**THE RIGHT TO DEVELOPMENT OF CHILDREN AND FUTURE GENERATIONS**

**(Mandate of the Special Rapporteur on the right to development - Call for input for the 2024 reports)**

**Submitted by: Tamara Hovorun**

**Affiliation: Jindal Global Law School, O. P. Jindal Global (Institution of Eminence Deemed to be University), India**

**Designation: Professor**

**Response to the Special Rapporteur’s Questions**

**Q1.** What does the right to development mean for children in line with the relevant policy frameworks and normative instruments? What about the right to development of future generations?

**Ans.** Human rights begin with the rights of the child. The best relative frame is introducing the children’s rights in the main UN document Convention of children rights and teach them to demand their satisfaction on different social levels starting from the family to The Ministry of country Education.

**Q2.** How are the human rights of children and future generations impacted by development-related decisions (e.g., related to economic development or new technologies) made by the present adult generation? Please provide examples from your country or area of work.

**Ans:** The Convention in one document combines the entire range of human rights related to children - civil, political, economic, social and cultural rights. The rights of the child are a system of opportunities that a person needs for his comprehensive and integral development in the conditions and in accordance with the requirements of the environment. Education should be aimed at: the development of a child's personality, talents, and professional abilities, at fostering respect for different human rights at preparing a child for a conscious adult life in a democratic society in the spirit of economy welfare , understanding equity and equality, at fostering respect for the whole world

**Q3.** How to ensure a meaningful participation of children and future generations in development-related decisions at all levels (e.g., in policy formulation or impact assessment)? Are there any existing good practices or models?

**Ans:** Every child has the right to a standard of living sufficient for his physical, intellectual, moral, cultural, spiritual and social development. Parents or persons who replace them are responsible for creating the conditions necessary for the comprehensive child development. Pedagogical assistance in institutions starting from preschool education encourage boys and girls to the common education, household work, joint activities. Involvement in institutions of secondary and professional technical education develop so called hard and soft professional skills for both genders as a challenge for generation Z and others followed.

**Q4.** How to integrate an intersectional approach to the participation of children to ensure that differentiated impacts on children due to various discriminations, exclusions or vulnerabilities are considered? Kindly share any good practices.

**Ans:** Children have the right to join independent children's and youth public organizations, provided that their activities do not contradict the Constitutions of any country and the laws Such activities do not violate public order and security of the state or region, the rights and freedoms of other persons, do not harm the morals and health of children of other nationalities and races and other citizens. Local executive bodies and local self-government bodies provide assistance to children's organizations and associations and contribute to their work.

**Q5.**  What measures should be taken to protect and empower child human rights defenders?

**Ans:** To address important international law organizations, to promote their activities in progressive mass media, to support psychologically and on the;level of local government

**Q6.** How to create child-friendly judicial and non-judicial remedial mechanisms to address violations of children’s rights in the context of development policies, projects or programmes?

**Ans:** Children's public organizations can create their own associations, establish contacts with children's public organizations of other countries, join international children's associations. To use different ways to protect children's rights: appeal to guardianship and guardianship authorities; appeal to the court; appeal to state authorities or local self-government; - appeal to public organizations. (The creation of children's organizations of a political and religious orientation in Ukraine is prohibited.)