Multi-sectoral Needs Assessments (MSNAs) 2021 and 2022

Education and Child Protection key findings and kick off

March 2022

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The Refugee and Migrant MSNA is funded by:

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The Libyan population MSNA is funded by:

Funded by
European Union
Civil Protection
and Humanitarian Aid

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Agenda

Introduction & methodology overview

Key findings & discussion

Refugee and migrant MSNA

- Key socio-economic indicators
- Education & child protection component

2022 Planning

Refugee and migrant MSNA

Libyan population MSNA

1 Methodology overview

Methodology

Libyan population MSNA

8871 household interviews

45 baladiyas covered

3 displacement status groups

- Internally displaced persons (IDPs): **2731**
- Returnees: **2173**
- Non-displaced: **3967**

Non-representative sampling

1010 surveys completed using random digit dialing (RDD)

Refugee and migrant MSNA

1554 individual interviews

11 mantikas covered

4 regions of origin groups

- West/Central Africa: **780**
- East Africa: **101**
- Middle East and North Africa (MENA): **577**
- South East Asia: **96**

10% female respondents

Non-representative sampling

Dedicated education and child protection component

Refugee and Migrant MSNA:

Education component

Education & Child Protection Component

Overall Objective	Rationale	Scope of the Project
Deliver up-to-date information on the **education and child protection needs** of refugees and migrants	**Low proportion** of individuals travelling with school-aged children	**9 Mantikas** aross Libya: Tripoli, Misrata, Azzawya, Al Jfara, Al Jabal Al Gharbi, Zwara, Benghazi, Sebha, and Murzuq

Sampling Strategy: Non-probability purposive quota sampling

- ➔ Stratified by Arabic and non-Arabic speakers with indicative findings for all locations
- ➔ Only migrants and refugees with school age children are included in the sample

Methodology : Area of Knowledge-Neighbourhoods (AoK-N)

Neighbourhood approach	AOK approach
Respondents were asked about education of children in their household and children in the household of at least one and at most two migrant friends/acquaintances	The same respondents were asked about the education and child protection **situation in their baladiya**

231 respondents were interviewed, providing information for a total of 522 households

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Limitations of the analysis

Purposive sampling

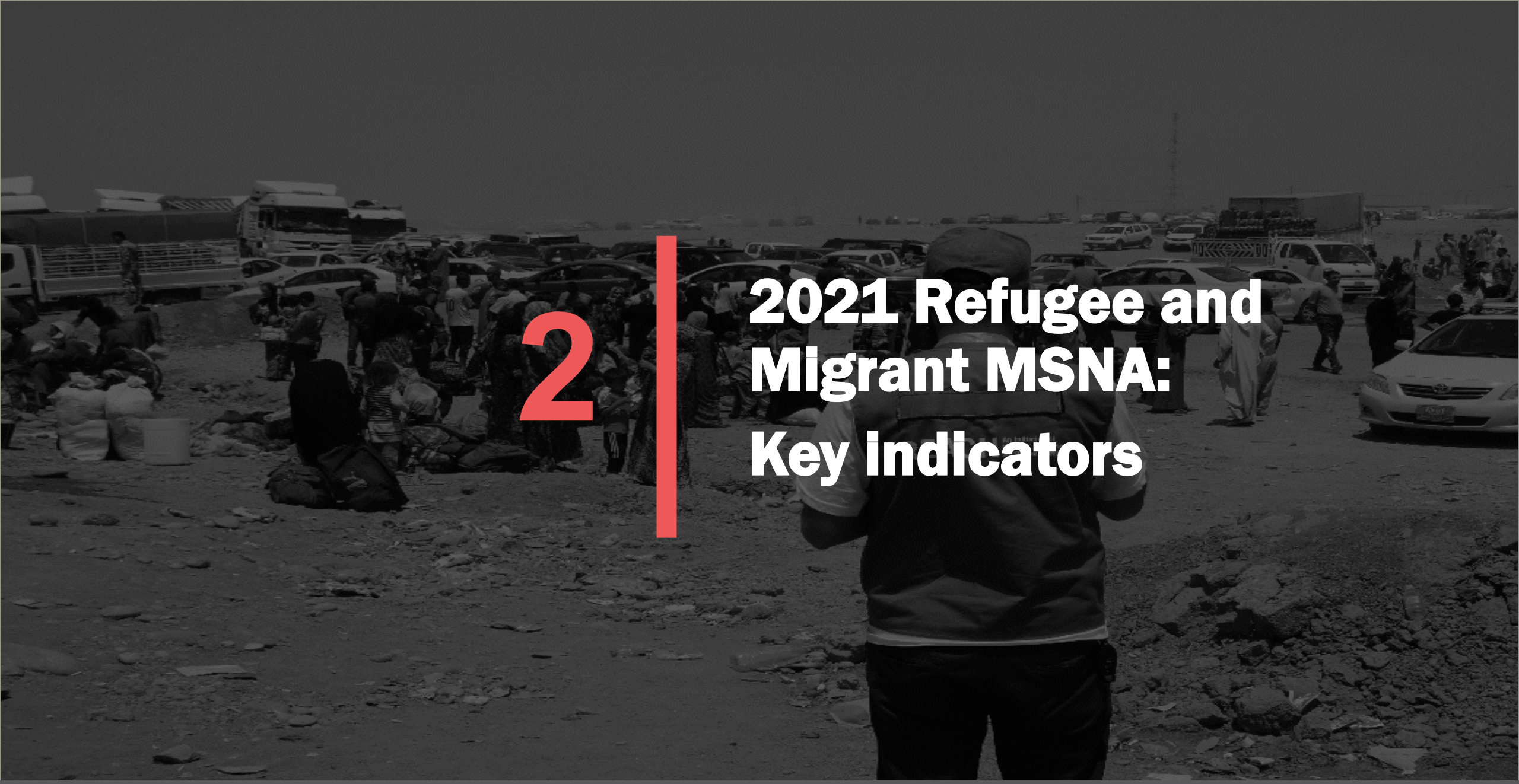
- Possible oversampling of certain groups (e.g. most vulnerable migrants) as respondents are identified via iNGOs/CSOs personal and professional networks

Neighbourhood methodology

- Information may be less reliable, as respondents also report about other households than their own

Statistical representativeness

- Data are not representative and therefore not generalisable with a known level of precision. This applies, in particular, to differences between groups of respondents (with children and without children in their households)



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2021 Refugee and Migrant MSNA: Key indicators

15% of respondents reported having children in their household

Of these,

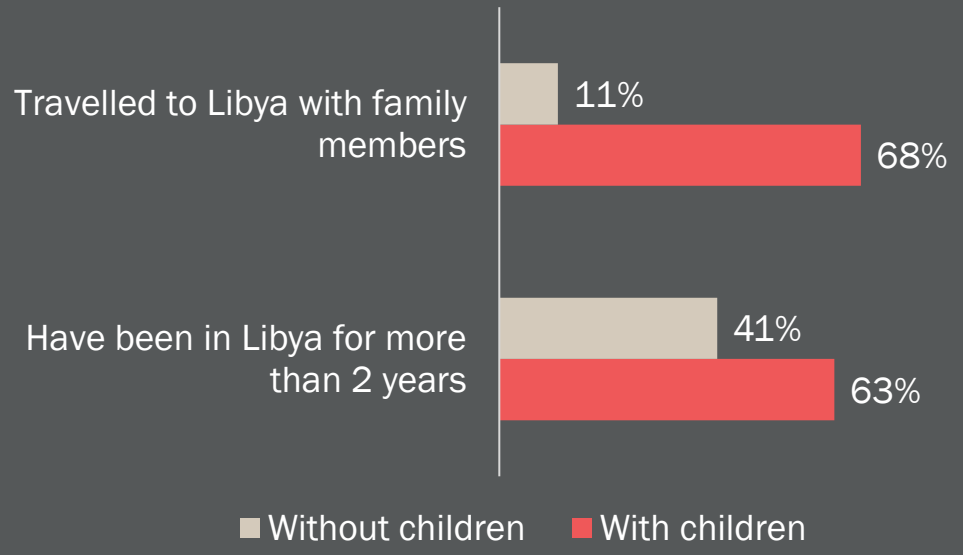
20% in **Benghazi**
19% in **Ejdabia**
17% in **Tripoli**
14% in **Sebha**

6% of respondents reported being aware of **unaccompanied or separated children below 15 y.o.** in their baladiya
East Africans: 20%

13% of respondents reported being aware of **unaccompanied or separated children above 15 y.o.** in their baladiya
East Africans: 27%

Profile of respondents

% of respondents reporting having travelled to Libya with family members and having been in Libya for 2+ years, by presence of children in the household



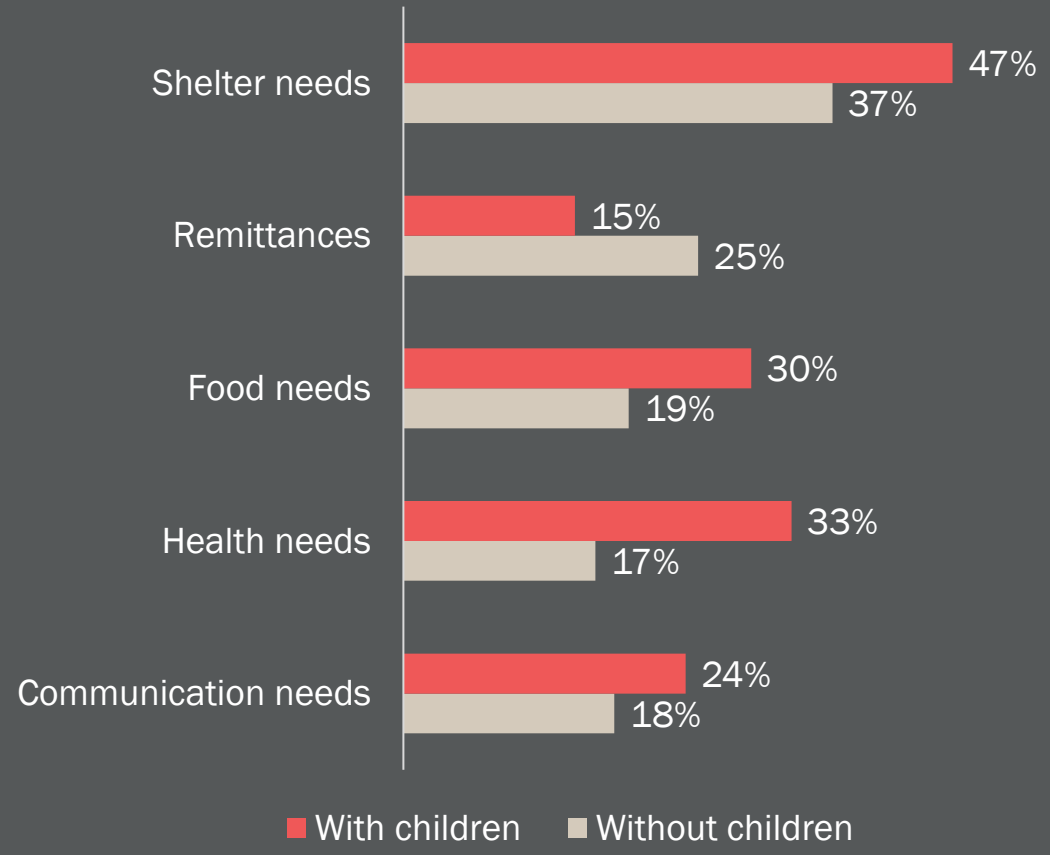
Ability to meet needs

Respondents with children in their household more commonly reported lack of resources and use of negative coping strategies, compared to respondents without children

63% of respondents with children in their household reported having used **crisis or emergency strategies to cope with lack of resources** in the 30 days prior to data collection
(as opposed to 46% of respondents without children)

36% of respondents with children in their household reported having **accumulated debt** in the 3 months prior to data collection
(as opposed to 19% of respondents without children)

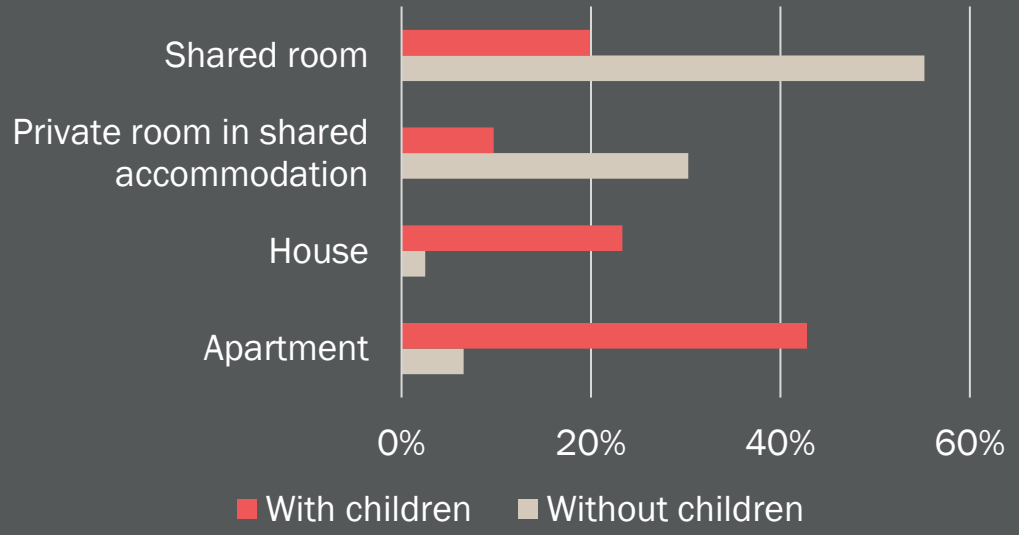
% of respondents reporting challenges in obtaining enough money to meet their needs over the 30 days prior to data collection, per top 5 most reported categories of needs, by presence of children in the household



Accommodation

Households with children appeared to have access to better accommodation but more commonly reported unsatisfied water needs

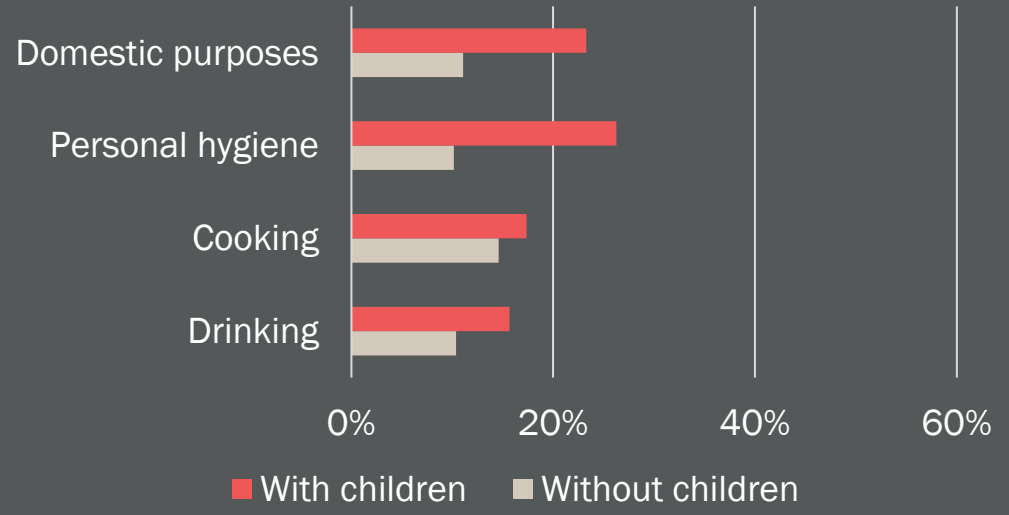
Top 4 most reported types of accommodation, by % of respondents and by presence of children in the household



Respondents with children in their household more commonly reported relying on the public network as their main source of water (46%), than respondents without children (29%)...

...and more commonly reported having unsatisfied water needs

% of respondents without access to sufficient water for drinking and domestic uses, by type of use and presence of children in the household



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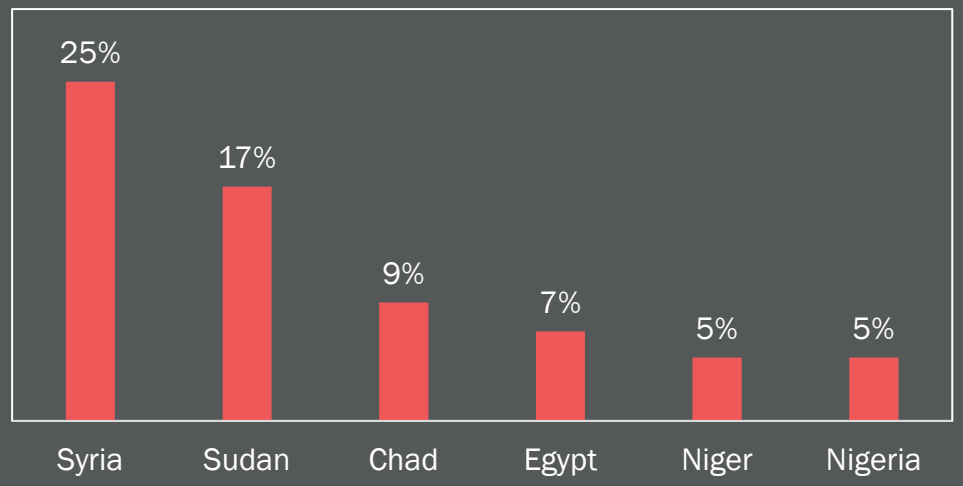
2021 Refugee and Migrant MSNA: Education and Child Protection component*

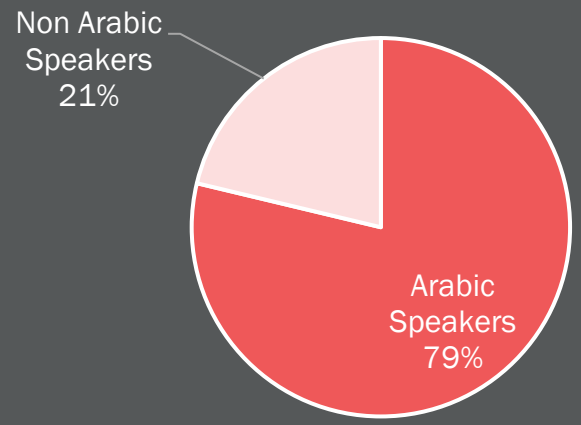
*The findings presented in the next slides refer to the additional data collection exercise that was conducted focusing on education and child protection. Due to the different methodology, sample and geographical scope, they should not in any case be compared directly with the findings from the main MSNA exercise, presented in the previous slides.

Demographics

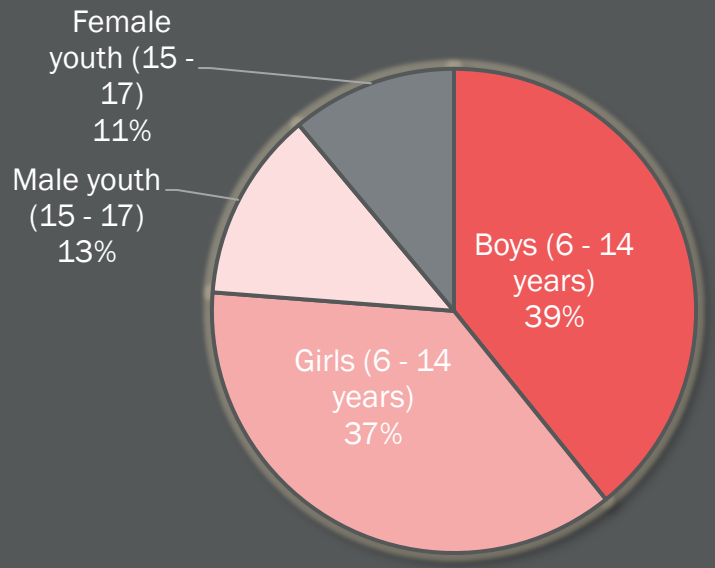
Six most represented nationalities, by % of respondents



% of households reportedly not speaking Arabic as their primary language



% of school-aged children in sampled households, per age and sex group (sample of 1510 children)



82% of households were reported to have been in Libya for more than two years

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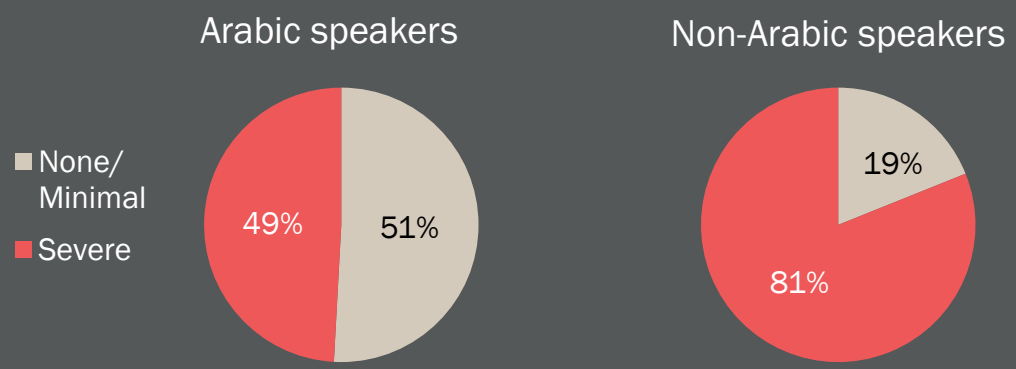
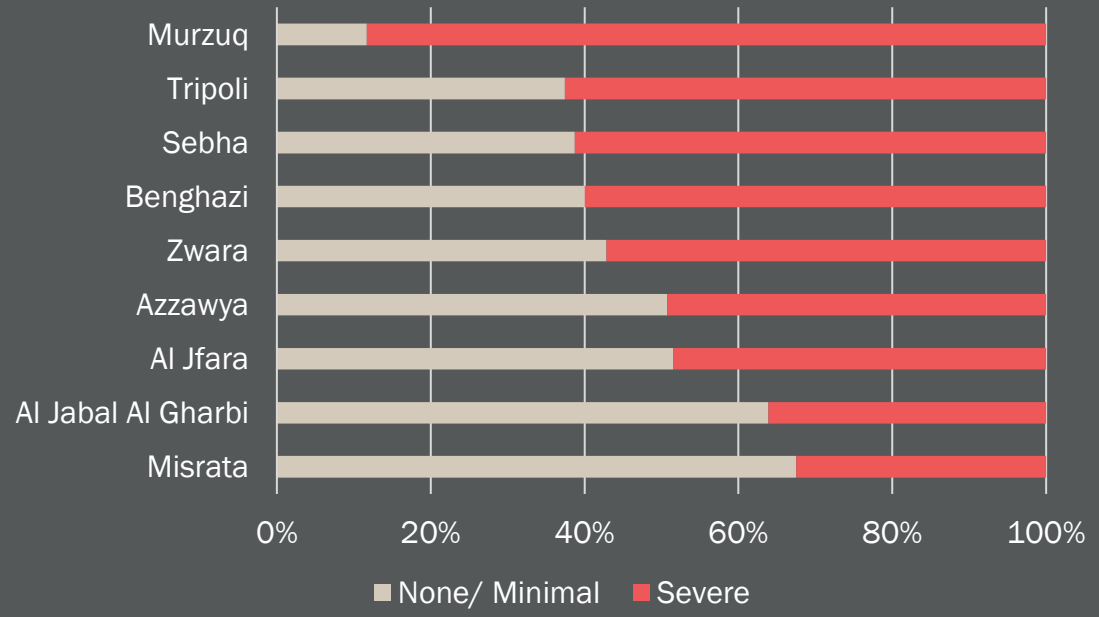
Education Needs

56% of assessed households were found to have education needs. Needs were found to be considerably higher in Murzuq, as well as among assessed households who do not speak Arabic as their primary language

Education needs, per % of assessed households per severity category, by primary language*



Education needs, per % of assessed households per severity category, by mantika*



*Education needs are calculated per each assessed household based on two indicators:

1. Presence of children in the household who are reportedly not enrolled OR who are reportedly not enrolled in formal education
2. Presence of children in the household who reportedly dropped out in the school year 2021/2022

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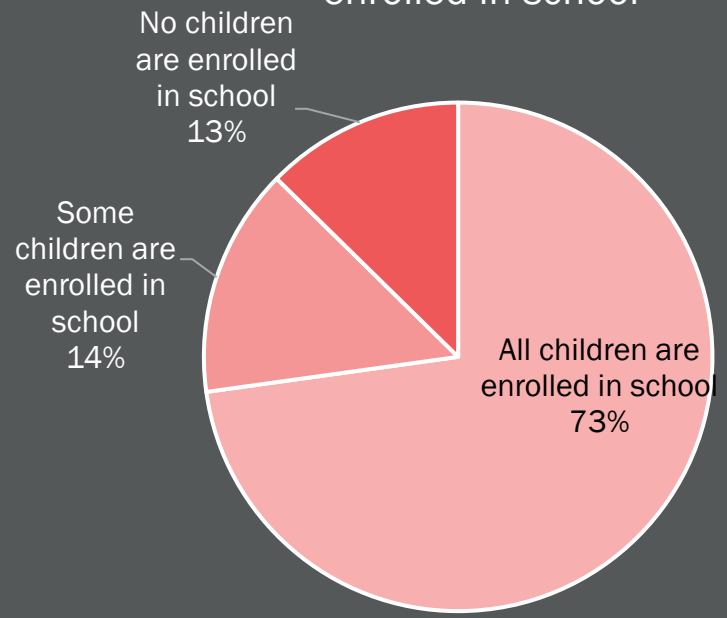
Enrollment

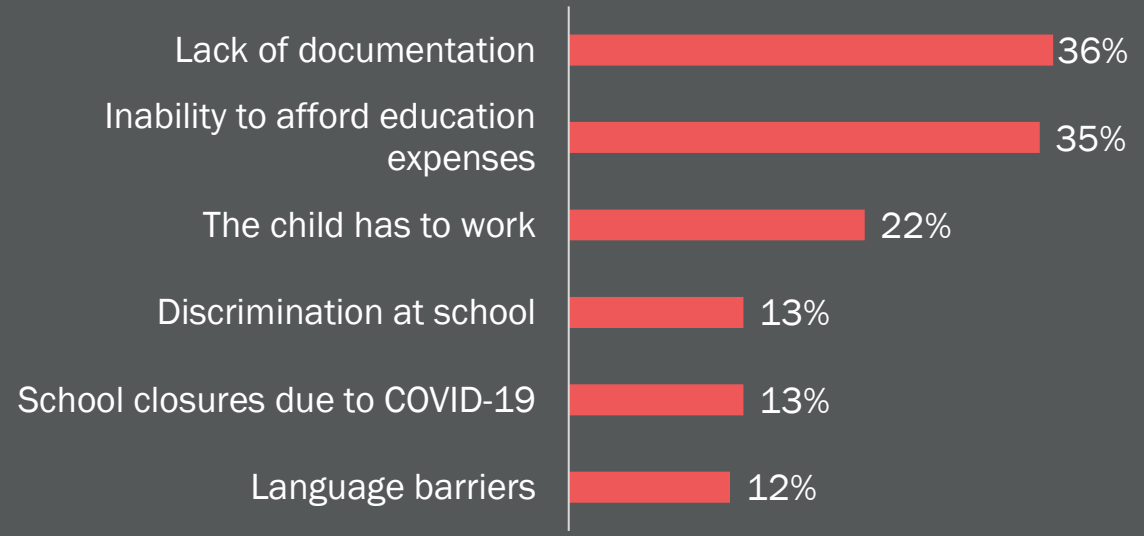
49% of assessed households were reported to have at least one child not enrolled or to have children not enrolled in formal school. Documentation and economic factors were identified as a major driver of non-enrollment

% of households with school-aged children by proportion of children in the household enrolled in school



33% of assessed households with school-aged children in Al Jfara and Zwara were reported to have no children in their household enrolled

Top six reported reasons for non-enrollment, by % of households with at least one child not enrolled (27% of the sample)



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Zooming in

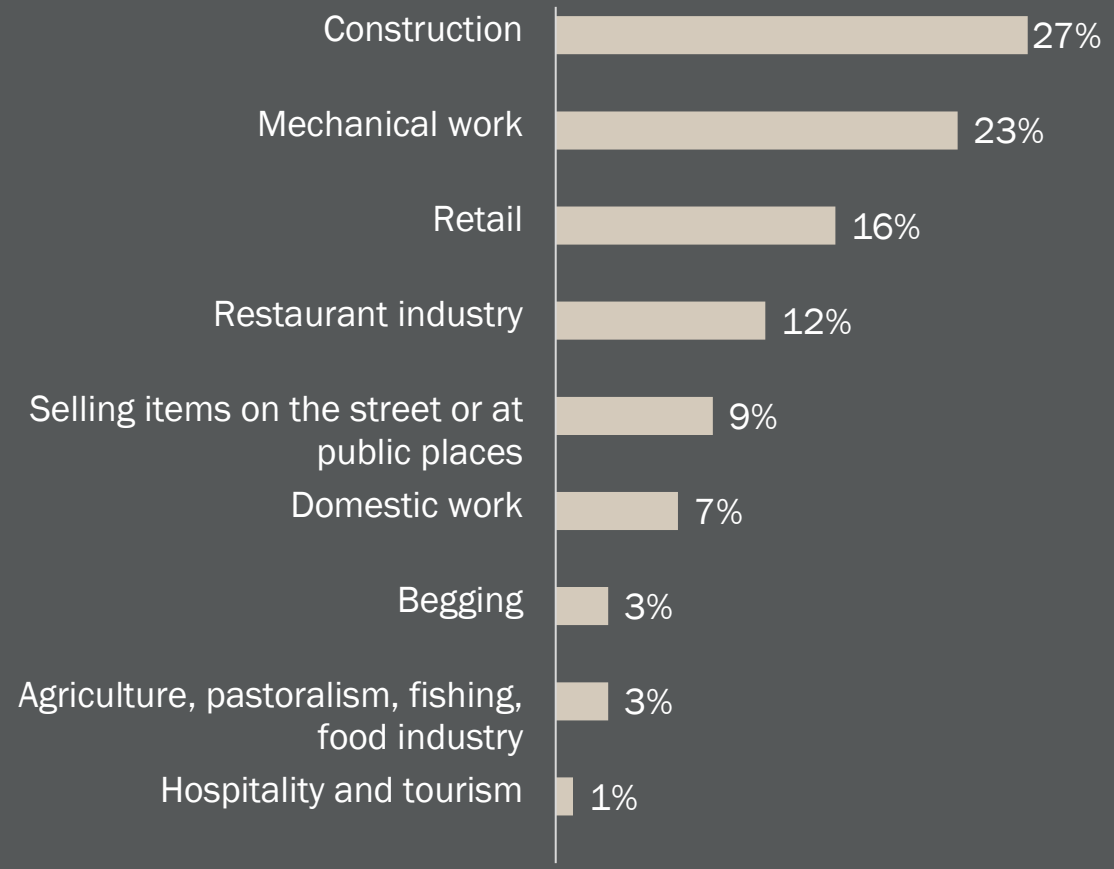
Child Labour

8% of households reportedly had children under 15 working outside of the house

15% of households reportedly had children age 15 or older working outside of the house

52% of households with at least one child working (19% of the sample), reportedly had at least one child working and not attending school

Most commonly reported types of child labour for % of households with at least one child reportedly working (23%)



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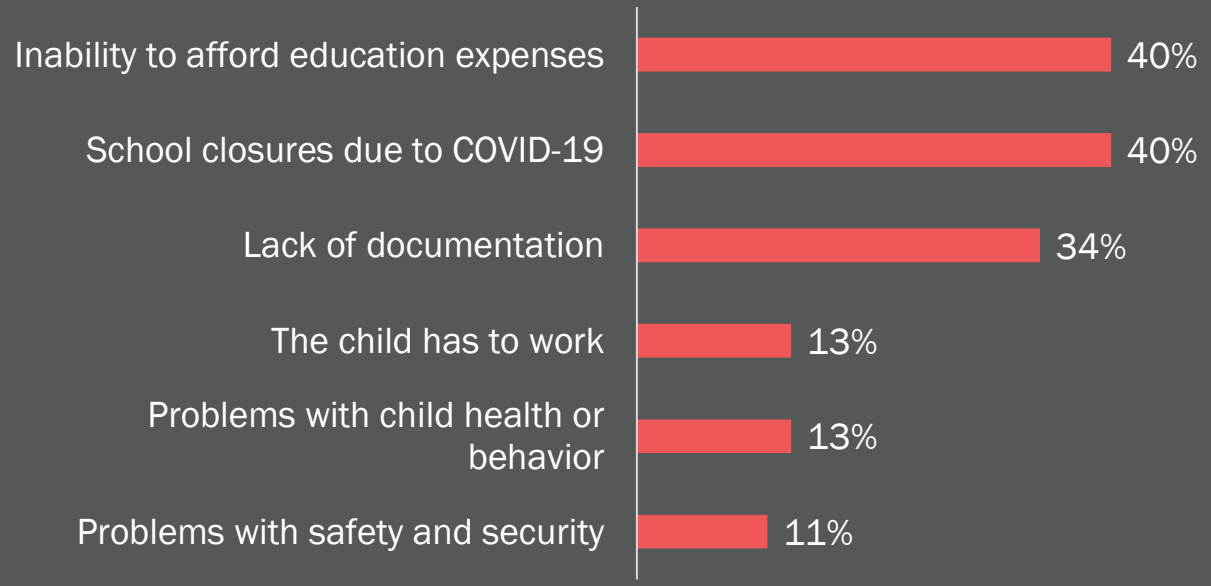
Attendance

Most commonly reported reasons for dropout, by % of household with school-aged children enrolled in school with at least one child who reportedly dropped out **



** Percentages calculated out of 87% of households in the sample who reportedly had at least one child in the household enrolled in school but then dropped out (15%)

13% of assessed households reportedly had at least one child who had dropped out of school during the 2020/2021 school year

This figure was particularly high in Benghazi, where 41%* households reportedly had at least one child who had dropped out of school

While COVID-19 was not consistently reported as a reason for non-enrollment, it was one of the most reported reasons explaining dropouts

* Percentages calculated out of 91% of households in Benghazi who were reported to have at least one child of their household enrolled in school

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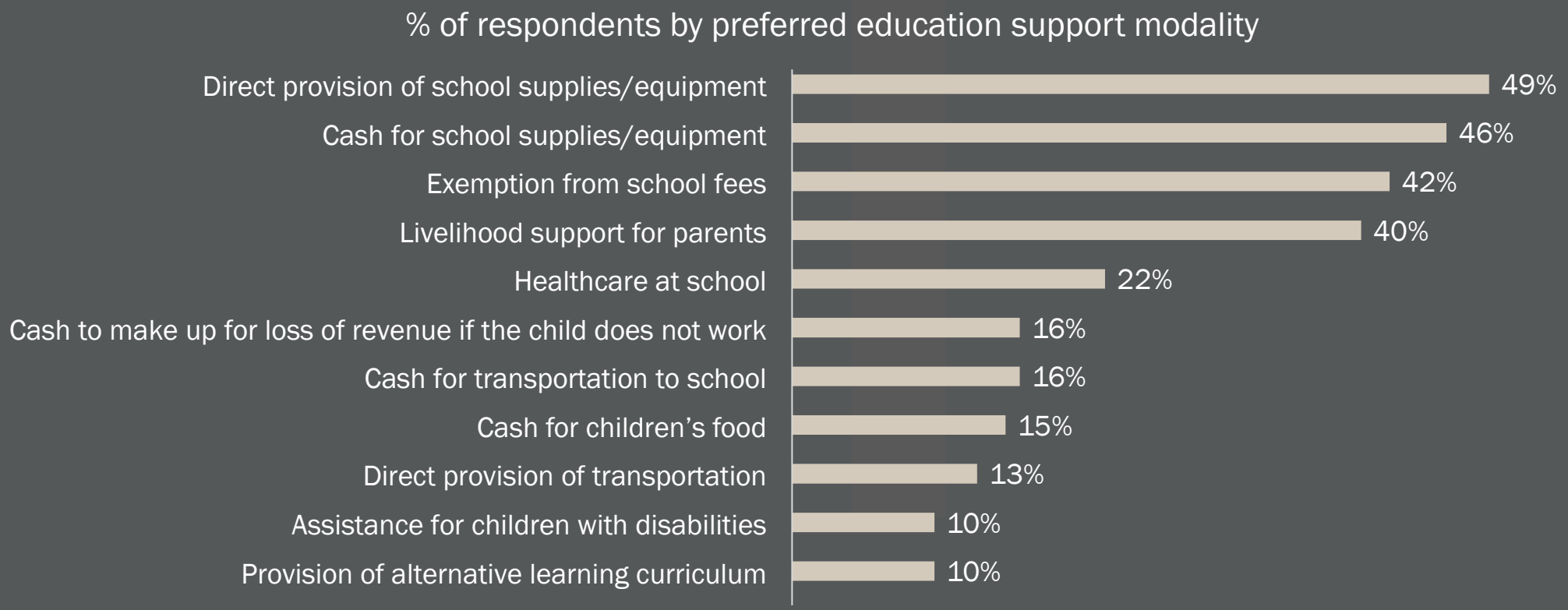
Education assistance*

*The findings presented in slide refer to the AoK portion, i.e. respondents were asked about the conditions in their baladiya

Livelihoods-related types of assistance were consistently reported as the most useful type of assistance to support non-Libyan children to attend school or participate in regular learning activities



Child Protection*

*The findings presented in slide refer to the AoK portion, i.e. respondents were asked about the conditions in their baladiya

21% of respondents reported being aware of non-Libyan **boys experiencing safety/security incidents** in their baladiya*

13% of respondents reported being aware of non-Libyan **girls experiencing safety/security incidents** in their baladiya**

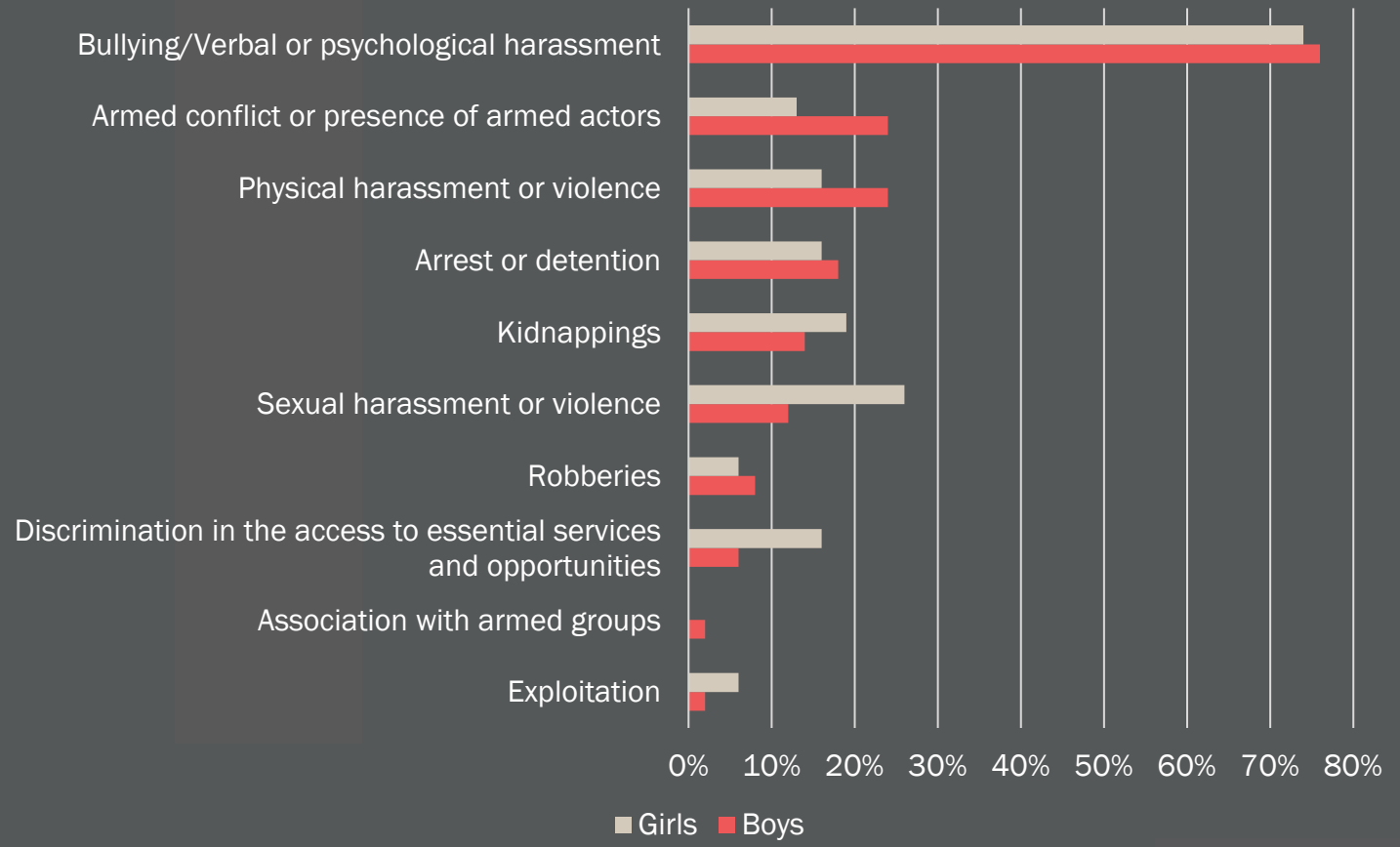
32% of respondents reported being aware of non-Libyan **children engaged in the worst forms of labour** in their baladiya***

36% of respondents reported being aware of non-Libyan **children in psychological distress** in their baladiya

** In the 3 months prior to data collection

*** Worst forms of child labour include, but are not limited to, forced labour, sexual or non-sexual exploitation, illegal activities, begging

% of respondents reporting being aware of child protection incidents experienced by non-Libyan boys (21%) and girls (13%) at school or on their way to school in their baladiya in the 3 months prior to data collection, by type of incidents



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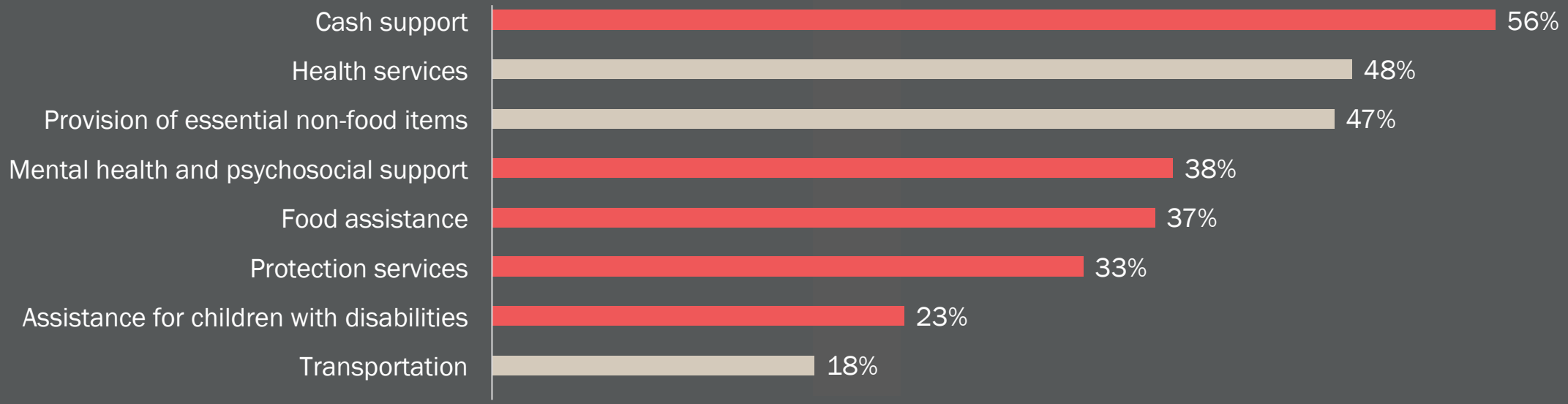
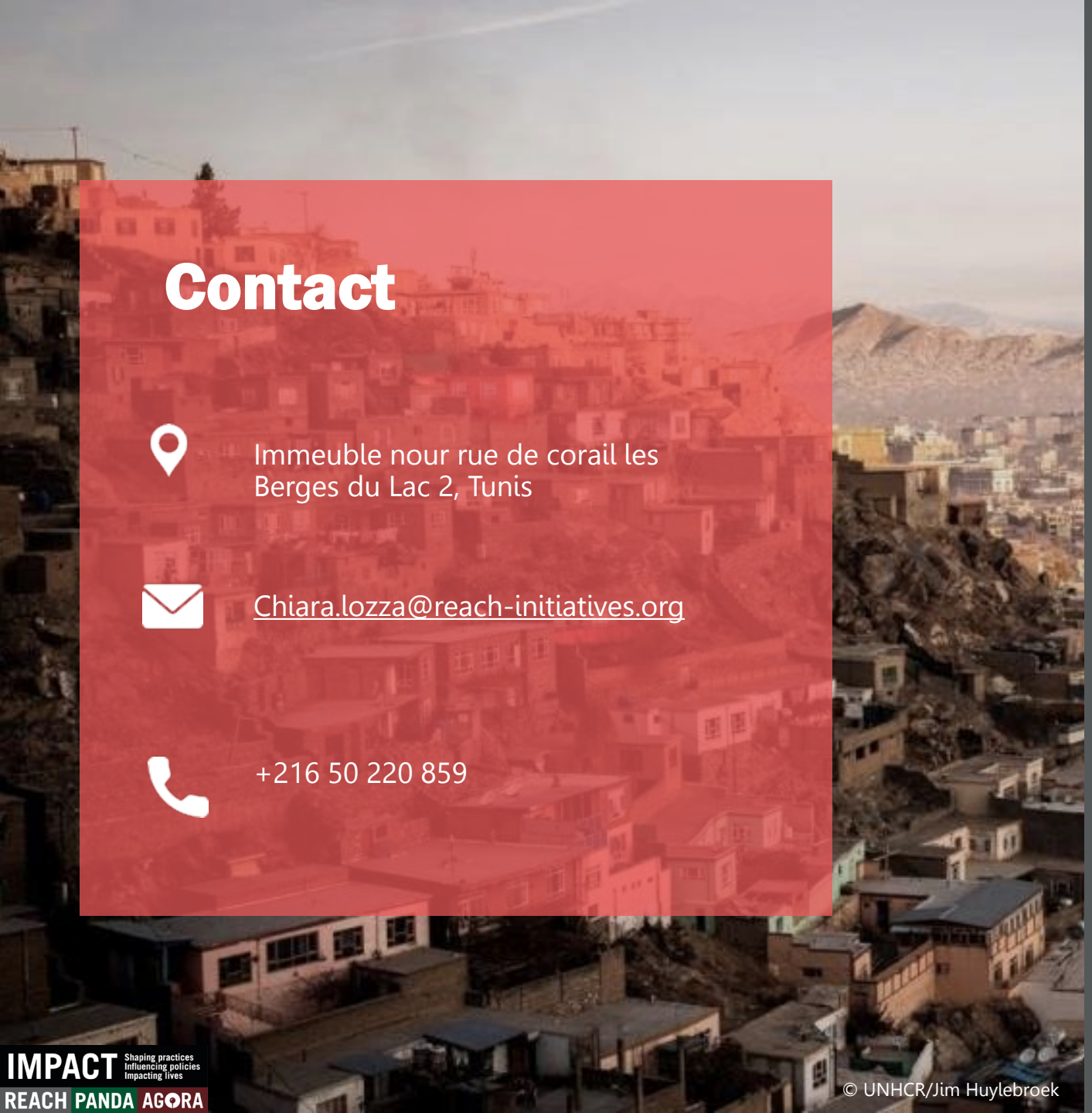
Child Protection*

*The findings presented in slide refer to the AoK portion, i.e. respondents were asked about the conditions in their baladiya

While safety and security incidents and mental health distress were consistently reported, access to specialised services, including health and protection services, is reportedly limited for non-Libyan children

% of respondents reporting that non-Libyan children in their baladiya do not have access to certain services, by type of service and most reported reason





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