**Contributions of CLADE to the draft of the Convention on the Right to Development**

The Latin American Campaign for the Right to Education (CLADE) celebrates the Draft Convention on the Right to Development.

Responding to the call of the Office of the United Nations High Commissioner for Human Rights to civil society organizations with ECOSOC status to comment on the document, CLADE offers the following contributions for the consideration of the Working Group:

* In the second paragraph of its preamble, the draft of the Convention recognizes the serious obstacles that the States Parties must face in order to achieve the right to development. It is considered that, in addition to all the elements acknowledged in such paragraph, it is essential to recognize the **patriarchal system** as an important limiter of the right to development of women, girls and people with other sexual orientation and gender identities.
* In the fourth paragraph of its preamble, the centrality of the well-being of the entire population and individuals is emphasized. However, we consider that is also essential to underline that the **well-being of humanity depends on a healthy environment and on the well-being of all living beings that inhabit the planet**. Although the sixth paragraph recognizes the relationship between the right to development and sustainable development, the conception of people- or human-centered development leads to the implementation of development models that make the existence of humanity on the planet unfeasible. Therefore, it is essential to stress throughout the document that the people-centered development cannot be separated from the well-being of the whole planet. The same comment applies to paragraph 22 of the preamble, where the right to human-centered development is again emphasized, without relating it to the inexorable condition of an adequate development to any kind of life on the planet.
* On the other hand, Article 3 states: "Self-determined development: the right to development and the right to self-determination are integral to each other and mutually reinforcing”. As a consequence of this statement it is important to **recognize, promote and defend the existence of multiple types of development,** in line with community life projects and the cultural diversity of the planet.
* Finally, considering:

a) the centrality of education for the realization of the right to development and sustainable development;

b) that the Incheon Declaration and the Education 2030 Framework for Action underline “[the important role of education as a main driver of development and in achieving the other proposed SDGs](http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf)”;

c) that Target 4.7 of the Education 2030 Agenda states “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”,

CLADE suggests that the Convention on the Right to Development incorporates more explicitly in its Article 6 **the crucial relationship between the Right to Development and the Right to Education**.