Multi-Sector Needs Assessment (MSNA) Migrants and refugees in Libya: Education and Child Protection component

CONTEXT

Since the onset of the conflict in Libya in 2011, access to education has been severely disrupted, affecting thousands of school-aged children. In 2020, the Global Education Cluster reported that 316,000 children are estimated to have education assistance needs, including 36,000 migrants and 6000 refugees.[1] Multiple barriers prevent children from accessing schools, and put them at risk of several protection related issues, such as discrimination and sexual, physical, and verbal abuse.[2] Reportedly, these risks and obstacles limiting access to education services for children have increased since the onset of the COVID-19 outbreak, resulting in an overall increase in the number of people in need of education assistance.[1]

Data on education and child protection needs of refugee and migrant children in Libya, however, remains limited. In the light of this information gap and within the framework of the 2021 Refugee and Migrants MSNA, the United Nations High Commissioner for Refugees (UNHCR) and the UN Office for the Coordination of Humanitarian Affairs (OCHA), with support from REACH and extensive input from the Libya Education Sector, the Child Protection Working Group (WG) and the Mental Health and Psychosocial Support Working Group (MHPSS WG), conducted a dedicated data collection exercise on education and child protection in 9 mantikas in Libya. This study aimed to complement the migrants and refugees MSNA by providing up-to-date information on education and child protection needs of refugee and migrant children in Libya.[3]

ASSESSMENT SAMPLE

Mantikas surveyed (9 out of 22):
Murzuq, Sebha, Benghazi, Zwara, Aljfara,Misrata, Tripoli, Al Jabal Al Gharbi and Azzawya

Number of respondents surveyed:	**231**
Number of households reported upon:[4]	**291**
Total number of households in the sample:	**522**

Region of Origin[5]		Primary Language	
MENA:	**339**	Arabic Speakers:	
South and East Asia:	**143**	**411**	
West and Central Africa:	**21**	Non-Arabic Speakers[6]:	
East Africa:	**19**	**111**	

METHODOLOGY

The education component of the Refugee and Migrant MSNA piloted the Area of Knowledge-Neighbourhoods (AoK-N) methodology, a key informant (KI) based, household-level methodology designed to help collect data on population segments that are hard to reach.[7] A quota-based non-probability sampling method was chosen for this assessment, covering only mantikas included in the geographical scope of the Refugee and Migrant MSNA, further short-listed based on the proportion of refugee and migrant children reported living there. A minimum quota of 20% was set for non-Arabic speaker refugees and migrants, reflecting the significance of the language spoken as a factor hindering or facilitating access to education.[7] Respondents were sampled purposively by REACH partners. Findings are not generalisable of the migrant and refugee population with school-aged children with a known level of precision and should be considered indicative only.

The AoK-N methodology consists of two components:

1. The neighbourhood methodology: data collection based on this methodology uses household level (HH level) interviews to enquire not only about the respondents' experience, but also their friends' and acquaintances'. During this part of the interview, respondents were requested, first, to answer questions concerning children in their household.[8] Then, they were asked to identify one or two households of friends/acquaintances who were migrants or refugees, had school-aged children (children aged between 6 and 18 years old) and lived in the same Mantika as them, and were asked to provide the same information (e.g. about enrollment) for the children in their friends'/acquaintances' households. This section focused mainly on education. Findings related to this section were used to calculate education needs, and can be found at pages 2 and 3.

2. The Area of Knowledge (AoK) methodology: data collection based on this methodology gathers information about area-level indicators. During the second part of the interview, the same afore-mentioned respondents were asked to provide information relative to the geographical area of which they have knowledge, in this case, their baladiya of residence in Libya. This section collected broader information related to education and child protection concerns at the area level. Findings from this section are presented at page 4.

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1. Humanitarian Needs Overview report, 2020, available here.
2. REACH, "2020 Refugee and Migrant MSNA", available here.
3. The Methodology Overview of the 2021 MSNA provides more in depth information on the MSNA methodology, available here.
4. The number of respondents surveyed is 231. They were all asked to report on at least one and at most two of their friends/acquaintances who have school aged children and are migrants or refugees. As a consequence, we have been able to collect information about 522 household, including 291 reported upon.
5. The most represented nationalities in the sample are as follows: Syria: 27.27%, Sudan: 17.75%, Chad: 8.23%, Egypt: 6.49%, Palestine: 4.76%, Ghana: 4.33%, Morocco: 4.33%, Niger: 3.9%, Nigeria: 3.9%, Algeria: 2.6%, Burkina Faso: 1.73%, Mali: 1.73%, Pakistan: 1.73%. 9 of these nationalities are registered with UNHCR (Eriteria, Ethiopia, Iraq, Palestine, Somalia, South Sudan, Sudan, Syria, and Yemen) counting for 267 household survey, including 140 reported upon.
6. Non-Arabic speakers refers to those who answered a language different than arabic when asked about their primary language (the language the household speaks at home, 27%).
7. Migrants and refugees in Libya rarely travel in families, as a consequence reaching households with school aged children is a major challenge resulting in a considerable gap on information and data about this segment of the population.
8. Although the assessment is about education and child protection, in line with the MSNA methodology, only individuals above 18 years old were interviewed. As a consequence, all information was reported either by the parents or friends and acquaintances of the children's family, while in the AoK component, adult respondents provided information about the situation in their area. Additional data collection targeting children would be needed, in partnership with child protection specialists, especially to capture the needs of unaccompanied children.

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% of households found to have education needs (LSG):

56%

% of households per severity of education needs

| 44% | 56% |

Humanitarian needs

0%	Extreme[9]	(severity score 4)
56%	Severe	(severity score 3)
0%	Stress	(severity score 2)
44%	No or minimal	(severity score 1)

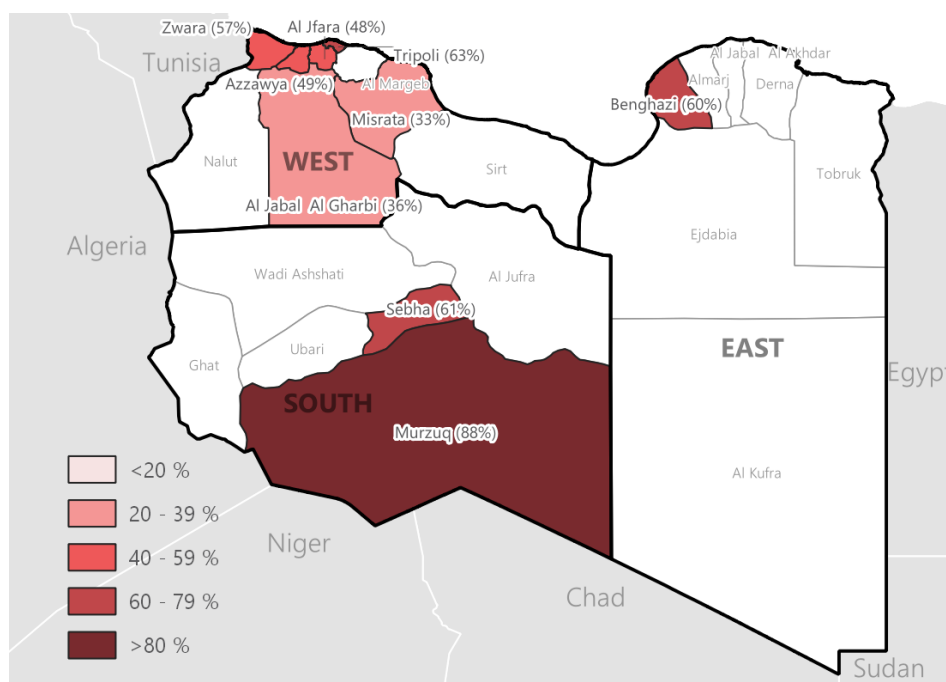### % of households with education needs (LSG), per language group and region:

Non-Arabic speakers	**81%**
Arabic speakers	**49%**
South	**79%**
East	**60%**
West	**50%**

43% of respondents from the MENA region are found to have education needs against **86%** of respondents from Sub-Saharan Africa (31% of the sample).[10]

% of households by severity of education needs (LSG), per language group and region:

	1	3
South and East Asia	57%	43%
West and Central Africa	16%	84%
East Africa	0%	100%
MENA	57%	43%
South	21%	79%
East	40%	60%
West	50%	50%
Arabic speakers	51%	49%
Non-Arabic speakers	19%	81%

% of households with education needs (LSG), per mantika:

Map legend:
- <20 %
- 20 - 39 %
- 40 - 59 %
- 60 - 79 %
- >80 %

Map labels: Zwara (57%), Al Jfara (48%), Tripoli (63%), Azzawya (49%), Al Margeb, Misrata (33%), Al Jabal Al Gharbi (36%), WEST, Nalut, Sirt, Wadi Ashshati, Al Jufra, Sebha (61%), Ghat, Ubari, SOUTH, Murzuq (88%), Almarj, Benghazi (60%), Al Jabal Al Akhdar, Derna, Tobruk, Ejdabia, EAST, Al Kufra, Tunisia, Algeria, Niger, Chad, Sudan, Egypt

9. The education LSG is a composite indicator that consists of key education-related indicators. The percentages are calculated over the total sample. By design, no household could be classified as having an extreme education LSG severity score. This classification was chosen as attendance and enrollment data collection was complicated by the fact that schools were closed in some areas during data collection due to COVID-19. This may have affected the quality of the data. Households were also not able to get a score of '2' as all indicators feeding into the LSG are critical indicators i.e. a household can only be assigned a score of 1 or 3.
10. Respondents from Sub-Saharan Africa represent 31% of the sample while respondents from the MENA region represent 65%, and respondents from South and East Asia represent 4% of the sample.

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EDUCATION AND CHILD PROTECTION FINDINGS (household-level)

The following indicators fed into the overall education need score (LSG):

% of households who reportedly have at least one child not enrolled in school or any children who are not enrolled in formal school — **49%**

% of households who reportedly have at least one child who was enrolled but not regularly attending school** — **15%**

Note on calculation: The calculation of the education needs indicator (LSG) relies on critical indicators only. The above mentioned critical indicators have been selected through consultations with sector partners. Households are classified as having severe education needs if they 1) have at least one child not enrolled in (formal) school, or 2) have at least one child who dropped out of school.

** Percentage calculated out of 87% of households in the sample who reportedly have at least one child enrolled.

% of households per the top two most reported types of schooling:[10]

	Officially enrolled in formal school	Informal or non-recognised private school
South	29%	40%
East	91%	0%
West	76%	7%
Arabic speakers	78%	7%
Non-Arabic speakers	31%	35%

Overall, **23%** of households reportedly have at least one child working outside the house.

% of households that reportedly have at least one child who is working, by top four most commonly reported sectors:
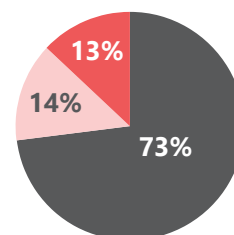
Construction — **27%**

Mechanical work — **22%**

Retail — **16%**

Restaurant industry — **12%**

In **52%** of those households where at least one child was reportedly working, the children who were working were reportedly not attending school.

11% of households were reported to have children with physical or cognitive difficulties. In almost half (**47%**) of those households, the children with difficulties were reportedly not attending school.

% of households by proportion of children in the household enrolled in school[10]

■ All children are enrolled
■ Some children are enrolled
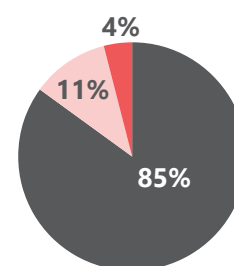■ No children are enrolled

13%
14%
73%

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

Lack of documentation — **36%**

Inability to afford education expenses — **35%**

The child has to work — **22%**

School closure due to COVID-19 — **13%**

Discrimination at school — **13%**

Language barriers — **12%**

Attendance status by % of households with at least one child enrolled (87% of the overall sample)

■ All children are attending
■ Some children are attending
■ No children are attending

4%
11%
85%

Most commonly reported reasons for dropout, by % of household with at least one child who reportedly dropped out (13% of the overall sample)

School closure due to COVID-19 — **40%**

Inability to afford education expenses — **40%**

Lack of documentation — **34%**

Problems with health and/or behaviour — **13%**

10. Other reported types of schooling are: attending formal school informally (8%), informal education provided by an NGO (4%), homeschooling (4%) informal education at home (4%), Non-formal education at faith-based organisation (1%), non-formal education at community center (1%), non-formal education at museum/libraries (1%) and being enrolled in both formal and non-formal learning (1%).
11. The category "enrolled" in this case includes households who have all their children enrolled in any of the above mentioned types of schooling (formal and informal) resulting in only 27% of the sample having at least one child not enrolled. This differs from the LSG calculations for the enrollment indicator, where 49% of households were found to have education needs. The latter percentage is higher because it includes those who are not enrolled in a formal school.

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Area level findings - key highlights

21% of respondents reported being aware of migrant and refugee boys who had experienced safety/security incidents in their Baladiya in the 30 days prior to data collection

13% of respondents reported being aware of migrant and refugee girls who had experienced safety/security incidents in their Baladiya in the 30 days prior to data collection

32% of respondents reported perceiving that refugee and migrant children in their baladiya were engaged in the worst forms of labour[13]
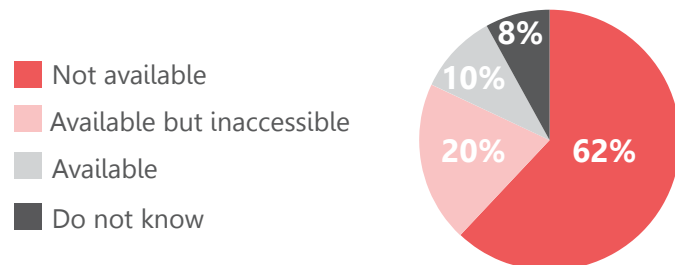
36% respondents reported were aware of refugee and migrant children in their baladiya expressing psychological distress

Most commonly reported types of incidents, by % respondents who reported being aware of safety and security incidents involving refugee and migrant children in their baladiya in the 3 months prior to data collection, per gender of child:

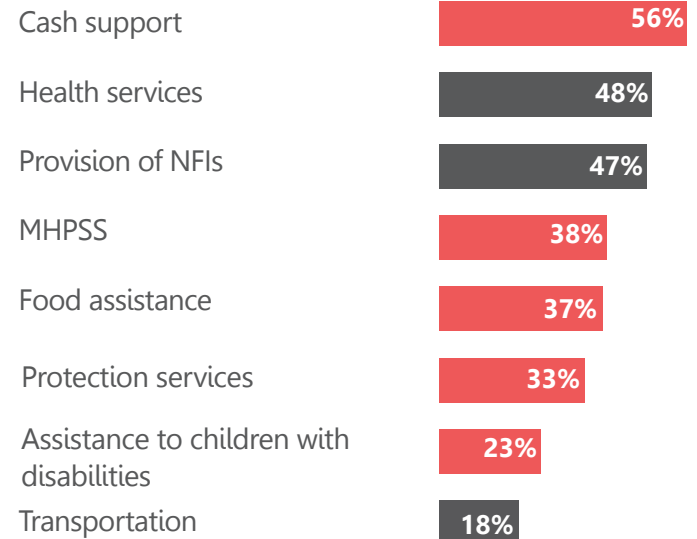|	Boys	Girls
Bullying/verbal or psychological harassment	76%	74%
Physical harassment or violence	24%	16%
Armed conflict or presence of armed actors	24%	13%
Arrest or detention	18%	16%
Sexual harassment or violence	12%	26%

Overall, **41%** of respondents reported that, in their opinion, COVID-19 increased safety and security risks for children.

% of respondents per response to the question if online learning is accessible in their Baladiyas when the schools are closed

- Not available
- Available but inaccessible
- Available
- Do not know

62%
20%
10%
8%

20% of respondents reported that online learning is available but inaccessible due to lack of smart devices, internet connexion and children or families not knowing how to use this service.

Top reported services that are inaccessible to migrant and refugee children, by % of respondents and by most commonly reported barrier
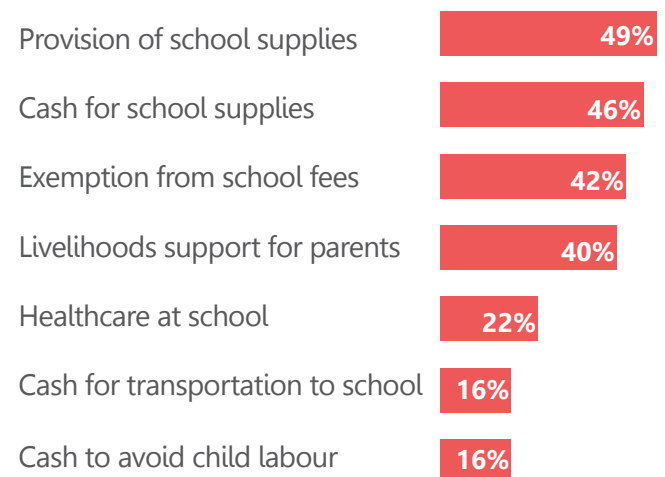
Cash support	56%
Health services	48%
Provision of NFIs	47%
MHPSS	38%
Food assistance	37%
Protection services	33%
Assistance to children with disabilities	23%
Transportation	18%

Main reported barriers to access:
- Not available
- Unable to afford

Only **2%** of the respondents reported that children in their Baladiya can access all of the listed services.

Top reported preferred educational support modalities, by % of respondents

Provision of school supplies	49%
Cash for school supplies	46%
Exemption from school fees	42%
Livelihoods support for parents	40%
Healthcare at school	22%
Cash for transportation to school	16%
Cash to avoid child labour	16%

The demand on the above services varies by Mantika. For example, livelihoods support for parents was most commonly reported in Benghazi (**94%** of respondents in Benghazi). Provision of health services at school is most reported in Azzawya (**50%**) while provision of cash for transportation is most reported in Sebha (**60%**).

12. The detailed questionnaire used for the education and child protection component of the migrants and refugees MSNA can be found here.
13. "Worst forms of labour" is defined in this context as children being engaged in economic activities that are illegal, dangerous, or degrading. Examples may include begging, collecting garbage, selling drugs, pickpocketing, etc.

THE MSNA WAS CONDUCTED IN THE FRAMEWORK OF:

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