Multi-Sector Needs Assessment: Education
## Libya, September 2017

Context & Methodology

Libya has experienced several waves of conflict since 2011, renewed nationwide in 2014 and periodically in several regions, that affected millions of people, both displaced and non-displaced. In response to a lack of recent data on the humanitarian situation in Libya, REACH conducted two rounds of multi-sector data collection in June and August to provide timely information on the needs and vulnerabilities of affected populations. A total of 2,978 household (HH) surveys were completed across 8 Libyan mantikas,[1] chosen to cover major population centres and areas of displacement. The sampling produced statistically generalisable results for all assessed displacement categories, as well as for 7 assessed mantikas and the city of Derna, with a confidence level of 95% and a margin of error of 10% (unless stated otherwise). Findings have been disaggregated by displacement status and/or by mantika where the differences in responses among groups were significant.

Assessed Mantikas

- Assessed city
- Assessed mantikas
- Unassessed mantikas
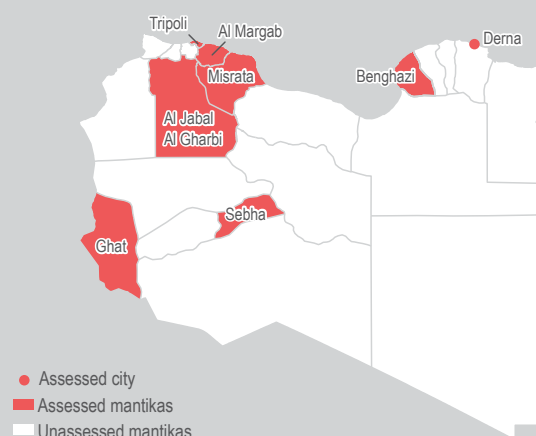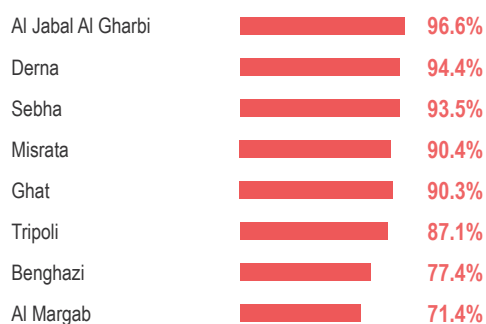
Access to Education

67.5% of school-aged children are enrolled in school.

67.0% of school-aged children regularly attend school.
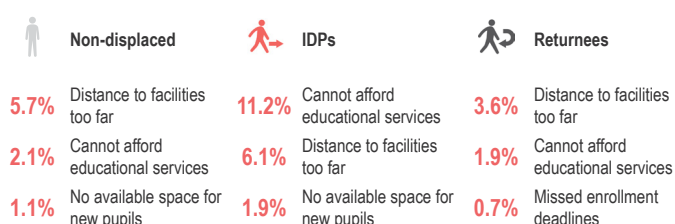
% of HHs with school-aged children reporting that their children faced no barriers to accessing education, per population group:

Non-displaced	IDPs	Returnees
89.4%	82.0%	93.8%

% of HHs with school-aged children reporting that their children faced no barriers to accessing education, per mantika:

Al Jabal Al Gharbi	96.6%
Derna	94.4%
Sebha	93.5%
Misrata	90.4%
Ghat	90.3%
Tripoli	87.1%
Benghazi	77.4%
Al Margab	71.4%

Top 3 barriers to accessing education among households with school-aged children, per population group[2,3]:

Non-displaced		IDPs		Returnees	
5.7%	Distance to facilities too far	11.2%	Cannot afford educational services	3.6%	Distance to facilities too far
2.1%	Cannot afford educational services	6.1%	Distance to facilities too far	1.9%	Cannot afford educational services
1.1%	No available space for new pupils	1.9%	No available space for new pupils	0.7%	Missed enrollment deadlines

Children out of School

% of school-aged children who have dropped out of school:
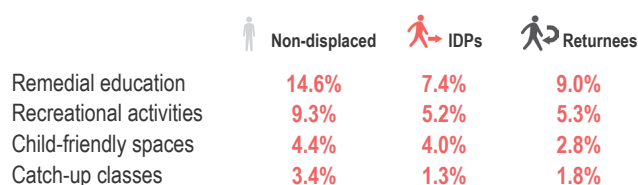
Non-displaced	IDPs	Returnees
1.5%	5.0%	2.8%

Among HHs with children who have dropped out of school, top 3 reasons for dropping out, per population group[2,3]:

Non-displaced		IDPs		Returnees	
18.5%	Household work or employment	44.7%	Cannot afford educational services	23.1%	Education interrupted due to displacement
11.1%	Health reasons	36.8%	Household work or employment	23.1%	Household work or employment
11.1%	No quality education available	35.5%	Education interrupted due to displacement	19.2%	Poor performance
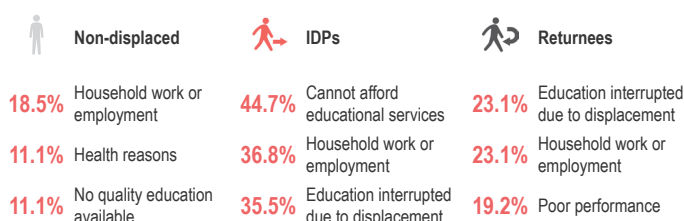
20.6% of HHs with school-aged children reported that their children were attending non-formal educational programmes.[4]

% of households with school-aged children attending non-formal educational programmes, per population group[2,3]:

	Non-displaced	IDPs	Returnees
Remedial education	14.6%	7.4%	9.0%
Recreational activities	9.3%	5.2%	5.3%
Child-friendly spaces	4.4%	4.0%	2.8%
Catch-up classes	3.4%	1.3%	1.8%

[1] Libya is divided into four types of administrative areas: 3 *regions* (admin level 1), 22 *mantikas* or districts (admin level 2), 100 *baladiyas* or municipalities (admin level 3), and *muhallas,* which are similar to neighbourhoods or villages (admin level 4).

[2] Due to limited sample size for this indicator, results are indicative and not statistically representative.

[3] Respondents could choose several answers.

[4] During consultation with the Education Sector, 'non-formal education' was defined as any kind of education provided by uncertified staff and which does not give access to any official education certification.

LIBYA INTER-SECTOR COORDINATION GROUP

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