Delegation from
Libya

Represented by
ESSEC Business School

Position Paper for the United Nations Children's Fund (UNICEF)

The topics before the United Nations Children's Fund are : Promoting the Social Inclusion of Children, Strengthening Rehabilitation and Reintegration of Youth Offenders, Education in Emergencies. Libya is convinced of the significance of those topics for the international community and looks forward to discussing them at the upcoming meeting of UNICEF.

I. Promoting the Social Inclusion of Children

Nowadays, 569 million of children still live in extreme poverty - with less than one dollar per day. 93 million of children suffer from a form of disability and 58 million do not have the chance to go to school, especially girls. These figures underscore the ever-lasting exclusion of children in today's world. According to an 2011 OECD report "*Social Exclusion, Children and Education*", the social exclusion of children consists in the non-recognition of the individuals in society. The feeling of being included is however fundamental in the development of a human being. Indeed, 65% of the European citizens feel that "being recognized" is a necessity (*Golding survey, 1995*). The situations of exclusion can be multiple : poverty, disability, belonging to a marginalized community. They affect general development and especially young adults' development. The Member States thus have the moral duty to do whatever must be done in order to promote the social inclusion of children.

Children's protection is seriously taken into account since many years. Indeed, the *Universal Declaration of Human Rights* (UDHR) of 1948 has already underscored the necessity of "guaranteeing the same level of social inclusion to every child". The *Convention on the Rights of a Child* (CRC) of 1989 goes further : every child should have the exact same rights as every other child, regardless of his race, sex, community, or religion. Since the last few years, the UNICEF tries to improve the social norms and the national legislations in order to protect children from exclusion. The organization also supports the work of non-governmental organizations (NGO) in terms of education and healthcare. However, despite all this progress, the current situation in Libya is quite preoccupying and highlights the fact that there is still a lot to be done. 2 million of children, being one third of the population, are not attending school in the country since the beginning of the conflict in 2011. However, before the conflict, the literacy rate reached almost 100% of the teenagers. This issue prevents the development of Libya and the well-being of its younger inhabitants.

Libya proposes to take legal measures, at a national and international level, in order to compel the States to pay more attention to their younger inhabitants. The Member States have the moral duty to ensure that all their young population has access to healthcare, security and education. These key issues are essential to the development of tomorrow's world population. Libya is deeply convinced that the social inclusion of children can be improved thanks to a wider access to education. Education is indeed the best way to tackle future difficulties such as an important unemployment rate. Libya is confident these initiatives will lead to a real promotion of children's social inclusion and will fully support the development of the whole international community.

II. Strengthening Rehabilitation and Reintegration of Youth Offenders

One million children are in jail across the world. According to the Annie E. Casey Foundation, more than 60 000 children are incarcerated in juvenile detention centers in the US in 2011. Libya regrets that too many young offenders are systematically put into jail. The time spent in prison often declines their mentalities and they are more inclined to commit new crimes. In 2014, 38% of the youth offenders released from custody went back to crime in the next 12 months.

In Libya, with the civil war, many young people have to find money and go on the path of delinquency and criminality. Prison is definitely not a sustainable solution for those young offenders. Do not they deserve a second chance ? Libya argues that most young offenders are just lost children, who need help, backing and support and not prison sentences.

This delicate and intricate matter is nowadays a key question and many reports have raised awareness upon it. The *UN Guiding Principles of Riyad* of 1990 underscore the importance of rehabilitating youth offenders in order to prevent society from future crimes. The Member States must provide the facilities required to the development of young people. This development leans on the strength of family and the level of education in the country. A *UN General Assembly report* should be published at the end of 2017 in order to improve the

detention conditions of youth offenders and thus their rehabilitation. Its goal is to guarantee the respect of international norms and to reduce the number of young children kept in jail for minor offences. These principles are on the right track, but much more remains to do.

Libya thus strongly believes that many measures should be taken in a short time in order to reduce significantly the number of youth offenders in the world, and especially in the developing countries. Libya urges the Member States to improve the situation on a local, regional and international scale. Firstly, it proposes to implement alternative solutions to systematic detention of youth offenders. The crimes should be ranked and the sentences adapted to the nature of this crime. The time spent in jail often leads to more instability and should not be deemed as the only possible solution. Second, Libya emphasizes the importance of reintegration of those young offenders who can't live everlasting on the edge of the society and advocate for an international agreement about their rehabilitation, which is a key point to prevent future criminality and a strong development level.

III. Education in Emergencies

Globally, almost one in ten children is out of school and this number increases. Most of these children live in Africa, in Middle East and in South Asia and suffer the consequences of armed conflicts, natural disasters and other hazards. These emergencies especially conflict force many families to leave their home becoming refugees while they destroy infrastructures and interrupt local and even national economic activity, undermining the children's possibilities to go to school.

Thus, Libya recalls the importance of the action of the "International Network for Education in Emergencies" (INEE) in order to protect the right to education in emergencies. Libya acknowledges that education is the key for sustainable development and stable democracy in the long term : the development opportunity of educating children, especially girls, is no longer to prove. In emergency situation, education is also a major tool to protect children, to prevent them from violence, kidnapping and rape on the one hand, enrolment in armed groups, criminal activities or terrorism on the other hand. Education fosters a stable and healthy development on the mental and moral scale and lower the impact of displacement or violence on children, which is undoubtedly a condition for a stable future life. Teaching tolerance, pacifism and human rights conscience is a necessity to sustainably solve conflict and a powerful tool against terrorism. On the short term, school is the place where children can be kept safe, fed and taught how to protect themselves and all the skills they need in emergencies. However, too little money is invested in education in emergency situation today : it represents only 2% of the humanitarian aid whereas it could hugely benefit children and countries in emergencies in both short and long term. These investments are even more important nowadays as school has been more and more targeted by armed groups and terrorist for a few years : they use school for military uses like weapon cache, shelter or detention center not to be attacked by the enemy, threatening the safety of children and teachers. Some terrorist groups even attack themselves school - like the Chibok school in Nigeria where 276 female students were kidnapped by Boko Haram.

A few states are in critical situations and require special attention. They are afflicted by civil wars, long political instabilities and terrorism. These military and political crises cause economic recession and undermine the development. In such contexts, education becomes a low priority for governments while school conditions are obviously already degraded. Of course, Libya includes itself in these countries : since 2011, the civil war ravages the country which is still divided. The deficit reaches 50% of the GDP, economy is deeply damaged and 2 millions children do not go to school, which is a third of the population. If education is obviously not the top priority for these countries, because short-term requirements are tremendous, education might be the very unique tool to sustainably bring stability, unity and peace.

To improve education in emergencies, Libya proposes actions on global and international scale. First, it emphasizes the necessity to enhance the action of the INEE with an increase in its budget and a material and logistic assistance from Member States in countries in emergency situation. The goal is to enable the INEE to operate safely, quickly and efficiently in any emergency situation to guarantee to every child the right to access education. Libya urges Member States to create an action plan and an extraordinary fund to rescue the countries in very critical emergency situation. This action plan should first aim to protect schools from armed groups as they are the place where all the help needed can be provide. Second, it should develop education for displaced populations, hiring teachers and building infrastructures. Third, it must support countries at the end of conflicts to quickly rebuild infrastructure and to quickly have children back to school. These measures are necessary to ensure the solving of conflicts and the development of the children who'll be the tomorrow citizens