Education Needs Assessment in Tripoli

Report

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Education Needs Assessment in Tripoli

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By

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Introduction

The Libyan education system is based on free access to education, from Grade 1 till G 12 (primary, junior secondary and secondary Grades) from age 6 till 18. The enrollment rate for both boys and girls is almost 50-50 which stands ideal in the international average. Currently, there is little information available on the impact of the conflict on schools children the level of destruction/occupation of schools. Ministry of education report on out of school children and drop outs are not shared yet.

This academic year, 2017/2018, the start date for schools has been delayed until November 1st instead of September 15th. The main reason overall the country was the demand for a salary increase by the teachers. Moreover, locally some schools remain closed –typical issues include infrastructure damages, delay in teaching material, etc. Each year (since 2011), school is delayed for a multitude of reasons, including security issues delay in receiving text books and need for rehabilitation of schools.

Tripoli has not been so much affected by conflict, so expected damage was not the trigger for the assessment. Tripoli as the capital city as received a large number of IDPs fleeing insecurity in their original location. Based on DTM report (round 13 – August 2017) Tripoli host around 27,710 displaced people, 18,400 of them in Abu Salim and 3,625 in Janzour. These are the two neighborhoods selected for the assessment as hosting the largest number of displaced people.
Various assessments (REACH MSNA, UNFPA MSNA, etc) mentioned the need for psychosocial support, or the signs of some psychological distress. However, such assessments remain quite broad and vague in their understanding, even if it does not come as a surprise that displaced children (and probably adults equally) are traumatized by their experience of violence or uprooting.

The assessment aims at
Understand challenges to integrate/host displaced children in existing schools
Understand teachers training opportunities to foster better learning for all children
Identify barriers for displaced children to attend schools.
Map infrastructures or equipment limitations

Scope of work and sampling

Out of the list of 122 schools (59 school in Janzour and 63 school in Abu Salim) in both areas, MoE selected the 21 most in need based, giving focus to primary and Junior secondary schools, mixed in gender, with a large number of IDPs children and some needs in infrastructures. Note that three of schools purely for IDPs children in both locations were added later included to get that specific perspective.

Grades in Target schools: 23 schools target grades from 1-9 (aged from 6-15), one of them included Early Childhood stage (age 4-6).
Only one school was for junior secondary grades from G7-G9 aged 13-15.
21 schools are mixed while 2 were only boys and 1 was only Girls.

For each school, the Head Master was interviewed. It was complemented by a series of 24 focus groups discussions with teachers, parents and students, segregating displaced and host populations to allow specific considerations to be brought up by either group. The FGDs covered 8 schools in both locations including schools in IDPs' camps.

Eighteen schools have been assessed from an infrastructure point of view by an Engineer. (that is the 24 schools targeted minus 6 that the MoE has planned to rehabilitate).

Number of FDG	Displaced communities			Host communities		
	Janzour	AbuSliem	Total	Janzour	AbuSliem	Total
Parents	2	1	3	2	2	4
Students	3	2	5	2	2	4
Teachers	2	2	4	2	2	4

Assessment tools (see annexes) have been prepared with specific technical support for each task (head master interviews, different focus groups discussion, infrastructure assessment).

Data showed quite some weaknesses in the data collection. Data were not shared nor cleaned on a daily basis so errors were perpetuated. For instance, some of the answers were prompted. There were also some challenges in organizing FGD that had eventually to be school-based.

Three schools were in transition period (handover process from director to another) and given the weak documentation system in schools and the absence of Information Education Monitoring System (IEMS)in all schools, they were unable to give specific answers to some the questions related to past interventions in the schools.

In addition, there was no information regarding out of school children due to absent of IEMS as mentioned previously.

School overview

Total number of children in all schools was 17, 979. Ratio girls/boys is 51/49 (9,155 Girls and 8,824 Boys). The average number of children per school assessed was 750 –ranging from the biggest school with 1,503 children to the smallest with 247 children.

Only one regular school out of 24 schools applying one shift while the rest of schools applying two shifts. The reason behind applying two shifts was not clear especially all schools have enough spaces (number of classrooms) and enough teachers comparing with number of Children.

Number of children in shift one (morning) is usually higher than number of children in Shift two as it covers more grades (usually grade 1 to 6). Number of study hours varies a bit from one school to another.

The number of Classrooms (including the ones in need of rehabilitation) is 580. The average number of Children per classroom is 26 children per classroom (see average table in Infrastructure section).

The number of non-Libyan children was 157 Children in 18 schools (71 in Abusalim in 7 schools and 5 schools without any non- Libyan and 86 in Janzour in 11 schools and 1 school without any Non-Libyan).

There were 688 displaced children in the 21 "regular" schools –and these ones host 828 children. It is a very low number as most of IDPs don't like to come forward as displaced people.

Overall, a very low level of disruption was due to conflict was reported. However, the two schools in the Tawargha IDPs camps reported disruption for more than 10 days (but less than a month) and 3 schools for less than 10 days (Al Adaba al Merkazyia, Nour El Maref and Sayad camp school).

For none of the schools, safety in or to the school was reported an issue, neither is the UXOs presence (whilst 12 schools out of 23 schools received sessions on Mine Risk Education MRE, sessions done by local NGOs and Handicap International in one school).

Vulnerable children

Teachers, Parents and Directors consider poor children, Disabled children and orphan children vulnerable (answers were prompted). Clearly, when it is not handicap-related, it is the economic factor that comes first into consideration. In terms of number, schools' directors reported about 150 Child as poor children and in need of support.

Seven schools have received in kind support such as bags and stationary. Five schools in Abu Saliem mentioned that they support poor children with uniforms and scholastic materials through individual donations from community –no clear numbers given. In Janzour only 2 schools mentioned they support poor children with uniform and scholastic materials targeting 80 children and the same two schools mentioned that they provide school feeding for very poor children targeting only 6 children in both schools.

There was relatively very limited number of disabled children in schools: it ranged from 2 to 5 in the 12 schools who reported having disabled children, totaling less than 50 children in all assessed schools. No school has capacity to deal with disabled children in terms of school physical environment or capacity of teachers to deal with disabled children. One school mentioned that they are not accepting children with disabilities. KIIs and FGDs did not show accurate information about referral systems for different kinds of disabilities.

There does not seems to be specific difficulties for 157 non-Libyans children currently in the assessed schools, especially as they speak Arabic –Palestinians, Egyptians, Sudanese and Syrians. It is free except for Sudanese –apparently as Libya reciprocate the fact that Sudan is having the Libyan children paying. Of course, it does not say anything for the non-arabic speakers nor give any idea on the number who are not in schools.

IDPs children in regular schools seems to face the same difficulties as the rest of the students and schools: poor infrastructure, poor teaching methodologies, absent of recreational activities and difficulties to understand the new curricula easily. In the camp situation, it seems the infrastructures situation is worse than for the other schools assessed.

Teachers reported only exceptional cases of children with difficulties to concentrate. Two parent's groups (IDP parents) out of 5 mentioned that their children are suffering from unstable sleeping and nightmares because of conflict and in one Group number of parents mentioned the exams stress. It seems there is a consensus on the fact that most parents would not know where to find support or care and those who would know would have no ability to send their children to external services.

In two schools, teachers or students reported bullying cases against IDPs (with dark skins mainly from Tawrga). One FGD with children shown that it is normal for newcomer at school to be bullied. While racism has been mentioned in a couple of case, it is too thin to conclude to a systemic harassment on IDPs.

Most of children mentioned in FGDs that they don't know who is the right person in schools to report if there is any abuse case. The majority mentioned that they will inform any trusted teachers or director if teachers can't deal with the case. Only one group mentioned that they will inform the social worker if they noticed any child abuse. In the FGD, the most common response especially from boys was that they would fight back if the abuser is child and if the abuser is a teacher they said they will inform other teacher or head master. Schools have no formal complains system and no awareness on child protection and child abuse.

According to the Head Masters, 17 schools (out of the 24 assessed) have a School counsellor (Social worker). However, he/she is usually with very low capacity. His/her role is meant to give advices, support in referral to external services especially Health and medical services and keep records of children in need (Poor, disabled children, children with learning difficulties). None of them had a medical or psychology background and there are no training courses. Only 6 schools received Psychosocial support sessions for children and only 6 Head Masters in 6 schools (3 of them part of above 6 schools who received PSS sessions) mentioned they can refer traumatic cases or stressed children to external (paid) PSS services outside schools to a local NGO active in the district.

Teachers overview

The ratio of teachers/ children in Libya is 1 teacher per 2 children (UNICEF and MOE mentioned in HRP and HNO 2017 540,000 Teachers (out of which about 200.000 are inactive) and 1.2 M children in school age G1- G12). Based on the assessment the ratio in assessed schools is 1 teacher to 6 children. It is unclear how many teachers actually come and teach and why, but it is a fact that not all teachers come to school.

The majority of teachers are female (more than 97%) even in only-boys' schools.
Around 65% of teachers graduated from university while 25 % graduated from Education diploma (2 years after secondary school)

All teachers mentioned that they receive their salaries in bank accounts on a monthly basis but quite a few raised the fact that they are unable to cash it from the banks - because of the liquidity crisis in Libya. None of them expressed that have another source of income –which may well be true or reflect the weakness of such a question in a group setting.

Teaching conditions

IDP and Host community teachers agreed in separate groups that Teaching conditions are not good enough –this is likely even more so for the teachers in IDP camps schools as the infrastructures are worst.

Across the board, there are limited teachings aids. Teaching methods are very traditional with limited involvement from children. It seems also that books may sometimes be missing –some schools rolling them year on year. MOE support in terms of training and supervision was deemed weak, with no regular visit from MOE office to support teachers or to review the performance.

Extracurricular activities are very limited and usually centered on football -and therefore for boys only. Only two schools mentioned that they were part of drama and theater activities conducted by one of local NGO.

One school have received recreational materials from one of the local NGOs (teachers mentioned in FGDs that they received toys but school management kept them in the store).

More importantly, consistent feedback from teachers, headmasters and parents is that the Singapore curricula poses serious challenges to the teachers –and pupils. According to research , the Singapore curricula was introduced in 2011 but was insufficiently rolled out –whereas it introduced modern techniques and a child centered approach compared to the former Malaysian curriculum.

All schools provide certifications after completion of each stage (primary from Grade 1-6 and Junior secondary from Grade 7-9) all certifications are recognized at governmental level and all children can get it after exams including IDPs and non- Libyans children –whilst the paperwork they have to provide would require a deeper understanding.

Classes and teaching materials are in Arabic, which does not seem to be an issue even for Amazgih children nor for the few non Libyan children who it seems have all Arabic as a mother tongue (Egypt, Palestine, Syria and Sudan).
Inclusive education: there is no inclusive methodologies and teachers have no enough capacity to deal with disabled children, children with learning difficulties or children from different background (language, ethnic groups etc….)

Participation of parents

All schools shown that there are Parents and Teachers associations but not active and there is no meetings system for PTAs, no one school shown that PTA took any decision in last year, while there is no one school has Community Education Committees CECs.

Only two schools mentioned that they have regular communication with Local NGOs and used to receive technical support from time to time in addition to community support to poor children (uniform and scholastic materials).

http://repository.uobaghdad.edu.iq/ArticleShow.aspx?ID=2005, Research by the Education Department, Faculty of Art, University of Misrata, 2012

Facilities and Infrastructuree

General conditions

Most of classrooms in targeted schools are in line with the INEE standards in terms of number of children per each classroom and in terms of space size, source of natural lighting and ventilation. Schools have outdoor space with a few equipment.

The schools are slightly damaged due to some acts of vandalism, burglary, and lack of maintenance. No structural damages have been identified. Even if proportions vary, the following type of damages have been observed in each school:

- broken doors or handle doors
- broken windows and broken glasses
- nonfunctional toilets
- Broken/stolen water taps
- Damaged painting

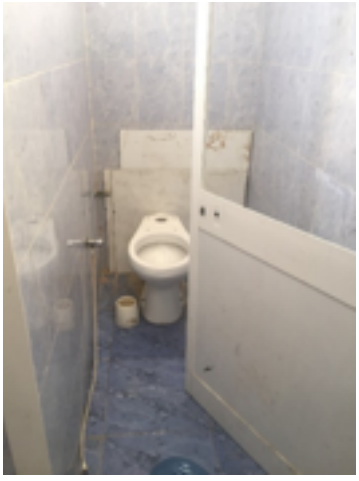
Typical damages in the schools:



Good condition of the structure and façade (Abdulkareem Al-Khatabi)



Broken glass (Al Ghiran Al Janoubi School)



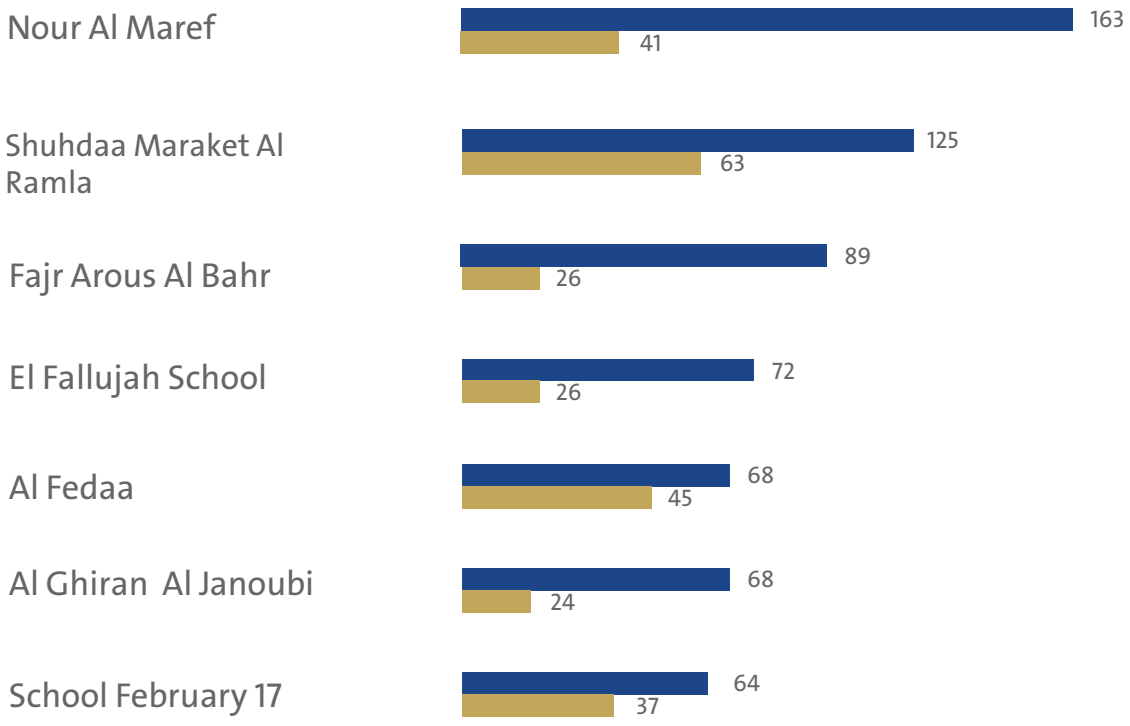
Broken toilet (Fajr Arouh Al Bahr)

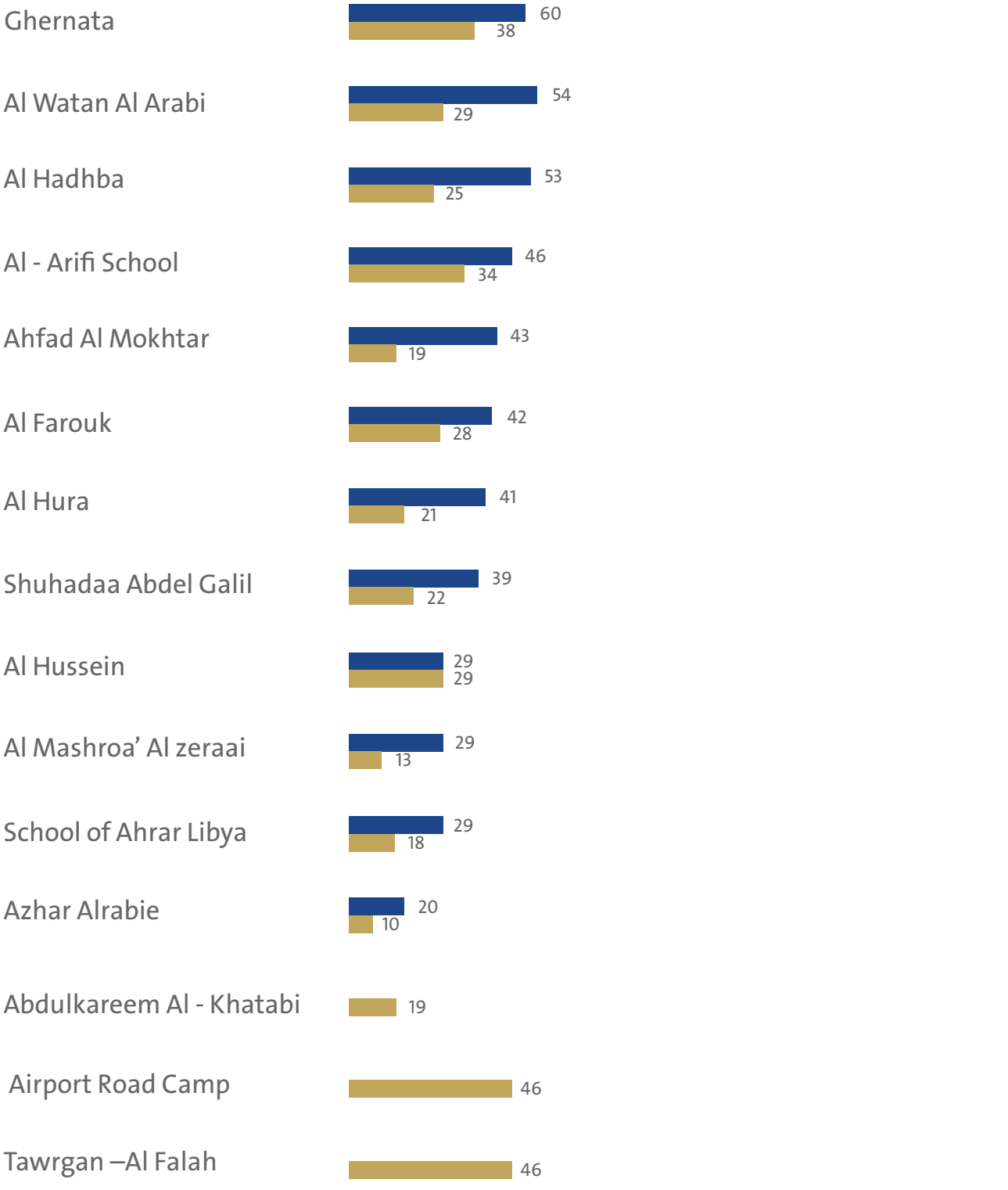


(Dilapidated toilet black and lack of tap (Abdulkareem Al – Khatabi)

In addition, most of support offices (administration, teacher's rooms and, Library or laboratories) need either cleaning, renovation or new equipment.
Some schools have additional problems such as a leaking roof or a water heater out of service.

Sanitary blocks are usually damaged but apart from three schools (Abdulkareem Al–Khatabi school, Airport Road Camp school and Al-Fallah Camp school), there are always some functional toilets but number of student per toilet varies. Three schools would need some urgent repairs as there is more than 80 students per toilet: Fajr Arous AL Bahr, AL Shuhdaa Market Al Ramla and Nour AL Maref.




Ghernata
60
38
Al Watan Al Arabi
54
29
Al Hadhba
53
25
Al - Arifi School
46
34
Ahfad Al Mokhtar
43
19
Al Farouk
42
28
Al Hura
41
21
Shuhadaa Abdel Galil
39
22
Al Hussein
29
29
Al Mashroa' Al zeraai
29
13
School of Ahrar Libya
29
18
Azhar Alrabie
20
10
Abdulkareem Al - Khatabi
19
Airport Road Camp
46
Tawrgan –Al Falah
46
# of student / toilet
# of student / toilet if repairs

3 schools do not have any functioning toilets: Abdulkareem Al – Khatabi, Airport Road Camp, Tawirga Alfallah Camp and 7 additional schools do not meet the Sphere standards in terms of number of toilet (see table).

Apart from Shahdaa Maraket Al ramla the number of toilet per school is enough. There is no need to build new one, repair is sufficient.

Water

Water is not drinkable in any of the assessed school. Most of children and teachers are used to it although some complain about this situation as they have to bring bottled water from home or they buy some near the schools.

Although all schools have a water source (5 of them from Borehole and 19 from General Tap (Governmental source), water is not available in three schools because of damaged water network inside the schools. The water network is damaged in the two Tawarghan schools and in Al Watan Al Arabi school. Ahrar Libya school water network is partially functioning. There are taps to be repaired and/or be replaced in all schools.

Hygiene and Sanitation

This assessment did not include a KAP survey (Knowledge, Attitude and Practice) that could inform about hygiene issues. However, FGD show that parents are not satisfied with school's infrastructure especially water facilities. Number of them raised the problem of latrines especially for Girls. Water and sanitation in school is one of the priority for the parents and the teachers. Dirty toilets are due to infrastructures problems more than bad practices. All children raised water and Hygiene concerns inside schools, because of damaged sanitary blocks. Girls from mixed schools are the most affected as some toilets are not gender segregated.

It seems that cleaning materials including soap for instance are not available in any of the assessed schools.

School capacity

The average number of children per classroom has been calculated based on the highest number of children at school (most of the time in the morning) and the number of classroom in the school. In theory, the highest number of children per classroom is 34, in Al Giran Al Janoubi school, which is slightly more than the minimum standard in Libya, 30 children per classroom but conformed to international standards (INEE). In the schools assessed, average number of students per class is 26.

However, sometimes some classrooms are not used, and classes are organized with more children per classroom especially for specific topics (science for instance) where there are not enough teachers.

Even if parents and teacher feel that classrooms are sometimes overcrowded, improving school management is probably a better and cheaper solution than building additional classroom.

Schools	Student per classroom (average
Al Waten Al Arabi	36
Ain Shams	35
Al Ghiran Al Janoubi School	34
Al hadbha	34
Fajr Arous Al Baher	32
Ahfad Al Mokhtar	31
Al Hussein	31
hamza ben Abdulmotaleb- Sayad Camp	30
El Falouga School	30
Al Mashroa' Alzeraai	30
Abdulkareem Al-khatabi	29
Al Hura	8
Ghemaata	27
School of Ahrar Libya	27
School Februray 17	23
Shuhadaa Maraket Al Ramla	22
Tawirga Alfallah Camp	21
Al Fedaa	19
Al Farouk	18
Nour Al Maref	16
Airport Road Camp	15
Azhar Arabie	15
Shuhadaa Abdel Galil School	10
Al-Arifi School	28
Average # of children per class	26

Power

All schools have city power sources and electricity is stable most of the time except during overload. Selective power cut can happen but usually less than 6 hours per day.

Safety Equipment

Fire safety is an issue in all the schools as there is no fire alarms, fire hose, smoke detectors, nor functional fire extinguishers. There are a few fire extinguishers in some schools but most are expired. Fire safety equipment is especially necessary for those building that are both dilapidated and without up to standard electrical system. On the other hand, it is important to mention that the risk of fire and casualties is not that high because the buildings are occupied during the day. And apart from the laboratory there is not much source of fire. Nonethless, given the limited reaction capacity of the fire brigade, it may be important to work on a rapid reaction to limit the spread of the fire. Staff would likely need to be trained.

All schools have First aid kits that seems out of date or incomplete. Only five school directors mentioned that there is a safety focal point in school that would know how to use those kits.

Tawargha temporary schools

Two schools in Tawarghan IDPs camps have been assessed: Airport Road camp and Al Fallah Camp. Those schools are old temporary structures that would need renovation or reconstruction depending on budget and expected use duration of the school. Tawarghas have been displaced since 2011. It is difficult to tell how much longer they are going to stay.

- Damaged temporary buildings: The buildings have not been designed to be used as schools and to last decades. Bad quality materials used for the construction are not durable, therefore everything needs maintenance or substantive repair: handles, doors, windows, ceiling, partition, roofing, tiles, painting, plumbing, electrical network including plugs and switch, etc.

- Fire safety: Rooms seems quite small to be used as classroom. Corridors are narrow, which could be dangerous in case of fire especially as the buildings are made with flammable materials and the electrical network is old, roof is not waterproof and there is no fire safety equipment such as fire extinguishers, fire alarm or smoke detectors.

- Water and sanitation : Water and sanitation are the main issues in those two schools as they have very few toilets (3 in the Airport Road School and 4 in Al Fallah Camp school) and in any case none functioning currently. If those toilets are repaired the average number of children per toilet would be 45 (Airport Road School) and 48 (Al Fallah school) which is in line with sphere standards (60 boys per toilet -30 girls per toilet) for emergencies and long term.
  Water network is damaged inside the schools and even if the water source from the municipality is functional, there is no water in the school. Minor repairs can fix the problem. Drainage work is necessary to avoid stagnant water inside the very basic courtyard.











Conclusion of needs from different perspective

Note that answers to these questions were prompted, and therefore introduce a bias.

School Director:

- Infrastructures, especially water facilities
- Teachers' Capacity building Classroom management, Active Learning and PSS
- Distribution of NFIs and materials (teachers Kits, Hygiene Kits, recreational kits, Lab equipment and Uniforms).

Students:

- Infrastructure: especially water facilities .
- Non-formal activities.
- Teachers to stop physical punishment and to change teaching ways: most of children believes if teachers trained on new methodologies they will do better inside classroom and will listen to children.

Teachers:

- Training on psychosocial support: they mentioned they needs PSS sessions to reduce stress and also they need to be trained on PSS to support their students.
- Training on the new curriculum.
- Equipment requests.

Parents:

- Infrastructures, especially toilets and water facilities.
- Teachers training, on new teaching methods and on the new curriculum.
- Non-formal activities for children especially for girls.

Infrastructure Survey

Infrastructures problems have been categorized according to the impact on children and education activities:

The Public Sector

Repair any damages that could cause safety or health and issues:

- Repair damaged steps in the stairways.
- Replace broken lights and light bulbs to prevent any accident at night especially in the staircases.
- Fixe water and sanitations issues as they increase the risk of transmission of face-oral diseases and exposure to disease-bearing vectors: broken toilets and sewage system, lack of water, etc.
- Lack of door in the toilet are considered as a protection issue and can also prevent children from going to the toilet which is unhealthy
- Broken glass that could be dangerous for children
- Install smoke detectors and fire extinguishers for fire safety

Second priority

repair infrastructures that can improve the education conditions in the school

- Repair doors and windows, or replace those that have been stolen.
- Replace broken lights and light bulbs in classrooms to make sure there is enough light for studying (writing, reading, etc.)
- Fix ceiling to prevent overheating of the classrooms during summer.

Third priority

Any fixing that would prevent further deterioration of the building.

- Repair roof (waterproofing membrane) to stop water leakages witch damage painting and the reinforced concrete structures

Fourth priority

Any repair that would improve comfort in the school:

- Painting inside the classrooms, toilets, corridors, etc.
- Fix water heaters in the sanitary blocks

ANNEXES

Annex 1: selected schools

Location	Name of the school	Latitude	Longitude	Type and General Info	
				Type and Grades	No. children
	Fajr Arous Al Bahr مدرسة فجر عروس البحر	32.81933	12.9891	Public G1- G9 + ECD	1,151
	Abdulkareem Al - Khatabi School مدرسة عبدالكريم الخطابي	32.81809	13.0126	Public G1- G9	1034
	Shuhdaa Maraket Al Ramla مدرسة شهداء معركة الرملة	32.82083	13.0331	Public G1- G9	1,115
	Shuhadaa Abdel Galil School مدرسة شهداء عبدالجليل	32.83956	13.0332	Public G1- G9	763
	El Fallujah School مدرسة الفالوجا	32.83449	13.07126	Public G1- G9	1,503
	Al Ghiran Al Janoubi School مدرسة الغيران الجنوبية	32.81887	13.06198	Public G1- G9	649
Janzour	Al - Arifi School مدرسة العريفي الشارف	32.82845	13.01694	Public G1- G9	999
	Ahfad Al Mokhtar مدرسة احفاد المختار	32.77053	13.009	Public G1- G9	602
	School of Ahrar Libya مدرسة احرار ليبيا	32.77067	13.00413	Public G1- G9	814
	School February 17 مدرسة 17 فبراير	32.82127	13.03407	Public G1- G9	879
	Al Watan Al Arabi مدرسة الوطن العربي	32.79195	12.99848	Public G1- G9	692
	Hamza ben Abdulmotaleb - Sayyad IDP Camp حمزة عبد المطلب مخيم صياد	32.81124	12.96247	Public G1- G9	374

	Azhar Alrabie مدرسة ازهار الربيع	32.81195	13.16658	Public G1- G9	395
	Al Hura مدرسة الحرة	32.85511	13.1597	Public G1- G9	532
	Al Hussein مدرسة الحسين	32.79666	13.19066	Public G1- G9	740
	Al Farouk مدرسة الفاروق	32.8421	13.19115	Public G1- G9	632
	Al Fedaa مدرسة الفداء	32.83905	13.19771	Public G1- G9	1384
	Al Hadhba مدرسة الهضبة المركزية	32.84487	13.19019	Public G1- G6	690
Abu Salim	Ain Shams مدرسة عين شمس	32.79431	13.16425	Public G1- G9	1231
	Ghernata مدرسة غرناطة	32.81681	13.1662	Public G1- G6	301
	Nour Al Maref مدرسة نور المعارف	32.84159	13.15642	Public G1- G9	854
	Al Mashroa› Al zeraai مدرسة المشروع الزراعي	32.81647	13.16826	Public G1- G9	1503
	Tawrgan IDP Camp School - Airport Road مخيم تاورغاء طريق المطار			Public G1- G9	247
	Tawrgan IDP Camp School – Al Falah Road مخيم تاورغاء – طريق الفلاح			Public G1- G9	267

Note that the FGD took place in:

- The 2 Tawargans camp schools (parents, students, teachers)
- Al Ahdba school (parents from the community and displaced students)
- School of Ahar Libya (parents, students and teachers from the community)
- Ahfad el Moktar (parents, students and teachers from the community)
- Fajr Arous el Bahr (parents, students and teachers, both displaced and from the community)

Annex 2: school facilities and recommended interventions based on needs

Location	Name of the school	Priority Watsan intervention	comments	of # student / toilet	of student # / toilet if repairs	average # of student / classroom	Disabled students
Abu Salim	Airport Road Camp	1. very high	No water and no functioning toilet 5 classrooms are damaged	No functioning toilet	46	15	5
Abu Salim	Tawirga Alfallah Camp	1. very high	No water and no toilet	No functioning toilet	46	21	
Janzour	Abdulkareem Al-khatabi	2. very high	Quite damaged due to water leakage. Toilets in very bad conditions.	No functioning toilet	19	29	
Janzour	Shuhadaa Maraket Al Ramla	3. high	Number of toilets is low. Minor repairs can make them work (low investment for good impact)	125	63	22	1
Abu Salim	Nour Al Maref	3. high	Lack of functioning toilet	163	41	16	
Abu Salim	Al Mashroa' Alzeraai	3. high	High number of children per toilet	98	44	30	
Janzour	Al Waten Al Arabi	4. high	wash maintenance, water not always working	54	29	36	
Janzour	School of Ahrar Libya	5. medium	Dysfunctional water network and minor repairs	29	18	27	
Janzour	El Falouga School	5. medium	Toilets quite damaged, needs maintenance	72	26	30	
Janzour	Fajr Arous Al Bahr	5. medium		89	26	32	
Janzour	School Februray 17	6. medium	Lack of maintenance, electricity seems quite old, toilets problems and 4 PWD. Many windows missing	64	37	23	4
Janzour	Al Ghiran Al Janoubi School	6. medium	School in bad condition. Unfinished building. Might require additional classrooms.	68	24	34	
Abu Salim	Al Fedaa	7. low	wash maintenance	68	45	19	
Janzour	Shuhadaa Abdel Galil School	7. low	Low Priority	39	22	10	
Janzour	Ahfad Al Mokhtar	7. low	Doors of toilets have been stolen, doors of classrooms as well	43	19	31	1
Janzour	Al-Arifi School	7. low	Low Priority, watsan maintenance	46	34	28	
Abu Salim	Al Hadhba	7. low	wash maintenance, toilets without doors	53	25	34	
Abu Salim	Ghernata	7. low	low priority, minor repairs	60	38	27	

Annex 3: repair priorities and cost

