March 2023

**Submission of the World Organization of the Scout Movement (WOSM) to the Call for Comments and Textual Suggestions: Second Revised Text of the Draft Convention on the Right to Development**

**Contents**

[Introduction 1](#_Toc133238373)

[The Need for a Specific Article on the Rights of Young People 3](#_Toc133238374)

[General Principles (art. 3) 7](#_Toc133238375)

[Defining the Right to Development (art. 4) 8](#_Toc133238376)

[General Obligations of State Parties (art. 8) 10](#_Toc133238377)

[Specific and Remedial Measures (art. 15) 10](#_Toc133238378)

[Equality Between Men and Women (art. 16) 12](#_Toc133238379)

[Young People and Monitoring of the Convention (arts 25 and 27) 12](#_Toc133238380)

[Civil Society and the Right to Development 13](#_Toc133238381)

# **Introduction**

1. As one of the largest organized civil society contributions to the realization of sustainable development, the World Organization of the Scout Movement (WOSM) offers a unique contribution to the drafting of the Convention on the Right to Development and the role that young people should have within it.
2. The importance of development to young people (whether children, adolescents or young adults) cannot be overstated. When addressing the rights of adolescents, the CRC has stressed:

“the importance of valuing adolescence and its associated characteristics as a positive developmental stage of childhood. It regrets the widespread negative characterization of adolescence leading to narrow problem-focused interventions and services, rather than a commitment to building optimum environments to guarantee the rights of adolescents and support the development of their physical, psychological, spiritual, social, emotional, cognitive, cultural and economic capacities.”[[1]](#footnote-1)

In this way, during the time of adolescence and early adulthood, one not only experiences societal development, one experiences a great deal of personal development.[[2]](#footnote-2) While a distinction can be drawn, there is a great deal of overlap in the two: it is the societal conditions at the time that will contribute to the personal development that each individual experiences.[[3]](#footnote-3) As will be addressed in greater detail below, access to formal and non-formal education, for instance, has a considerable impact upon one’s personal development, though equally on the future development of their community.[[4]](#footnote-4)

1. One must also consider, in this, the substantial and direct role that young people have in driving forward development within their communities. Through [*Scouts for SDGs*](https://sdgs.scout.org/), 57 million young people have contributed nearly 3 billion hours towards the sustainable development goals.[[5]](#footnote-5) This work has taken place within a broad range of projects addressing different components of sustainable development. Across the world, scouts have worked to deliver projects that ensure others have quality education, to reduce poverty and to promote climate action; in fact, projects driven by scouts have contributed in different ways to all 17 of the SDGs.[[6]](#footnote-6) While community engagement is a core component of the scout method, this work is not limited to scouts; young people have a clear role to play in realizing development in their communities.[[7]](#footnote-7)
2. In light of both the importance of development to young people and their role in realizing sustainable development, we believe that it is of crucial importance to embed the perspectives of young people throughout the Draft Convention on the Right to Development. It is during youth that many of the capabilities that will underpin one’s future development and the development of the communities in which they reside are acquired.[[8]](#footnote-8) It is only in streamlining the perspectives and needs of young people throughout the Convention, its implementation and its monitoring that we, as humanity, are able to truly empower young people and to ensure that they are given due consideration in development initiatives.
3. For this reason, we are recommending the addition of a new article emphasizing the rights of young people in realizing the right to development. In the next section, we expand on how participation, education and access to resources underpin the right to development for young people. After addressing the importance of a specific article on young people, we consider how the general principles of the Convention could be better aligned with one another and to ensure that their presence is felt in the definition of the right to development and the general obligations of the State parties. In all of this we focus on the role that participation plays in the right to development: this impacts on the realization of the right to development for all people, though emphasizing participation as a component of the right to development has a considerable impact on the rights of young people. Ensuring that young people are consulted and able to shape the way in which development is realized is integral to their own status as rights holders and to ensuring sustainable development.
4. In the latter part of our submission we turn to the Article which addresses specific and remedial measures, we set out how shifting the focus of this article would focus more concretely on the ambitions of equality as a human right: namely, a society in which everyone is able to enjoy the full catalogue of rights and where our differences can be accommodated by design. We remain a long way from attaining this, and for this reason temporary special measures remain an important tool, however we do a disservice to the ambition by failing to spell it out. The realization of equality on an intersectional basis is of considerable importance to the participation of young people in society: it is an important tool to empower young people as a whole and especially those groups of young people who have historically been subject to marginalization on other grounds. It is only when all young people are able to participate that we can claim to have realized the right for young people.
5. Finally, we address the importance of embedding youth- and child-friendly working methods in the Implementation Mechanism as a means to safeguard the rights of young people and to ensure that they are able to participate in the monitoring of the convention. Ensuring that reports are accessible for young people, and that young people are consulted in the formulation of General Comments are important tools to engage young people as rights holders.

# **The Need for a Specific Article on the Rights of Young People**

1. We believe that a concerted effort must be made to ensure that the Convention is able to empower young people as rights holders, if the right to development is going to be realized in a meaningful way. It is through holistic approaches to empowerment that States, the UN and other actors can embed youth perspectives in development and work to realize the right to development for young people.[[9]](#footnote-9) It is necessary to explicitly consider young people as rights holders in the text of the Draft Convention, to address the specific barriers that young people face and the unique role that young people play and could play in development.
2. For this reason, we suggest the **addition of a new Article on Young People and Development** to follow Article 17 (on indigenous peoples) and to precede the current Article 18 (on measures to prevent and combat corruption).
3. We would recommend that this article reads:

“**Article 18**

**Young People and Development**

1. States Parties, in accordance with their obligations under international law, shall ensure that young people are able to meaningfully contribute to decision making, through the formulation, implementation and monitoring of all relevant legislation, policies, services and programs affecting their lives, both at school and at the community, local, national and international levels.

2. In this regard, the States Parties recognize the inherent relation between the personal development of all young people and the development of the communities in which they live. As such State Parties, in consultation with young people, shall adopt appropriate measures, individually and jointly, inter alia:

(a) To ensure all young people are able to participate in quality formal and non-formal education, and have the opportunity to develop and practice the skills necessary to achieve their own personal development and to contribute to the development of the community;

(b) To support young people to participate in and organize initiatives and projects that further contribute to their development and the development of their community;

(c) To ensure young people, individually and in community with others, have access to, and control over, the resources necessary for the full realization of the right to development by young people;

(d) To create and promote intergenerational dialogue, at all levels and in all spaces within society, in which young people are effectively and meaningfully engaged as partners;

(e) To incorporate and mainstream the perspectives of young people in decision making processes, through the formulation, implementation and monitoring of all national laws, policies and practices, as well as in international legal instruments;

(f) To prevent and eliminate all forms of violence and harmful practices against children and young people in the public and private spheres online and offline, and to ensure that victims of such violence have access to the support necessary;

(g) To realize the youth, peace and security agenda and ensure the full, effective and meaningful participation of young people in the prevention and resolution of armed conflicts and in peacebuilding for the maintenance and promotion of peace and security at all levels.”

1. This article begins, in paragraph 1, by reaffirming the obligation on States to ensure that young people can shape the laws and policy frameworks that affect them. This is not controversial; however, its restatement is of considerable importance to realize the meaningful consultation of young people. The obligation to provide individuals with the opportunity to participate in decision-making processes has been articulated within the scope of various human rights.[[10]](#footnote-10) In the case of children, this obligation is abundantly clear, from Art. 12 of the CRC, which establishes the right of children to express their views on matters affecting them and for their views to be given due weight.[[11]](#footnote-11) The CRC’s 20th general comment confirms the application of this article to legislative and policy processes, setting out that:

“States should ensure that adolescents are involved in the development, implementation and monitoring of all relevant legislation, policies, services and programmes affecting their lives, at school and at the community, local, national and international levels.”[[12]](#footnote-12)

We believe that in the scope of development that consulting young people specifically, is integral to ensuring that laws and policies are able to take due account of their needs. It is for this reason we have recommend this as the first point that should be addressed in an article on young people and development. Equally, it is through meaningful participation in the formulation of policy objective that young people are empowered to shape development. In this way, it is through the meaningful participation of young people that meaning is given to the rest of the article.

1. In the second paragraph, we have explicitly referenced the connection between personal development and the development of the community. If one is to reflect on the General Comments and Recommendations of the various treaty bodies, development is returned to on a regular basis, especially with regard to young people.[[13]](#footnote-13) For this reason, we believe that it is important to reflect on the role that development has on the realization of all other human rights, on both a personal and societal level.
2. In sub-paragraph (a), we have set out the importance of being able to participate in quality education. In this we believe it is important to stress the role of non-formal education explicitly. In CESCR’s 13th General Comment, the Committee sets out that education is more than just the formal curriculum.[[14]](#footnote-14) We believe that in the context of development, especially when one considers the contribution of Scouts from around the world as well as members of other youth organizations founded on the principle of non-formal education, it is of considerable importance to make explicit reference to non-formal education as a means to empower young people and to support them in developing skills for life.[[15]](#footnote-15) In this, the Scout Method embeds the role of *learning by doing* in to everything we do.[[16]](#footnote-16) It is through providing young people with the chance to make mistakes in a controlled and safe environment that they are able to challenge themselves and to learn. Through this sub-paragraph, we have explicitly tied the education of individuals to their own development and accordingly the development of the community: we believe that education is a fundamental cornerstone of the development of (young) people and of their communities.
3. Sub-paragraph (b) addresses the need for young people to be supported in organizing and participating in initiatives. Over the course of the Covid-19 pandemic, the Big 6 Youth Organizations, through the Global Youth Mobilization and with the support of the WHO and the UN Foundation, have worked to use innovative mechanisms to empower young people all over the world to drive forward initiatives that uplift communities and provide the conditions necessary for development.[[17]](#footnote-17) As is clear from this initiative, it is through empowering and supporting young people in identifying the issues they want to address we are collectively able to address the most pressing issues in society.[[18]](#footnote-18) For this reason, it is crucial, with regard to the right to development, that States are creating the conditions for young people to address the issues that they, as young people, perceive are most important.
4. This is closely related to the next sub-paragraph: in sub-paragraph (c), we set out the need to ensure that young people have access to the resources that they require to realize their personal development and the development of their communities. The Global Youth Mobilization has highlighted that access to funding for young people is a crucial barrier to the delivery of youth-led initiatives.[[19]](#footnote-19) This, however, is by no means the only resource that young people require to further development in their communities. Capacity building, peer learning and mentorship are crucial in empowering young people.[[20]](#footnote-20) The requirements of young people vary, though without the resources that they need their right to development will undoubtedly go unrealized.
5. A key part of empowering young people, as we set out in sub-paragraph (d), is the ability to create intergenerational dialogue. Intergenerational dialogue is an important mechanism for us to learn from one another.[[21]](#footnote-21) It is through the creation of spaces which facilitate meaningful intergenerational dialogue that we can embark on a transformational journey that reimagines society as a truly intergenerational partnership.[[22]](#footnote-22)
6. This is directly furthered through the provisions of sub-paragraph (e) on the need to incorporate the perspectives of young people into legal and policy frameworks. This closely builds on restatement of the obligation found in paragraph (1), though it also introduces distinct elements. Paragraph (1) addresses the need to meaningfully engage young people in the formulation, implementation and evaluation of legal and policy frameworks; sub-paragraph (e) begins to address how the views of young people are incorporated into the legislative agenda.
7. Turning to sub-paragraph (f), it is only when young people are safe are they able to truly engage in their personal development and the development of their community. Enhancing efforts to realize this is integral to ensuring that young people are able to fully develop.[[23]](#footnote-23) A core component of this must be ensuring that where young people have been subject to such violence, they are provided with access to the support that they require, so that they can manage the challenges that face as a result of such violence.[[24]](#footnote-24)
8. Finally, we believe that it is important to recognize the role that young people can and should have in realizing peace within their communities. The Youth, Peace and Security Agenda is an important step towards recognizing the role that young people have in contributing to peace in their communities. We believe it is through engaging all parts of society and through the realization of the five principles of the YPS Agenda that young people will be empowered to provide a meaningful contribution to peace in the communities in which they live.[[25]](#footnote-25)
9. In this section, we have set out how we conceive an article on young people and development and why we believe it is necessary when considering the role that young people have and should have in development. It is only when young people are taken seriously and streamlined into development policy and empowered in a meaningful way will we unleash their potential. The Global Youth Mobilization has shown the potential impact that young people can have in responding to crises, in realizing the sustainable development goals and in empowering communities around the world. It is for this reason that we believe States, both alone and through international cooperation, must work to ensure that young people are meaningfully empowered in the realization of the right to development.

# **General Principles (art. 3)**

1. The principles governing the Convention are generally well formulated and reflect those principles that ought to govern the right to development. We feel that there could be a better attempt to highlight the role of these principles through the course of the Convention and their interrelation to one another.
2. In this manner, we would first draw attention to the principles contained in paragraph (b): namely those common to all human rights. As we highlight, in relation to Art. 4 of the Draft Convention, we believe that more could be done to highlight the role that empowerment, participation, transparency and accountability play in the formulation of development policy and action plans as well as in the accompanying regulatory frameworks. Equally we believe that it is through seeking to further these that one must consider our proposed addition of an article on Young People and development.
3. These notions are furthered through the idea of a human rights-based development. Positioning development both as a means to realize human rights and as a product of them is a crucial step to empowering the communities which development efforts seek to engage and recognizes that human rights are not just the goal but also the route to realizing it. A human rights-based approach to development should ensure that individuals and peoples have due ability to shape the way in which development shapes their life and to participate in the formulation of development goals.
4. In this vein, it is also important to discuss the role of the right to regulate, contained in paragraph (h). We feel it is important that when this is viewed in light of the other principles, due regard, as accorded by international human rights law, must be given to the ability of individuals, groups and peoples to meaningfully participate in the formulation, implementation and evaluation of regulatory and policy frameworks. For this reason, we would recommend the **addition of “and with their meaningful participation” directly after “on behalf of the rights holders” though prior to the comma.** This would take a considerable step to emphasizing the important role that rights holders have in enumerating development priorities.

# **Defining the Right to Development (art. 4)**

1. As we have already set out, development constitutes a core component of young people’s lives and it is during one’s youth that one experiences a considerable development. It is through their development that young people are empowered as active citizens. In working to realize this and in light of the principles that we have addressed above, we believe that it is important to consider the impact of the Convention’s principles on the definition of development.
2. Art. 4(1) of the 2nd Revised Draft sets out that:

“Every individual and all peoples have the inalienable right to development, by virtue of which they are entitled to participate in, contribute to and enjoy civil, cultural, economic, environmental, political and social development that is indivisible from and interdependent and interrelated with all other human rights and fundamental freedoms.”

This principally breaks down the right into three constituent rights: (1) the right to participate in development; (2) the right to contribute to development; and, (3) the right to enjoy development. This formulation grounds the concept of development in the realization of all other human rights: it is both a means to realize them and a product of their realization. This is at the core of a human rights-based approach to development.

1. In general, the treaty bodies have interpreted similar formulations to include the importance of individuals, alone and in community, to participate in the formulation of policy and regulatory frameworks that will impact upon their understanding of the right.[[26]](#footnote-26) For instance, when defining participation in their 21st General Comment, CESCR concluded that it was primarily, though not exclusively, comprised of three elements. The third of these covered, in part:

“the right to take part in the development of the community to which a person belongs, and in the definition, elaboration and implementation of policies and decisions that have an impact on the exercise of a person’s cultural rights.”[[27]](#footnote-27)

With regard to the Draft Convention, we believe that this ought to be considered more explicitly. While the Convention sets out a comprehensive right to benefit from development, it does little to establish the rights of individuals and peoples to shape development polices. One could argue that this is partially set forth in Art. 15 with regard to specific vulnerable groups. However, it is of such importance that we believe that it should be addressed as a core component of the right, as such.

1. For this reason, we would suggest the **addition of “as they so choose” to Art 4 para 1 directly after “entitled” though preceding “to participate in”**, this would act to strengthen the individuals and peoples in defining the way in which development is realized in their lives. Such a formulation would more closely align the definition of the right to development with the underlying principles set out in Art. 3 of the Draft Convention: most notably, the principles of self-determined development, of a human rights-based approach to development and those general principles underpinning human rights.
2. We would also suggest, for similar reasons, the **addition of a second sentence to Art 4 para 2 that reads: “This includes the right of individuals, groups and peoples to participate in decision-making processes that affect their full enjoyment of the right to development.”**
3. We believe both of these contributions highlight the person-centered approach to development and the importance of empowering individuals, alone and in community with others, to participate in defining the way in which development is realized in their lives and their communities. It is in codifying the right to development in a legally binding document that we believe it is important to stress the procedural elements of such a right.

# **General Obligations of State Parties (art. 8)**

1. We would recommend **amending and adding to the current formulation of Art. 8(4) to align more closely with the principles of the Convention to read: “each State has the right, on behalf of the rights holders and with their meaningful participation, and also the duty”** instead of, as it currently reads, “each State has the right, on behalf of its peoples, and also the duty”. We believe that this amendment moves to more closely align this formulation with that found in the general principles, while also, with the addition, recognizing the role of rights holders in the formulation and implementation of development policies and accompanying regulatory framework.

# **Specific and Remedial Measures (art. 15)**

1. Throughout this response, we have set out how several of the aspects of Art. 15 should in fact be considered to belong to the right to development, as such. As we turn to Art. 15 of the Draft Convention, we would implore that a more ambitious approach must be taken. Within international human rights law there has been a general shift towards embracing transformative equality (which has also been referred to as inclusive equality).[[28]](#footnote-28) The aspiration of transformative equality is to break down the historic barrier and to re-envision and rebuild societal institutions in such a way that equality is realized in the fabric of society. Transformative equality seeks to realize *de facto* equality through abolishing the historic and systemic barriers; in this way, it is a conceptualization that is inherently intersectional.[[29]](#footnote-29)
2. The practical realization of transformative equality has focused on four dimensions: (a) a fair redistributive dimension to address socioeconomic disadvantages; (b) a recognition dimension to combat stigma, stereotyping, prejudice and violence and to recognize the dignity of human beings and their intersectionality; (c) a participative dimension to reaffirm the social nature of people as members of social groups and the full recognition of humanity through inclusion in society; and (d) an accommodating dimension to make space for difference as a matter of human dignity.[[30]](#footnote-30) Transformative equality encompasses the need for historic redress, while also reflecting on the need for intersectional equality and the persisting structural barriers.[[31]](#footnote-31)
3. A shift in focus towards transformative equality, within Art. 15 of the Draft Convention, would also address another deficiency in its current formulation. Special measures as they are understood by CEDAW and the CERD are by their very nature temporary. This is also reflected in the understanding of CESCR and the ICCPR. Specific measures, which the CRPD make reference to, are also “usually temporary in nature.”[[32]](#footnote-32) However, in its 6th General Comment, the CRPD fails to articulate how such a measure could take on a non-temporary nature.[[33]](#footnote-33) This is because special measures are, in many regards, in place to realize transformative equality (at which point they cease to be of use).[[34]](#footnote-34)
4. We believe that a focus on transformative equality within Art. 15 of the Draft Convention, would unite the principles of non-discrimination and equality, found in Art. 3(b) of the Convention, with a human rights-based approach to development, found in Art. 3(c). A human rights-based approach to development, as we have set out earlier, is about conceptualizing development as a product of the realization of human rights and as a mechanism for realizing them. In the context of equality, a human rights-based approach to development would inevitably result in a societal transformation that empowered vulnerable and historically marginalized people, while also addressing directly the damage caused by that historic marginalization.
5. For this reason, we recommend **amending Art. 15(1) so that it reads, “States Parties recognize that realizing the right to equality for all people and on an intersectional basis requires a transformative process. This requires, inter alia:**
6. **Providing redress to socioeconomic disadvantages;**
7. **Addressing stigma, stereotyping, prejudice and violence and to recognize the dignity of human beings and their intersectionality;**
8. **Enhancing participation, to reaffirm the social nature of people as members of social groups and the full recognition of humanity through inclusion in society, and;**
9. **Accommodating difference as a matter of human dignity.**

**It is through and as a result of realizing the right to development for all people that this can be realized at large. Until such time as this can be realized, and as a means to accelerate its realization, certain individuals, groups and peoples, owing to their current or historic marginalization or vulnerability may need State Parties to adopt specific measures with a view to realizing their enjoyment of the right to development, and as a result all other human rights.”** As we have set out in the motivation for moving towards such a formulation, this provides for an intersectional approach to the realization of equality, towards a conceptualization of equality which goes beyond historic injustice and looks towards rebuilding society in a just manner and embeds the principles that underpin the Convention into the realization of this. At the same time, it provides a legal basis through which to ground temporary special measures until such time as transformative equality can be realized.

# **Equality Between Men and Women (art. 16)**

1. We believe it is important to consider the importance of the Women, Peace and Security Agenda and the Youth, Peace and Security Agenda for girls and young women. Successive UNSC resolutions have highlighted the important role that young people and increasing young girls play and should play in the peace and security agenda.[[35]](#footnote-35)
2. We therefore feel it is important to **include “and girls” in sub-paragraph (g)** after “women” and prior to “in the prevention and resolution of armed conflict”, to align sub-paragraph (g) with the structure of the other sub-paragraphs in Art. 16(2) of the Draft Convention; it is also important to stress the intersection of the WPS and the YPS agenda in empowering girls and young women as agents for peace.

# **Young People and Monitoring of the Convention (arts 25 and 27)**

1. The traditional mechanisms utilized to monitor the implementation of human rights have (until recently) done little to truly engage young people in their work. We would urge the State parties to consider the importance of engaging young people in the monitoring the Draft Convention and the developing best practices utilized by other mechanisms.[[36]](#footnote-36) This includes through sending youth delegates to the Conference of the Parties, through the use of child-friendly reporting from the outset and the importance of the monitoring mechanisms to consult children and young people in their work.
2. To this extent, we would recommend the **inclusion of another sub-paragraph in Art. 27(3), after sub-paragraph (b) though prior to sub-paragraph (c), to specifically address the obligations of the Implementation Mechanism towards young people and other vulnerable or marginalized groups.**
3. We would recommend that this read: **(c) Ensure, through their methods of work, including child-friendly reporting, that they seek to explicitly engage young people, and other vulnerable or marginalized peoples in the monitoring of the convention;”**
4. We would also urge the State parties to consider the feasibility and benefit that young(er) members of the implementation mechanism could offer to ensure that the considerations of young people are represented. While on its own this is insufficient to represent young people, when considered in addition to other modalities it is crucial to empowerment of young people. For this reason, we would **recommend that age is considered alongside gender balance and equitable geographical representation** in Art. 27 (2) on the composition of the implementation mechanism.

1. CRC, ‘General comment No. 20: on the implementation of the rights of the child during adolescence’ (6 December 2016) UN Doc CRC/C/GC/20, para 15. [↑](#footnote-ref-1)
2. See, for example: CRC, ‘General Comment No. 1 on Art. 29(1): The Aims of Education’ (17 April 2001) UN Doc CRC/GC/2001/1; UN Department of Economic and Social Affairs, *World Youth Report: Youth and the 2030 Agenda for Sustainable Development* (2018) <https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2018/12/WorldYouthReport-2030Agenda.pdf> accessed 31 March 2023. [↑](#footnote-ref-2)
3. See: CESCR, ‘General Comment No. 13 on The Right to Education (Article 13 of the Covenant)’ (21st session, 8 December 1999) UN Doc E/C.12/1999/10, para 16(a); CRC, ‘General Comment No. 1 (The Aims of Education)’. [↑](#footnote-ref-3)
4. See: World Organization of the Scout Movement (WOSM), *The Scout Method* (2019) <https://members.scout.org/sites/default/files/library\_files/The%20Scout%20Method\_EN\_1.pdf> accessed 31 March 2023; see also: CRC, ‘General Comment No. 1 (The Aims of Education)’. [↑](#footnote-ref-4)
5. World Organization of the Scout Movement (WOSM), ‘Scouts for SDGs’ (*WOSM*, n.d.) <https://sdgs.scout.org/> accessed 31 March 2023. [↑](#footnote-ref-5)
6. World Organization of the Scout Movement (WOSM), *Scouts for SDGs: 50 million Scouts making the world’s largest youth contribution to the Sustainable Development Goals* (2018) <https://members.scout.org/sites/default/files/library\_files/Scouts%20for%20SDGs\_EN.pdf> accessed 31 March 2023; World Organization of the Scout Movement (WOSM), ‘Scouts for SDGs’. [↑](#footnote-ref-6)
7. See: World Organization of the Scout Movement (WOSM), *The Scout Method*, 26-27; UN Department of Economic and Social Affairs, *World Youth Report: Youth and the 2030 Agenda for Sustainable Development*. [↑](#footnote-ref-7)
8. See: UN Department of Economic and Social Affairs, *World Youth Report: Youth and the 2030 Agenda for Sustainable Development*. [↑](#footnote-ref-8)
9. See: Human Rights Council Res 41/13 (41st session, 2019) UN Docs A/74/53 (Youth and Human Rights). [↑](#footnote-ref-9)
10. See, among others: CESCR, ‘General Comment No. 15 on The Right to Water (arts. 11 and 12 of the International Covenant on Economic, Social and Cultural Rights)’ (29th session, 20 January 2003) UN Doc E/C.12/2002/11, para 48; CESCR, ‘General Comment No. 14 on The Right to the Highest Attainable Standard of Health (Article 12 of the International Covenant on Economic, Social and Cultural Rights)’ (22nd session, 11 August 2000) UN Doc E/C.12/2000/4; CCPR, ‘General Comment No. 25 on the Right to Take Part in the Conduct of Public Affairs’ (57th session, 27 August 1996) UN Doc CCPR/C/21/Rev.1/Add.7. [↑](#footnote-ref-10)
11. UN Convention on the Rights of the Child (adopted 20 November 1989, entered into force 2 September 1990) 1577 UNTS 3 (UNCRC), art 12. [↑](#footnote-ref-11)
12. CRC, ‘General comment No. 20’, para 23; see also: CRC, ‘General Comment No. 5: General measures of implementation of the Convention on the Rights of the Child (arts. 4, 42 and 44, para. 6)’ (34th session, 27 November 2003) UN Doc CRC/GC/2003/5. [↑](#footnote-ref-12)
13. See, for example, among many others: CRC, ‘General Comment No. 1 (The Aims of Education)’; CRC, ‘General Comment No. 4: Adolescent health and development in the context of the Convention on the Rights of the Child’ (33rd session, 1 July 2003) UN Doc CRC/GC/2003/4; CRC, ‘General Comment No. 5’; CRC, ‘General comment No. 17: on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (art. 31)’ (17 April 2013) UN Doc CRC/C/GC/17; CRC, ‘General comment No. 20’. [↑](#footnote-ref-13)
14. See: CESCR, ‘General Comment No. 13 on The Right to Education (Article 13 of the Covenant)’, para 4; CRC, ‘General Comment No. 1 (The Aims of Education)’, para 2. [↑](#footnote-ref-14)
15. See: The Big 6, *The Big 6 Youth Organizations: Joint Position on Non-Formal Education* (2019) <https://globalyouthmobilization.org/wp-content/uploads/2021/03/Joint-Position-on-Non-Formal-Education-.pdf> accessed 31 March 2023. [↑](#footnote-ref-15)
16. See: World Organization of the Scout Movement (WOSM), *The Scout Method*. [↑](#footnote-ref-16)
17. Global Youth Mobilization, *Unstoppable Together: Celebrating 2 years of Youth-led Global Action* (2023) <https://globalyouthmobilization.org/wp-content/uploads/2023/03/GYM-Final-Report-2023.pdf> accessed 31 March 2023. [↑](#footnote-ref-17)
18. Global Youth Mobilization, *Unstoppable Together: Celebrating 2 years of Youth-led Global Action*, 84-87. [↑](#footnote-ref-18)
19. Global Youth Mobilization, *Unstoppable Together: Celebrating 2 years of Youth-led Global Action*, 84-87. [↑](#footnote-ref-19)
20. See: Global Youth Mobilization, *Unstoppable Together: Celebrating 2 years of Youth-led Global Action*, 88-89. [↑](#footnote-ref-20)
21. World Organization of the Scout Movement (WOSM) and King Abdullah Bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue (KAICIID), *Building Bridges: Guide for Dialogue Ambassadors* (2018) <https://members.scout.org/sites/default/files/library\_files/Dialogue%20for%20peace\_EN\_FINAL\_2018\_WEB.pdf> accessed 31 March 2023; see also: Global Youth Mobilization, *Unstoppable Together: Celebrating 2 years of Youth-led Global Action*, 84-89. [↑](#footnote-ref-21)
22. See, for example: World Organization of the Scout Movement (WOSM) and King Abdullah Bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue (KAICIID), *Building Bridges: Guide for Dialogue Ambassadors*. [↑](#footnote-ref-22)
23. See, for example: General Assembly, ‘Annual report of the Special Representative of the Secretary-General on Violence against Children’ (77th session, 25 July 2022) UN Docs A/77/221. [↑](#footnote-ref-23)
24. See: The Office of the Special Representative of the Secretary-General on Violence against Children, *Hidden Scars: How Violence Harms the Mental Health of Children* (2020) <https://violenceagainstchildren.un.org/sites/violenceagainstchildren.un.org/files/documents/publications/final\_hidden\_scars\_lhow\_violence\_harms\_the\_mental\_health\_of\_children.pdf> accessed 31 March 2023. [↑](#footnote-ref-24)
25. The 5 principles being: Participation, Protection, Prevention, Partnerships and Disengagement & Reintegration. See: UN Security Council Res 2250 (7573rd meeting, 2015) UN Docs S/RES/2250 (Resolution on Youth, Peace and Security); UN Security Council Res 2419 (8277th meeting, 2018) UN Docs S/RES/2419 (Resolution on Youth Peace and Security); UN Security Council Res 2535 (8748th meeting, 2020) UN Docs S/RES/2535 (Resolution on Youth, Peace and Security). [↑](#footnote-ref-25)
26. See, for example: CESCR, ‘General Comment No. 14 on The Right to the Highest Attainable Standard of Health’; CESCR, ‘General comment No. 21: Right of everyone to take part in cultural life (art. 15, para. 1 (a), of the International Covenant on Economic, Social and Cultural Rights)’ (21 December 2009) UN Doc E/C.12/GC/21. [↑](#footnote-ref-26)
27. CESCR, ‘General comment No. 21: Right of everyone to take part in cultural life’, para 15. [↑](#footnote-ref-27)
28. See: CRPD, ‘General Comment No. 6 on equality and non-discrimination’ (19th session, 26 April 2018) UN Doc CRPD/C/GC/6; see also: Ilias Bantekas, Michael Ashley Stein and Dimitris Anastasiou (eds), *The UN Convention on the Rights of Persons with Disabilities: A Commentary* (OUP 2018). [↑](#footnote-ref-28)
29. See: Bantekas, Stein and Anastasiou (eds), *The UN Convention on the Rights of Persons with Disabilities: A Commentary*; Sandra Fredman, *Discrimination Law* (Oxford University Press 2011). [↑](#footnote-ref-29)
30. CRPD, ‘General Comment No. 6’, para 11; see also: Bantekas, Stein and Anastasiou (eds), *The UN Convention on the Rights of Persons with Disabilities: A Commentary* [↑](#footnote-ref-30)
31. Bantekas, Stein and Anastasiou (eds), *The UN Convention on the Rights of Persons with Disabilities: A Commentary*. [↑](#footnote-ref-31)
32. CRPD, ‘General Comment No. 6’, para 28. [↑](#footnote-ref-32)
33. CRPD, ‘General Comment No. 6’, para 28-29. [↑](#footnote-ref-33)
34. This fact is stressed by the Committee when they state that, “[such measures] must not result in perpetuation of isolation, segregation, stereotyping, stigmatization or otherwise discrimination against persons with disabilities.” CRPD, ‘General Comment No. 6’, para 29; see also: Bantekas, Stein and Anastasiou (eds), *The UN Convention on the Rights of Persons with Disabilities: A Commentary*, 167-70; Ineke Boerefijn et al (eds), *Temporary Special Measures: Article 4(1) UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) deals with temporary special (affirmative action) measures aimed at accelerating de facto equality between men and women* (Intersentia 2003). [↑](#footnote-ref-34)
35. See, specifically: UN Security Council Res 2535 (Resolution on Youth, Peace and Security); UN Security Council Res 2493 (8649th meeting, 2019) UN Docs S/RES/2493 (Resolution on Women, Peace and Security). [↑](#footnote-ref-35)
36. An important starting point would be to reflect on the work of the UN Special Representative of the Secretary-General on Violence Against Children, who has begun regularly consulting with children and publishing child-friendly reports. More recently, the Committee on the Rights of the Child and the Committee on Economic, Social and Cultural Rights have engaged directly with children in their consultations. [↑](#footnote-ref-36)