arising from the 2011 conflict, during which 40% of its schools were damaged. The country has prioritized several key areas for development in its education sector, based on the results of the 2012 Nation-wide School Assessment. The Ministry of Education conducted the assessment with the support of UNICEF and nongovernmental organization ACTED to collect comprehensive baseline data on the status of the education sector after 2011. The priority areas chosen by policymakers include collecting up-to-date data to inform education planning, management, and finance; promoting early childhood development by applying relevant learning and development standards for children aged 0-6 years; and developing three-to-five-year investment plans to enhance the learning environment for children in the country.

Detailed information on Libya's student assessment system was collected using the SABER--Student Assessment questionnaires and rubrics. It is important to remember that these tools primarily focus on benchmarking a country's policies and arrangements for assessment activities at the system or macro level. Additional data would need to be collected to determine actual, on-the-ground practices, particularly by teachers and students in schools. The following sections discuss the findings for each assessment type, accompanied by suggested policy options. Appendix 5 provides detailed, completed rubrics for each assessment type.

## Classroom Assessment

---

### Level of development: EMERGING

Formal, system-level documents provide guidelines for classroom assessment in Libya. These are the *Rules of Grades Distribution for Courses in Basic Education for the School Year 2012-13* and the *Rules of Grades Distribution for Courses in the Secondary Education for the School Year 2012-2013*. These documents are updated annually and are available online at the Ministry of Education's website.

In addition to these documents, some resources are available at the system level in Libya to support teachers in their classroom assessment activities. Apart from textbooks or workbooks that provide support for classroom assessment, teachers can access scoring criteria and rubrics for students' work, as well as a document that outlines what students are expected to learn in different subject areas at different age and grade levels. Although this document does not make clear the level of performance required of students, another official curriculum or standards document specifies what students are expected to learn.

Some system-level mechanisms are also in place to ensure that teachers develop skills in classroom assessment, as school inspection or teacher supervision includes a component focused on classroom assessment. However, pre-service and in-service teacher training opportunities which cover classroom assessment topics are not available. At the same time, not all teacher training programs include a required course on classroom assessment.

In addition, classroom assessment practices are considered to be weak, and are generally perceived as providing little useful feedback to students. Limited mechanisms to systematically monitor the quality of classroom assessment practices. For example, although classroom assessment is a required component of a teacher's performance evaluation and school inspection or teacher supervision is in place, an external moderation system that reviews the difficulty of classroom assessment activities and the appropriateness of scoring criteria, or government funding for research on the quality of classroom assessment activities are not in place.

Classroom assessment information is required to be disseminated to some key stakeholders in Libya, including parents, students, schools, and occasionally school inspectors. However, schools and teachers are not required to disseminate classroom assessment information to the school district or Ministry of Education officials.

Libya also has limited requirements for using classroom assessments to support student learning. Policies require that classroom assessment activities are used to inform parents about their child's learning, as well as to help determine student grades. However classroom assessment activities are not required for diagnosing student learning issues, providing feedback to students on their learning, or planning next steps in instruction.

#### Suggested policy options:

1. Introduce a variety of system-level mechanisms to ensure that teachers develop skills and expertise in classroom assessment. For example, introduce legislation for instituting yearly in-service teacher training opportunities in classroom assessment that are made available to all teachers on a regular basis. Additionally, review existing pre-service training mechanisms and adjust them to ensure that teachers receive sufficient training in classroom assessment.

2. Introduce varied and systematic mechanisms to monitor the quality of classroom assessment practices. For example, allocate government funding for conducting system-wide reviews on the quality of classroom assessment practices in Libya and for identifying steps on how to improve them.
3. Establish policies that require teachers to use classroom assessment activities for a variety of activities which promote and inform student learning. For example, mandate that classroom assessment activities be used to diagnose student learning issues and provide feedback to students on their learning.

## Examinations

---

### Level of development: ESTABLISHED

Libya has administered the End of Secondary Education Exam to students in grade 12 on a regular basis since 1989. The examination is used to determine student admission to university or other higher education institutions. It covers eight basic (core) subjects, including Islamic education, Arabic language, French language, English language, mathematics and statistics, information technology, principles of public administration, and writing, as well as elective subjects, depending on a student's track.

The Ministry of Education authorized the End of Secondary Education Exam through a formal policy document, which addresses some key aspects of the examination. It describes the purpose of the examination and authorized uses of results; specifies who can sit for the examination; and identifies rules about examination preparation. However, it does not outline governance, distribution of power, responsibilities among key entities, or state funding sources.

The government allocates regular funding for the End of Secondary Education Exam, which covers some core examination activities, including examination design and administration, and data analysis. However, funding does not cover data reporting, long- or medium-term planning of program milestones, staff training, or research and development activities.

The Examinations Department, a unit within the Ministry of Education, has been responsible for running the End of Secondary Education Exam since 1989. It is adequately staffed with full-time and permanent staff and has some facilities needed to carry out the examination effectively, such as adequate communication tools.

The education system offers some opportunities that prepare for work on the examination. For example, the University of Tripoli offers a graduate program specifically focused on educational measurement and evaluation. However, there are no non-university or university courses on educational measurement and evaluation available.

Teachers have opportunities to learn about the examination through up-to-date compulsory courses or workshops. In addition, teachers are involved in some examination-related tasks, such as selecting or creating examination questions. They are not involved in other tasks, such as selecting or creating examination scoring guides, or scoring the examination.

Limited mechanisms exist to ensure the quality of the examination in a systematic way. While internal and external reviews are in place, the process does not include pilot or field testing, translation verification, or external certification or audits.

Inappropriate behavior is reported to surround the examination process. For example; leakage of the content of an examination paper or part of a paper prior to the examination, copying from other candidates, and using unauthorized materials such as prepared answers and notes, all occur during the examination process.

Students who do not perform well on the examination have a number of options. They may retake the exam, attend remedial or preparatory courses to prepare to retake the examination, or repeat the grade. Students cannot opt for less selective schools, universities, or tracks.

Suggested policy options:



1. Ensure a wide range of opportunities that prepare for work on the End of Secondary Education Exam. For example, develop an internship program in the examination office or establish non-university training courses on educational measurement and evaluation.
2. Ensure the credibility of the examinations by putting in place appropriate preventive and reactive measures against inappropriate behavior. Clearly communicate these measures to key stakeholders, and consistently enforce them. For example, strengthen protocol around the confidentiality of the examination paper to prevent its leakage prior to administration of the exam. Introduce provisions that make it more difficult for candidates to use mobile phones to receive assistance while taking the examination.
3. Establish varied and systematic mechanisms to ensure the quality of the End of Secondary Education Exam and monitor its consequences. For example, put in place external audits to review the quality of the assessment and conduct regular focus groups of key stakeholders to monitor the consequences of the examination.

## National Large-Scale Assessment (NLSA)

---

### Level of development: LATENT

Libya has never carried out a national large-scale assessment and has no plans to do so in the future. No policy document pertaining to such assessment is available in Libya.

Suggested policy options:

1. Build momentum around the importance of regular, system-level assessment of student achievement levels and related factors.
2. Create policy documents that support national large-scale assessment activity; ensure a recurrent, stable government budget to fund large-scale assessment activities; and strengthen the organizational structure required for regular large-scale assessments.

## International Large-Scale Assessment (ILSA)

---

### Level of development: LATENT

Libya has never participated in an international large-scale assessment. Some stakeholders in the country has expressed an interest in participating in the Trends in International Mathematics and Science Study (TIMSS) 2015. However concrete steps have not been taken to participate in this, or any other, ILSA in the next five years. In addition, Libya has no policy document addressing participation in ILSA.

Suggested policy options:

1. Build momentum around the importance of internationally comparable, system-level assessment of student achievement levels.
2. Establish a plan and take concrete steps to participate in TIMSS or PIRLS 2015 in order to benchmark performance in the country and develop some national expertise in large-scale assessments.

## Appendix 1: Assessment Types and Their Key Differences

	Classroom	Large-scale assessment Surveys		Examinations	
		National	International	Exit	Entrance
<b>Purpose</b>	To provide immediate feedback to inform classroom instruction	To provide feedback on overall health of the system at particular grade/age level(s), and to monitor trends in learning	To provide feedback on the comparative performance of the education system at particular grade/age level(s)	To certify students as they move from one level of the education system to the next (or into the workforce)	To select students for further educational opportunities
<b>Frequency</b>	Daily	For individual subjects offered on a regular basis (such as every 3-5 years)	For individual subjects offered on a regular basis (such as every 3-5 years)	Annually and more often where the system allows for repeats	Annually and more often where the system allows for repeats
<b>Who is tested?</b>	All students	Sample or census of students at a particular grade or age level(s)	A sample of students at a particular grade or age level(s)	All eligible students	All eligible students
<b>Format</b>	Varies from observation to questioning to paper-and-pencil tests to student performances	Usually multiple choice and short answer	Usually multiple choice and short answer	Usually essay and multiple choice	Usually essay and multiple choice
<b>Coverage of curriculum</b>	All subject areas	Generally confined to a few subjects	Generally confined to one or two subjects	Covers main subject areas	Covers main subject areas
<b>Additional information collected from students?</b>	Yes, as part of the teaching process	Frequently	Yes	Seldom	Seldom
<b>Scoring</b>	Usually informal and simple	Varies from simple to more statistically sophisticated techniques	Usually involves statistically sophisticated techniques	Varies from simple to more statistically sophisticated techniques	Varies from simple to more statistically sophisticated techniques

**Appendix 2: Basic Structure of Rubrics for Evaluating Data Collected on a Student Assessment System**

Dimension	Development Level				
	LATENT (Absence of, or deviation from, attribute)	EMERGING (On way to meeting minimum standard)	ESTABLISHED (Acceptable minimum standard)	ADVANCED (Best practice)	Justification
<b>EC—ENABLING CONTEXT</b>					
EC1—Policies					
EC2—Leadership, public engagement					
EC3—Funding					
EC4—Institutional arrangements					
EC5—Human resources					
<b>SA—SYSTEM ALIGNMENT</b>					
SA1—Learning/quality goals					
SA2—Curriculum					
SA3—Pre-, in-service teacher training					
<b>AQ—ASSESSMENT QUALITY</b>					
AQ1—Ensuring quality (design, administration, analysis)					
AQ2—Ensuring effective uses					

### Appendix 3: Summary of the Development Levels for Each Assessment Type

Assessment Type	LATENT	EMERGING	ESTABLISHED	ADVANCED
	<i>Absence of, or deviation from, the attribute</i>	<i>On way to meeting minimum standard</i>	<i>Acceptable minimum standard</i>	<i>Best practice</i>
<b>CLASSROOM ASSESSMENT</b>	There is no system-wide institutional capacity to support and ensure the quality of classroom assessment practices.	There is weak system-wide institutional capacity to support and ensure the quality of classroom assessment practices.	There is sufficient system-wide institutional capacity to support and ensure the quality of classroom assessment practices.	There is strong system-wide institutional capacity to support and ensure the quality of classroom assessment practices.
<b>EXAMINATIONS</b>	There is no standardized examination in place for key decisions.	There is a partially stable standardized examination in place, and a need to develop institutional capacity to run the examination. The examination typically is of poor quality and is perceived as unfair or corrupt.	There is a stable standardized examination in place. There is institutional capacity and some limited mechanisms to monitor it. The examination is of acceptable quality and is perceived as fair for most students and free from corruption.	There is a stable standardized examination in place and institutional capacity and strong mechanisms to monitor it. The examination is of high quality and is perceived as fair and free from corruption.
<b>NATIONAL (OR SYSTEM-LEVEL) LARGE-SCALE ASSESSMENT</b>	There is no NLSA in place.	There is an unstable NLSA in place and a need to develop institutional capacity to run the NLSA. Assessment quality and impact are weak.	There is a stable NLSA in place. There is institutional capacity and some limited mechanisms to monitor it. The NLSA is of moderate quality and its information is disseminated, but not always used in effective ways.	There is a stable NLSA in place and institutional capacity and strong mechanisms to monitor it. The NLSA is of high quality and its information is effectively used to improve education.
<b>INTERNATIONAL LARGE-SCALE ASSESSMENT</b>	There is no history of participation in an ILSA nor plans to participate in one.	Participation in an ILSA has been initiated, but there still is need to develop institutional capacity to carry out the ILSA.	There is more or less stable participation in an ILSA. There is institutional capacity to carry out the ILSA. The information from the ILSA is disseminated, but not always used in effective ways.	There is stable participation in an ILSA and institutional capacity to run the ILSA. The information from the ILSA is effectively used to improve education.

## Appendix 4: Methodology for Assigning Development Levels

1. The country team or consultant collects information about the assessment system in the country.
2. Based on the collected information, a level of development and score is assigned to each dimension in the rubrics:
  - Latent = 1 score point
  - Emerging = 2 score points
  - Established = 3 score points
  - Advanced = 4 score points
3. The score for each quality driver is computed by aggregating the scores for each of its constituent dimensions. For example:

The quality driver, 'Enabling Context,' in the case of ILSA, has 3 dimensions on which a hypothetical country receives the following scores: Dimension A = 2 points; Dimension B = 2 points; Dimension C = 3 points. The hypothetical country's overall score for this quality driver would be:  $(2+2+3)/3 = 2.33$
4. A preliminary level of development is assigned to each quality driver.
5. The preliminary development level is validated using expert judgment in cooperation with the country team and The World Bank Task Team Leader.

For scores that allow a margin of discretion (i.e., to choose between two levels of development), a final decision has to be made based on expert judgment. For example, the aforementioned hypothetical country has an 'Enabling Context' score of 2.33, corresponding to a preliminary level of development of 'Emerging or Established.' Based on qualitative information not captured in the rubric, along with expert judgment, the country team chooses 'Emerging' as the most appropriate level.

6. Scores for certain key dimensions under 'Enabling Context' (in the case of EXAM, NLSA, and ILSA) and under 'System Alignment' (in the case of CLASS) were set as ceiling scores, i.e., the overall mean score for the particular assessment type cannot be greater than the score for these key dimensions. These key variables include formal policy, regular funding, having a permanent assessment unit, and the quality of assessment practices.





**Appendix 5: SABER-Student Assessment Rubrics for Libya**

**LIBYA**  
*Classroom Assessment*







### ENABLING CONTEXT AND SYSTEM ALIGNMENT

Overall policy and resource framework within which classroom assessment activity takes place in a country or system, and the degree to which classroom assessment activity is coherent with other components of the education system

LATENT 	EMERGING 	ESTABLISHED 	ADVANCED 
<b>ENABLING CONTEXT AND SYSTEM ALIGNMENT 1:</b> <i>Setting clear guidelines for classroom assessment</i>			
There is no system-level document that provides guidelines for classroom assessment.	There is an informal system-level document that provides guidelines for classroom assessment.	There is a formal system-level document that provides guidelines for classroom assessment. <sup>1</sup>	This option does not apply to this dimension.
This option does not apply to this dimension.	This option does not apply to this dimension.	The availability of the document is restricted.	The document is widely available. <sup>2</sup>
<b>ENABLING CONTEXT AND SYSTEM ALIGNMENT 2:</b> <i>Aligning classroom assessment with system learning goals</i>			
There are no system-wide resources for teachers for classroom assessment.	There are scarce system-wide resources for teachers for classroom assessment.	There are some system-wide resources for teachers for classroom assessment. <sup>3</sup>	There are a variety of system-wide resources available for teachers for classroom assessment.
There is no official curriculum or standards document.	There is an official curriculum or standards document, but it is not clear what students are expected to learn or to what level of performance.	There is an official curriculum or standards document that specifies what students are expected to learn, but the level of performance required is not clear. <sup>4</sup>	There is an official curriculum or standards document that specifies what students are expected to learn and to what level of performance.
<b>ENABLING CONTEXT AND SYSTEM ALIGNMENT 3:</b> <i>Having effective human resources to carry out classroom assessment activities</i>			
There are no system-level mechanisms to ensure that teachers develop skills and expertise in classroom assessment.	This option does not apply to this dimension.	There are some system-level mechanisms to ensure that teachers develop skills and expertise in classroom assessment. <sup>5</sup>	There are a variety of system-level mechanisms to ensure that teachers develop skills and expertise in classroom assessment.

## ASSESSMENT QUALITY

Quality of classroom assessment design, administration, analysis, and use.

LATENT 	EMERGING 	ESTABLISHED 	ADVANCED 
<b>ASSESSMENT QUALITY 1:</b> <i>Ensuring the quality of classroom assessment</i>			
Classroom assessment practices suffer from widespread weaknesses or there is no information available on classroom assessment practices.	Classroom assessment practices are known to be weak. <sup>6</sup>	Classroom assessment practices are known to be of moderate quality.	Classroom assessment practices are known to be generally of high quality.
There are no mechanisms to monitor the quality of classroom assessment practices.	There are ad hoc mechanisms to monitor the quality of classroom assessment practices.	There are limited systematic mechanisms to monitor the quality of classroom assessment practices. <sup>7</sup>	There are varied and systematic mechanisms in place to monitor the quality of classroom assessment practices.
<b>ASSESSMENT QUALITY 2:</b> <i>Ensuring effective uses of classroom assessment</i>			
Classroom assessment information is not required to be disseminated to key stakeholders.	This option does not apply to this dimension.	Classroom assessment information is required to be disseminated to some key stakeholders. <sup>8</sup>	Classroom assessment information is required to be disseminated to all key stakeholders.
There are no required uses of classroom assessment to support student learning.	There are limited required uses of classroom assessment to support student learning. <sup>9</sup>	There are adequate required uses of classroom assessment to support student learning, excluding its use as an input for external examination results.	There are adequate required uses of classroom assessment to support student learning, including its use as an input for external examination results.

**Classroom Assessment:** Development-level rating justifications

1. The Center for Educational Curricula and Research in the Curricula Department at the Ministry of Education authorized the *Rules of Grades Distribution for Courses in Basic Education for the School Year 2012-13* and the *Rules of Grades Distribution for Courses in the Secondary Education for the School Year 2012-2013* documents, which provide guidelines for classroom assessment. These documents are updated annually.
2. The documents are available online at the Ministry of Education's website and are also distributed to teachers.
3. Some system-wide resources are available to support teachers in classroom assessment activities. These include textbooks or workbooks that provide support for classroom assessment, scoring criteria and rubrics for students' work, and a document that outlines what students are expected to learn in different subject areas at different age and grade levels. Other materials are not available, however, including a document that outlines the level of performance that students are expected to reach in different subject areas at different grade or age levels; item banks of examples of multiple-choice or open-ended questions; online assessment resources; and computer-based testing with instant reports on students' performance.
4. An official curriculum or standards document specifies what students are expected to learn, but the level of performance required is not clear.
5. School inspection or teacher supervision with a component focused on classroom assessment is in place to ensure that teachers develop skills and expertise in classroom assessment. Other system-level mechanisms are not available. These include pre-service and in-service teacher training; online resources on classroom assessment; opportunities to participate in conferences and workshops; and item development for, or scoring of, large-scale assessments or exams. At the same time, not all teacher training programs include a required course on classroom assessment.
6. Classroom assessment practices are generally considered to be weak. Classroom assessment activities very commonly rely on multiple-choice, selection-type questions and mainly gauge the ability of students to recall information. Teachers often do not use explicit or a priori criteria for scoring or grading students' work, and it is common to observe errors in grading or scoring. In addition, parents are poorly informed about students' grades. Classroom assessment activities generally provide little useful feedback to students, and tend to be used as administrative or control tools rather than as pedagogical resources. However the uneven application of standards for grading students' work and grade inflation are not serious problems.
7. Limited required systematic mechanisms are in place to monitor the quality of classroom assessment practices. For example, classroom assessment is a required component of a teacher's performance evaluation, and school inspection or teacher supervision is in place. However the system does not provide for an external moderation mechanism that reviews the difficulty of classroom assessment activities or the appropriateness of scoring criteria. The government does not have national reviews of the quality of education that include a focus on classroom assessment, or offer funding for research on the quality of classroom assessment activities.
8. Classroom assessment information is required to be disseminated to some key stakeholders, including parents, students, schools, and occasionally school inspectors. However, schools and teachers are not required to disseminate classroom assessment information to school district or Ministry of Education officials.





9. Limited requirements specify how classroom assessment should be used to support student learning. Educators are required to use data gathered from classroom assessment activities to inform parents about their child's learning, as well as to help determine student grades. However they are not required to use the information for diagnosing student learning issues; providing feedback to students on their learning; planning next steps in instruction; or providing input to an external examination program.

## **LIBYA**





### ***Examinations***

**ENABLING CONTEXT**





*Overall framework of policies, leadership, organizational structures, and fiscal and human resources in which assessment activity takes place in a country or system, and the extent to which that framework is conducive to, or supportive of, the assessment activity.*

<b>LATENT</b> 	<b>EMERGING</b> 	<b>ESTABLISHED</b> 	<b>ADVANCED</b> 
<b>ENABLING CONTEXT 1:</b> <i>Setting clear policies</i>			
No standardized examination has taken place.	The standardized examination has been operating on an irregular basis.	The examination is a stable program that has been operating regularly. <sup>1</sup>	This option does not apply to this dimension
There is no policy document that authorizes the examination.	There is an informal or draft policy document that authorizes the examination.	There is a formal policy document that authorizes the examination. <sup>2</sup>	This option does not apply to this dimension.
This option does not apply to this dimension.	The policy document is not available to the public.	The policy document is available to the public. <sup>3</sup>	This option does not apply to this dimension.
This option does not apply to this dimension.	This option does not apply to this dimension.	The policy document addresses some key aspects of the examination. <sup>4</sup>	The policy document addresses all key aspects of the examination.
<b>ENABLING CONTEXT 2:</b> <i>Having strong leadership</i>			
All stakeholder groups strongly oppose the examination or are indifferent to it.	Most stakeholder groups oppose the examination.	Most stakeholders groups support the examination. <sup>5</sup>	All stakeholder groups support the examination.
There are no attempts to improve the examination by stakeholder groups.	This option does not apply to this dimension.	There are independent attempts to improve the examination by stakeholder groups.	There are coordinated attempts to improve the examination by stakeholder groups. <sup>6</sup>
Efforts to improve the examination are not welcomed by the leadership in charge of the examination	This option does not apply to this dimension.	Efforts to improve the examination are generally welcomed by the leadership in charge of the examination. <sup>7</sup>	This option does not apply to this dimension.

(CONTINUED)





<b>LATENT</b> 	<b>EMERGING</b> 	<b>ESTABLISHED</b> 	<b>ADVANCED</b> 
<b>ENABLING CONTEXT 3:</b> <i>Having regular funding</i>			
There is no funding allocated for the examination.	There is irregular funding allocated for the examination. <sup>8</sup>	There is regular funding allocated for the examination. <sup>8</sup>	This option does not apply to this dimension.
This option does not apply to this dimension.	Funding covers some core examination activities: design, administration, data processing or reporting. <sup>9</sup>	Funding covers all core examination activities: design, administration, data processing and reporting.	This option does not apply to this dimension.
This option does not apply to this dimension.	Funding does not cover research and development. <sup>10</sup>	This option does not apply to this dimension.	Funding covers research and development.
<b>ENABLING CONTEXT 4:</b> <i>Having strong organizational structures</i>			
The examination office does not exist or is newly established.	The examination office is newly established.	The examination office is a stable organization. <sup>11</sup>	This option does not apply to this dimension.
The examination office is not accountable to an external board or agency. <sup>12</sup>	This option does not apply to this dimension.	The examination office is accountable to an external board or agency.	This option does not apply to this dimension.
Examination results are not recognized by any certification or selection system.	Examination results are recognized by certification or selection system in the country.	Examination results are recognized by one certification or selection system in another country.	Examination results are recognized by two or more certification or selection system in another country. <sup>13</sup>
The examination office does not have the required facilities to carry out the examination.	The examination office has some of the required facilities to carry out the examination. <sup>14</sup>	The examination office has all of the required facilities to carry out the examination.	The examination office has state of the art facilities to carry out the examination.

(CONTINUED)

<b>LATENT</b> 	<b>EMERGING</b> 	<b>ESTABLISHED</b> 	<b>ADVANCED</b> 
<b>ENABLING CONTEXT 5:</b> <i>Having effective human resources</i>			
There is no staff to carry out the examination.	The examination office is inadequately staffed to effectively carry out the examination, issues are pervasive.	The examination office is adequately staffed to carry out the examination effectively, with minimal issues. <sup>15</sup>	The examination office is adequately staffed to carry out the assessment effectively, with no issues.
The country does not offer opportunities that prepare for work on the examination.	This option does not apply to this dimension.	The country offers some opportunities that prepare for work on the examination. <sup>16</sup>	The country offers a wide range of opportunities that prepare for work on the examination.

## SYSTEM ALIGNMENT





*Degree to which the assessment is coherent with other components of the education system.*

<b>LATENT</b> 	<b>EMERGING</b> 	<b>ESTABLISHED</b> 	<b>ADVANCED</b> 
<b>SYSTEM ALIGNMENT 1:</b> <i>Aligning examinations with learning goals and opportunities to learn</i>			
It is not clear what the examination measures.	This option does not apply to this dimension.	There is a clear understanding of what the examination measures. <sup>17</sup>	This option does not apply to this dimension.
What the examination measures is questioned by some stakeholder groups.	This option does not apply to this dimension.	What is measured by the examination is largely accepted by stakeholder groups. <sup>18</sup>	This option does not apply to this dimension.
Material to prepare for the examination is minimal and it is only accessible to very few students.	There is some material to prepare for the examination that is accessible to some students.	There is comprehensive material to prepare for the examination that is accessible to most students.	There is comprehensive material to prepare for the examination that is accessible to all students. <sup>19</sup>
<b>SYSTEM ALIGNMENT 2:</b> <i>Providing teachers with opportunities to learn about the examination</i>			
There are no courses or workshops on examinations available to teachers.	There are no up-to-date courses or workshops on examinations available to teachers.	There are up-to-date voluntary courses or workshops on examinations available to teachers. <sup>20</sup>	There are up-to-date compulsory courses or workshops on examinations for teachers. <sup>20</sup>
Teachers are excluded from all examination-related tasks.	Teachers are involved in very few examination-related tasks.	Teachers are involved in some examination-related tasks. <sup>21</sup>	Teachers are involved in most examination-related tasks.







## ASSESSMENT QUALITY

*Degree to which the assessment meets quality standards, is fair, and is used in an effective way.*

LATENT 	EMERGING 	ESTABLISHED 	ADVANCED 
<b>ASSESSMENT QUALITY 1:</b> <i>Ensuring quality</i>			
There is no technical report or other documentation.	There is some documentation on the examination, but it is not in a formal report format.	There is a comprehensive technical report but with restricted circulation.	There is a comprehensive, high quality technical report available to the general public. <sup>22</sup>
There are no mechanisms in place to ensure the quality of the examination.	This option does not apply to this dimension.	There are limited systematic mechanisms in place to ensure the quality of the examination. <sup>23</sup>	There are varied and systematic mechanisms in place to ensure the quality of the examination.
<b>ASSESSMENT QUALITY 2:</b> <i>Ensuring fairness</i>			
Inappropriate behavior surrounding the examination process is high. <sup>24</sup>	Inappropriate behavior surrounding the examination process is moderate.	Inappropriate behavior surrounding the examination process is low.	Inappropriate behavior surrounding the examination process is marginal.
The examination results lack credibility for all stakeholder groups.	The examination results are credible for some stakeholder groups.	The examination results are credible for all stakeholder groups. <sup>25</sup>	This option does not apply to this dimension.
The majority of the students (over 50%) may not take the examination because of language, gender, or other equivalent barriers.	A significant proportion of students (10%-50%) may not take the examination because of language, gender, or other equivalent barriers.	A small proportion of students (less than 10%) may not take the examination because of language, gender, or other equivalent barriers.	All students can take the examination; there are no language, gender or other equivalent barriers. <sup>26</sup>

(CONTINUED)

LATENT 	EMERGING 	ESTABLISHED 	ADVANCED 
<b>ASSESSMENT QUALITY 3:</b> <i>Using examination information in a fair way</i>			
Examination results are not used in a proper way by all stakeholder groups.	Examination results are used by some stakeholder groups in a proper way.	Examination results are used by most stakeholder groups in a proper way.	Examination results are used by all stakeholder groups in a proper way. <sup>27</sup>
Student names and results are public.	This option does not apply to this dimension.	Students' results are confidential. <sup>28</sup>	This option does not apply to this dimension.
<b>ASSESSMENT QUALITY 4:</b> <i>Ensuring positive consequences of the examination</i>			
There are no options for students who do not perform well on the examination, or students must leave the education system.	There are very limited options for students who do not perform well on the examination.	There are some options for students who do not perform well on the examination.	There is a variety of options for students who do not perform well on the examination. <sup>29</sup>
There are no mechanisms in place to monitor the consequences of the examination.	This option does not apply to this dimension.	There are some mechanisms in place to monitor the consequences of the examination. <sup>30</sup>	There is a variety of mechanisms in place to monitor the consequences of the examination.

**Examinations:** *Development-level rating justifications*

1. The End of Secondary Education Exam is administered to students in grade 12 with the main purpose of determining admission to university or other higher education institutions. The examination has been administered since 1989 and covers eight basic (core) subjects: Islamic education, Arabic language, French language, English language, mathematics and statistics, information technology, principles of public administration, and writing. The examination also covers elective subjects, depending on a student's track. Subjects in the first track are economics, accounting, political science, and behavioral science principles; subjects in the second track include history, geography, principles of sociology, and psychology; and subjects in the third track include advanced mathematics, physics, chemistry, and biology.
2. The Ministry of Education authorized the examination through a formal policy document.
3. The policy document authorizing the examination is available to the public.
4. The policy document addresses some key aspects of the examination. Specifically, it describes the purpose of the examination and authorized uses of results; outlines procedures for special and disadvantaged students; and outlines procedures for investigating and addressing security breaches, cheating, or other forms of inappropriate behavior. The document also specifies who can sit for the examination; identifies rules about examination preparation; explains the format of the examination questions; and explains the alignment of the examination with curricula and standards. However, the policy document does not outline governance, distribution of power, responsibilities among key entities, or state funding sources.
5. Although policymakers, educators, students, and parents support the examination, and teachers are neutral to it, it is unclear whether the media, think tanks and nongovernmental organizations, universities, or employers support it.
6. Stakeholder groups have made coordinated attempts to improve the examination.
7. Leadership in charge of the examination generally welcomes efforts to improve the examination.
8. The government allocates regular funding for the End of Secondary Education Exam.
9. Funding covers some core examination activities, including examination design and administration, and data analysis. However, it does not cover data reporting, long- or medium-term planning of program milestones, or staff training.
10. Funding does not cover research and development activities.
11. The Examinations Department has been responsible for running the End of Secondary Education Exam since 1989.





12. The Examinations Department is a unit within the Ministry of Education and is not accountable to an external board or agency.
13. Examination results are recognized in Libya and by more than two certification or selection systems abroad, including those in Jordan and Egypt.
14. The examination office has some of the required facilities to carry out the examination. These include a secure building, storage facilities, and adequate communication tools. It does not have computers for all technical staff or the ability to back up data. It is unclear whether the examination office has access to adequate computer servers.
15. The examination office is adequately staffed with full-time and permanent staff to carry out the examination effectively, with minimal issues. Problems have been reported over omission of curricular topics, poor training of test administrators, and unclear instructions in administering the examination. The exam has not seen errors in data processing or examination questions; errors in scoring which lead to delays in reporting results; or delays in examination administration due to issues in the design of examination questions.
16. Some opportunities are available to prepare educators to work on the examination. The University of Tripoli offers a graduate program specifically focused on educational measurement and evaluation. Funding is available for attending international programs, courses, and workshops on educational measurement and evaluation. However, the examination office does not offer internships, nor are non-university or university courses available on educational measurement and evaluation.
17. There is a clear understanding that the examination measures national school curriculum guidelines or standards.
18. Stakeholder groups largely accept what is measured by the examination. However, some teachers and policymakers have expressed concern that the examinations are only cognitive-based, and do not assess behavioral, emotional, social, or psychological aspects of development.
19. Comprehensive materials to prepare for the examination are available and accessible to all students. These include examples of the types of questions that are on the examination and information on how to prepare for the examination. After taking the exam, students receive a report on the strengths and weaknesses of their performance. The Questions Committee at the Examination Department has made 5,000 sample questions in each subject available to teachers and officers in charge of the Questions and Examinations Committee. These questions are also distributed to schools and students. In addition, examinations from previous years are published in official newspapers. Although these materials are available to prepare for the examination, the framework document explaining what is measured on the examination is not available.
20. Up-to-date compulsory courses or workshops on the examination are available to teachers.
21. Teachers are involved in some examination-related tasks. For example, they are involved in selecting or creating examination questions, administering the examination, and supervising examination procedures. However, they are not involved in selecting or creating examination-scoring guides, scoring the examination, acting as a judge, or resolving inconsistencies between examination scores and school grades.

22. A comprehensive, high-quality technical report on the examination is available to the general public.
23. Limited systematic mechanisms are in place to ensure the quality of the examination. While internal and external review or observers are in place, pilot or field testing, translation verification, and external certification or audits are not.
24. Inappropriate behavior surrounding the examination process is high. For example, leakage of the content of an examination paper or part of a paper prior to the examination; impersonation (when an individual other than the registered candidate takes the examination); copying among candidates; and the use of unauthorized materials, such as prepared answers and notes, by test takers. Other inappropriate behavior include collusion among candidates via mobile phones or the passing of paper notes; intimidation of examination supervisors, markers, or officials; the issuance of forged certificates or the alteration of results information; and the provision of external assistance via the supervisor or mobile phone.
25. All stakeholder groups perceive the examination results as credible.
26. All students can take the End of Secondary Education Exam; there are no language, gender, or other equivalent barriers.
27. Most stakeholder groups use examination results in a proper way.
28. Student results are confidential. Only the student and persons with a legitimate, professional interest in the test taker can know the results.
29. A variety of options are available for students who do not perform well on the examination. Students may retake the examination, attend remedial or preparatory courses to prepare to retake the examination, or repeat the grade. However, students cannot opt for less selective schools, universities, or tracks.
30. Some mechanisms are in place to monitor the consequences of the examination. These include a permanent oversight committee and expert review groups. However, the system does not provide for funding for independent research on the impact of the examination; studies that are updated regularly, or regular focus groups or surveys of key stakeholders.





**LIBYA**  
***National (or System-Level) Large-Scale Assessment (NLSA)***

**ENABLING CONTEXT**

*Overall framework of policies, leadership, organizational structures, fiscal and human resources in which NLSA activity takes place in a country or system, and the extent to which that framework is conducive to, or supportive of, the NLSA activity*

<b>LATENT</b> 	<b>EMERGING</b> 	<b>ESTABLISHED</b> 	<b>ADVANCED</b> 
<b>ENABLING CONTEXT 1:</b> <i>Setting clear policies for NLSA</i>			
No NLSA exercise has taken place. <sup>1</sup>	The NLSA has been operating on an irregular basis.	The NLSA is a stable program that has been operating regularly.	This option does not apply to this dimension.
There is no policy document pertaining to NLSA. <sup>2</sup>	There is an informal or draft policy document that authorizes the NLSA.	There is a formal policy document that authorizes the NLSA.	This option does not apply to this dimension.
This option does not apply to this dimension. <sup>3</sup>	The policy document is not available to the public.	The policy document is available to the public.	This option does not apply to this dimension.
There is no plan for NLSA activity. <sup>4</sup>	This option does not apply to this dimension.	There is a general understanding that the NLSA will take place.	There is a written NLSA plan for the coming years.
<b>ENABLING CONTEXT 2:</b> <i>Having strong public engagement for NLSA</i>			
All stakeholder groups strongly oppose the NLSA or are indifferent to it.	Some stakeholder groups oppose the NLSA.	Most stakeholders groups support the NLSA.	All stakeholder groups support the NLSA.

(CONTINUED)

<b>LATENT</b> 	<b>EMERGING</b> 	<b>ESTABLISHED</b> 	<b>ADVANCED</b> 
<b>ENABLING CONTEXT 3:</b> <i>Having regular funding for NLSA</i>			
There is no funding allocated to the NLSA.	There is irregular funding allocated to the NLSA.	There is regular funding allocated to the NLSA.	This option does not apply to this dimension.
This option does not apply to this dimension.	Funding covers some core NLSA activities: design, administration, analysis and reporting.	Funding covers all core NLSA activities: design, administration, analysis and reporting.	This option does not apply to this dimension.
This option does not apply to this dimension.	Funding does not cover research and development activities.	This option does not apply to this dimension.	Funding covers research and development activities.
<b>ENABLING CONTEXT 4:</b> <i>Having strong organizational structures for NLSA</i>			
There is no NLSA office, ad hoc unit or team.	The NLSA office is a temporary agency or group of people.	The NLSA office is a permanent agency, institution or unit.	This option does not apply to this dimension.
This option does not apply to this dimension.	Political considerations regularly hamper technical considerations.	Political considerations sometimes hamper technical considerations.	Political considerations never hamper technical considerations.
This option does not apply to this dimension.	The NLSA office is not accountable to a clearly recognized body.	The NLSA office is accountable to a clearly recognized body.	This option does not apply to this dimension.





(CONTINUED)



LATENT ● ○ ○ ○	EMERGING ● ● ○ ○	ESTABLISHED ● ● ● ○	ADVANCED ● ● ● ●
<b>ENABLING CONTEXT 5:</b> <i>Having effective human resources for NLSA</i>			
There is no staff allocated for running an NLSA.	The NLSA office is inadequately staffed to effectively carry out the assessment.	The NLSA office is adequately staffed to carry out the NLSA effectively, with minimal issues.	The NLSA office is adequately staffed to carry out the NLSA effectively, with no issues.
The country does not offer opportunities that prepare individuals for work on NLSA.	This option does not apply to this dimension.	The country offers some opportunities to prepare individuals for work on the NLSA.	The country offers a wide range of opportunities to prepare individuals for work on the NLSA.



## SYSTEM ALIGNMENT

*Degree to which the NLSA is coherent with other components of the education system.*

LATENT 	EMERGING 	ESTABLISHED 	ADVANCED 
<b>SYSTEM ALIGNMENT 1:</b> <i>Aligning the NLSA with learning goals</i>			
It is not clear if the NLSA is based on curriculum or learning standards.	This option does not apply to this dimension.	The NLSA measures performance against curriculum or learning standards.	This option does not apply to this dimension.
What the NLSA measures is generally questioned by stakeholder groups.	This option does not apply to this dimension.	What the NLSA measures is questioned by some stakeholder groups.	What the NLSA measures is largely accepted by stakeholder groups.
There are no mechanisms in place to ensure that the NLSA accurately measures what it is supposed to measure.	There are ad hoc reviews of the NLSA to ensure that it measures what it is intended to measure.	There are regular internal reviews of the NLSA to ensure that it measures what it is intended to measure.	This option does not apply to this dimension.
<b>SYSTEM ALIGNMENT 2:</b> <i>Providing teachers with opportunities to learn about the NLSA</i>			
There are no courses or workshops on the NLSA.	There are occasional courses or workshops on the NLSA.	There are some courses or workshops on the NLSA offered on a regular basis.	There are widely available high quality courses or workshops on the NLSA offered on a regular basis.

**ASSESSMENT QUALITY**

*Degree to which the NLSA meets technical standards, is fair, and is used in an effective way.*

<b>LATENT</b> 	<b>EMERGING</b> 	<b>ESTABLISHED</b> 	<b>ADVANCED</b> 
<b>ASSESSMENT QUALITY 1:</b> <i>Ensuring the quality of the NLSA</i>			
No options are offered to include all groups of students in the NLSA.	This option does not apply to this dimension.	At least one option is offered to include all groups of students in the NLSA.	Different options are offered to include all groups of students in the NLSA.
There are no mechanisms in place to ensure the quality of the NLSA.	This option does not apply to this dimension.	There are some mechanisms in place to ensure the quality of the NLSA.	There are a variety of mechanisms in place to ensure the quality of the NLSA.
There is no technical report or other documentation about the NLSA.	There is some documentation about the technical aspects of the NLSA, but it is not in a formal report format.	There is a comprehensive technical report but with restricted circulation.	There is a comprehensive, high quality technical report available to the general public.
<b>ASSESSMENT QUALITY 2:</b> <i>Ensuring effective uses of the NLSA</i>			
NLSA results are not disseminated.	NLSA results are poorly disseminated.	NLSA results are disseminated in an effective way.	This option does not apply to this dimension.
NLSA information is not used or is used in ways inconsistent with the purposes or the technical characteristics of the assessment.	This option does not apply to this dimension.	NLSA results are used by some stakeholder groups in a way that is consistent with the purposes and technical characteristics of the assessment.	NLSA information is used by all stakeholder groups in a way that is consistent with the purposes and technical characteristics of the assessment.
There are no mechanisms in place to monitor the consequences of the NLSA.	This option does not apply to this dimension.	There are some mechanisms in place to monitor the consequences of the NLSA.	There are a variety of mechanisms in place to monitor the consequences of the NLSA.

***National (o System-Level) Large-Scale Assessment (NLSA):*** Development-level rating justifications





1. Libya has never carried out a national large-scale assessment and has no policies or plan for carrying out one in the future. This set of facts provides us with sufficient information to determine the development level of NLSA in Libya, and the remainder of the NLSA rubric is intentionally left blank as a result.
2. No policy document pertaining to NLSA is available in Libya.
3. This option does not apply to this dimension.
4. Libya has no plan for NLSA activity.

## **LIBYA**

### ***International Large-Scale Assessment (ILSA)***

**ENABLING CONTEXT**

*Overall framework of policies, leadership, organizational structures, and fiscal and human resources in which ILSA takes place in a country or system, and the extent to which that framework is conducive to, or supportive of, ILSA activity*

<b>LATENT</b> 	<b>EMERGING</b> 	<b>ESTABLISHED</b> 	<b>ADVANCED</b> 
<b>ENABLING CONTEXT 1:</b> <i>Setting clear policies for ILSA</i>			
The country/system has not participated in an ILSA in the last 10 years. <sup>1</sup>	This option does not apply to this dimension.	The country/system has participated in at least one ILSA in the last 10 years.	The country/system has participated in two or more ILSA in the last 10 years.
The country/system has not taken concrete steps to participate in an ILSA in the next 5 years. <sup>2</sup>	This option does not apply to this dimension.	The country/system has taken concrete steps to participate in at least one ILSA in the next 5 years.	This option does not apply to this dimension.
There is no policy document that addresses participation in ILSA. <sup>3</sup>	There is an informal or draft policy document that addresses participation in ILSA.	There is a formal policy document that addresses participation in ILSA.	This option does not apply to this dimension.
This option does not apply to this dimension. <sup>4</sup>	The policy document is not available to the public.	The policy document is available to the public.	This option does not apply to this dimension.
<b>ENABLING CONTEXT 2:</b> <i>Having regular funding for ILSA</i>			
There is no funding for participation in ILSA.	There is funding from loans or external donors.	There is regular funding allocated at discretion.	There is regular funding approved by law, decree or norm.
This option does not apply to this dimension.	Funding covers some core activities of the ILSA.	Funding covers all core activities of the ILSA.	This option does not apply to this dimension.
Funding does not cover research and development activities.	This option does not apply to this dimension.	This option does not apply to this dimension.	Funding covers research and development activities.

(CONTINUED)

LATENT ● ○ ○ ○	EMERGING ● ● ○ ○	ESTABLISHED ● ● ● ○	ADVANCED ● ● ● ●
<b>ENABLING CONTEXT 3:</b> <i>Having effective human resources for ILSA</i>			
There is no team or national/system coordinator to carry out the ILSA activities.	There is a team or national/system coordinator to carry out the ILSA activities.	There is a team and national/system coordinator to carry out the ILSA activities.	This option does not apply to this dimension.
This option does not apply to this dimension.	The national/system coordinator or other designated team member may not be fluent in the language of the assessment.	The national/system coordinator is fluent in the language of the assessment.	This option does not apply to this dimension.
This option does not apply to this dimension.	The ILSA office is inadequately staffed or trained to carry out the assessment effectively.	The ILSA office is adequately staffed or trained to carry out the ILSA effectively, with minimal issues.	The ILSA office is adequately staffed and trained to carry out the ILSA effectively, with no issues.


## SYSTEM ALIGNMENT

Degree to which the ILSA is coherent with other components of the education system

LATENT ● ○ ○ ○	EMERGING ● ● ○ ○	ESTABLISHED ● ● ● ○	ADVANCED ● ● ● ●
<b>SYSTEM ALIGNMENT 1:</b> <i>Providing opportunities to learn about ILSA</i>			
The ILSA team has not attended international workshops or meetings.	The ILSA team attended some international workshops or meetings.	The ILSA team attended all international workshops or meetings.	This option does not apply to this dimension.
The country/system offers no opportunities to learn about ILSA.	This option does not apply to this dimension.	The country/system offers some opportunities to learn about ILSA.	The country/system offers a wide range of opportunities to learn about ILSA.
This option does not apply to this dimension.	This option does not apply to this dimension.	Opportunities to learn about ILSA are available to the country's/system's ILSA team members only.	Opportunities to learn about ILSA are available to a wide audience, in addition to the country's/system's ILSA team members.

## ASSESSMENT QUALITY

*Degree to which the ILSA meets technical quality standards, is fair, and is used in an effective way.*

LATENT 	EMERGING 	ESTABLISHED 	ADVANCED 
<b>ASSESSMENT QUALITY 1: Ensuring the quality of ILSA</b>			
Data from the ILSA has not been published.	The country/system met sufficient standards to have its data presented beneath the main display of the international report or in an annex.	The country/system met all technical standards required to have its data presented in the main displays of the international report.	This option does not apply to this dimension.
The country/system has not contributed new knowledge on ILSA.	This option does not apply to this dimension.	This option does not apply to this dimension.	The country/system has contributed new knowledge on ILSA.
<b>ASSESSMENT QUALITY 2: Ensuring effective uses of ILSA</b>			
If any, country/system-specific results and information are not disseminated in the country/system.	Country/system-specific results and information are disseminated irregularly in the country/system.	Country/system-specific results and information are regularly disseminated in the country/system.	Country/system-specific results and information are regularly and widely disseminated in the country/system.
Products to provide feedback to schools and educators about the ILSA results are not made available.	This option does not apply to this dimension.	Products to provide feedback to schools and educators about the ILSA results are sometimes made available.	Products to provide feedback to schools and educators about ILSA results are systematically made available.
There is no media coverage of the ILSA results.	There is limited media coverage of the ILSA results.	There is some media coverage of the ILSA results.	There is wide media coverage of the ILSA results.
If any, country/system-specific results and information from the ILSA are not used to inform decision making in the country/system.	Results from the ILSA are used in a limited way to inform decision making in the country/system.	Results from the ILSA are used in some ways to inform decision making in the country/system.	Results from the ILSA are used in a variety of ways to inform decision making in the country/system.
It is not clear that decisions based on ILSA results have had a positive impact on students' achievement levels.	This option does not apply to this dimension.	This option does not apply to this dimension.	Decisions based on the ILSA results have had a positive impact on students' achievement levels.



***International Large-Scale Assessment (ILSA):*** Development-level rating justifications

1. Libya has never participated in an international large-scale assessment. Some stakeholders in the country expressed an interest in participating in the Trends in International Mathematics and Science Study (TIMSS) 2015. However, the country has not taken any concrete steps to participate in this, or any other, ILSA in the next five years. This set of facts provides us with sufficient information to determine the development level of ILSA in Libya, and the remainder of the ILSA rubric is intentionally left blank as a result.
2. Libya has not taken concrete steps to participate in an ILSA in the next five years.
3. Libya has no policy document addressing participation in ILSA.
4. This option does not apply to this dimension.

## Acknowledgments

This report, part of a 16-country benchmarking exercise in the Middle East and North Africa and Africa regions, was prepared by the World Bank SABER--Student Assessment team, in partnership with the Arab League Educational, Cultural, and Scientific Organization (ALECSO) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which led data-collection efforts. This effort is part of the Arab Regional Agenda for Improving Education Quality (ARAIEQ), led by ALECSO in partnership with the World Bank. It benefited from feedback and review by Kamel Braham, Human Development Sector Coordinator and Task Team Leader for education projects in Libya in the World Bank's Education Global Practice.

## References

Clarke, M. 2012. "What Matters Most for Student Assessment Systems: A Framework Paper." READ/SABER Working Paper Series. World Bank, Washington, DC.

Libya Ministry of Education and United Nations Children's Fund (UNICEF). 2013. "Libya School Assessment." Data retrieved from [http://unsmil.unmissions.org/LinkClick.aspx?fileticket=F\\_WNA7yruVs%3D&tabid=3583&language=en-US](http://unsmil.unmissions.org/LinkClick.aspx?fileticket=F_WNA7yruVs%3D&tabid=3583&language=en-US) on September 11, 2013.

United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics. Libya Country Indicator Data. UNESCO, Montreal, Quebec. Data retrieved from <http://stats.uis.unesco.org/unesco> on September 11, 2013.

World Bank. 2013. World Bank Development Indicators: Libya Country Indicator Data. World Bank, Washington, DC. Data retrieved from <http://databank.worldbank.org/data> on September 11, 2013.

———. 2013. "Libya Overview." World Bank, Washington, DC. Data retrieved from <http://www.worldbank.org/en/country/libya/overview> on September 11, 2013.

The **Systems Approach for Better Education Results (SABER)** initiative produces comparative data and knowledge on education policies and institutions, with the aim of helping countries systematically strengthen their education systems. SABER evaluates the quality of education policies against evidence-based global standards, using new diagnostic tools and detailed policy data. The SABER country reports give all parties with a stake in educational results—from administrators, teachers, and parents to policymakers and business people—an accessible, objective snapshot showing how well the policies of their country's education system are oriented toward ensuring that all children and youth learn.

This report focuses specifically on policies in the area of student assessment.

This work is a product of the staff of The World Bank with external contributions. The findings, interpretations, and conclusions expressed in this work do not necessarily reflect the views of The World Bank, its Board of Executive Directors, or the governments they represent. The World Bank does not guarantee the accuracy of the data included in this work. The boundaries, colors, denominations, and other information shown on any map in this work do not imply any judgment on the part of The World Bank concerning the legal status of any territory or the endorsement or acceptance of such boundaries.

