

ADVOCAL

ADOLESCENT VOICES
SEEKING ECOLOGICAL RIGHTS FOR ALL CHILDREN

our report, our charter, our toolkit



Breathing in, breathing out

Breathing in, breathing out

I am blooming as a flower

I am fresh as the dew

I am solid as a mountain

I am firm as the earth

I am free.

Breathing in, breathing out

Breathing in, breathing out

I am water reflecting

What is real, what is true

And I feel there is space

Deep inside of me

I am free, I am free, I am free.

Thich Nath Hahn

(See Appendix on how to use Gathas)

AD VOCAL

adolescent voices

seeking ecological rights for children

attempting to influence

- ✍ OHCHR UPR India - November 2022
- ✍ G20 Summit - Bali - November 2022
- ✍ COP 27 - Egypt - November 2022
- ✍ General Comment 26 - Geneva - February 2023
- ✍ National Budget - New Delhi - March 2023
- ✍ HLPF - New York - September 2023
- ✍ UNGA - New York - September 2022
- ✍ Summit of the Future - September 2023
- ✍ National Policy On Children Review

Gandhi Jayanti
2nd October 2022



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FIGHTING
for our
FUTURE



ADmission Of Our Reality

foreword

Dear Fellow Earthlings,

Greetings from India's unique **NINEISMINE** campaign which is an advocacy initiative 'of for and by' the children of India.

AD VOCAL is an opinion poll that attempts to gather 3500 'adolescent voices seeking ecological rights for children'. I hope that it positively influences all 472 million of my peers in India if not 2.2 billion children globally.

UNICEF states that approximately 1 billion children are at an extremely high risk of the impacts of the climate crisis. So I often wondered why there was no article in the UNCRC on the environmental rights of us children.

But the news of the General Comment 26 process fills me with hope.

I am glad that the **NINEISMINE** campaign along with UNICEF and all our NGO partners organized these platforms for us to engage with this and the other national and local initiatives.

The focus of this report is to provide us young citizens with our own survey data, statistics, background information, learning tools and a Charter of Green Demands 'of, for and by children'.

Like all interventions of **NINEISMINE** the focus remains child-led advocacy. The final outcome of this exercise is our charter of demands that could be used during India's UPR Review on Geneva, COP 27 to be held in Egypt and a string of other global processes. I personally will take this report and comments with me to the UN General Comment 26 process in Geneva.

On the national front, I believe that this process would feed into the review of the National Policy on Children which is currently silent on our environmental rights. We hope that these inputs of ours would also ensure that our governments increase its budget on both us children and our Mother Earth, whom we refer to as Dharti Mata in Hindi.

I request each of you to use this report as a teaching tool, learning material and as an advocacy toolkit for a leaner today and for a greener tomorrow.



Sincerely,
Kartik Verma (16)
Uttar Pradesh
NINEISMINE

A child from the **NINEISMINE** campaign who will be representing India at the UN General Comment 26 process in Geneva.



Snapshots From Across The World

The lifespace context of young people is changing rapidly as climate change increasingly transitions from a scientific observation to a real, everyday phenomenon changing the way we live or die.

Canada

In Canada's far north, climate change has changed the roaming patterns of polar bears, which in turn has resulted in new safety concerns for children and youth simply playing in their communities.

U.S.A

Most recently in the United States, wildfires in the West have led to displacements and forced relocations of thousands of families.

Brazil

In Brazil, rapid deforestation has forced entire populations, including children and youth, nomads, in search of new homelands.

EUROPE

In Europe, unusual summer heat waves have interrupted youth recreational routines and opportunities.

Cairo

In Cairo, for example, the influx of climate refugees resulting from desertification has resulted in children and youth living in neglected urban camps without education and health care and resulting in the spread of disease.

“Taken as a whole, no group is more vulnerable to environmental harm than children (persons under the age of 18), who make up 30 per cent of the world’s population. Environmental harm has especially severe effects on children under the age of 5. Of the 5.9 million deaths of children under the age of 5 in 2015, the World Health Organization (WHO) estimates that more than one quarter — more than 1.5 million deaths — could have been prevented through the reduction of environmental risks. In addition, one quarter of the total disease burden in children under the age of 5 is attributed to environmental exposures. Childhood exposure to pollutants and other toxic substances also contributes to disabilities, diseases and premature mortality in adulthood.”

Prof. John H. Knox*
United Nations A/HRC/37/58



DRAFT GENERAL COMMENT NO. 26

On children's rights and the environment with a special focus on climate change

Background

In June 2021, the Committee decided to draft a general comment on children's rights and the environment with a special focus on climate change. The Committee invited State parties to comment on the concept note. The received submissions are available below.

Consultations

Consultations with children in diverse contexts across multiple countries, as well as with State parties and experts from relevant fields, will be undertaken to ensure that their perspectives are fully reflected in the general comment.

December 2021 - February 2022

Online consultation + thematic workshops

April - July 2022

Consultations with children and young people

Nov 2022 – Feb 2023

Public consultation on draft GC + regional workshops + consultations with children and young people

Submissions received

Bolivia

Canada, China, Cuba

Ecuador, Egypt

France

Germany, Guatemala

Iraq

Kenya

Malta, Mexico, Micronesia, Morocco

Poland

Qatar

Switzerland

Togo

Issued by : Committee on
the Rights of the Child²



WE RACED
to the
MOON
Let's race
to
CLEAN
ENERGY



Adjust Today For A Just Tomorrow

executive summary

We the young citizens below the age of 18, from across 31 states and union territories of India, representing 209 NGOs and varied contexts, causes, vulnerabilities and challenges have consistently engaged in processes leading to the release of this report we call,



“We wish to be **AD**vocal for ourselves and our Mother Earth.

I hope that (this book) positively impacts all 472 million of my peers in India, if not all 2.2 billion child-citizens globally.

UNICEF states that approximately 1 billion children are at an extremely high risk of the impacts of the climate crisis.

Like all interventions of **NINEISMINE** the focus of this report remains child-led advocacy.

We are attempting to influence

UNGA - New York - September 2022
OHCHR UPR India - November 2022
G20 Summit - Bali - November 2022
COP 27 - Egypt - November 2022
General Comment 26 - Geneva - February 2023
National Budget - New Delhi - March 2023
HLPF - New York - September 2023
Summit of the Future - September 2023
National Policy On Children Review

I request each of you to use this report as teaching tools, learning material and as an advocacy toolkit for a leaner today and for a greener tomorrow.” ”

Kartik Verma (16)
Uttar Pradesh



A **NINEISMINE** campaigner who will be representing India at the UN General Comment 26 process in Geneva.

These are our 'ASKs' to all Duty-bearers, World Leaders, Elected Representatives, Bureaucrats, Elders, Parents, all Concerned Adults (and even those who currently are indifferent or opposed to these ideas) to recognise us as key stakeholders ,if not, core representatives of

OUR Mother Earth,
OUR Dharti Maa (India),
OUR Tatei Yurianaka (Mexico),
OUR Pachhamama(Peru),
OUR Bunoo (Bhutan),
OUR Máttaráhkká (Lapland),
OUR Haumea (Hawai),
OUR Papatūānuku (New Zealand).

To summarise our ASKs, we use the acronym 'CLEVER BRIGS'*.

C - Corporate Responsibility (9)
 L - Laws and Standards (6)
 E - Environmental Education (1)
 V - Vulnerable Children First (5)
 E - Expression and Participation (3)
 R - Risk and Impact Assessment (8)

B- Budgets and Policies (10)
 R - Recovery and Complaints (4)
 I - Information (2)
 G - Good Governance (7)

*A brig is a two-masted warship with a facility of imprisoning captives in a cell on the boat itself. So our 'CLEVER BRIG' implies that if we do not use the current opportunities, science, information, technologies and resources wisely to sail the stormy seas of this ongoing climate emergency, we may find ourselves and future generations imprisoned in a brig of irreversible climate disasters!!

ECOLOGICAL RIGHTS OF US CHILDREN

MY RIGHTS	MY GREEN RECOMMENDATIONS
My Green Right to Holistic Green <u>E</u>ducation 1	<ul style="list-style-type: none"> Embed scientific and adequate (including hands-on) information on climate change into the formal <u>school curriculum</u> to reconnect with Mother Earth and our earth community and to promote sustainability. Provide the necessary practical experiences, <u>skills and training</u> to students to acquire climate adaptability, to address climate change and to advocate for climate action.
My Green Right to Adequate Green <u>I</u>nformation 2	<ul style="list-style-type: none"> Ensure that adequate information and <u>child-specific data</u> on climate change and related government policies are available and accessible to children in their own language and according to their age, maturity and culture. Strengthen each country's <u>right to information</u> laws while providing young citizens with the right to use the same and to be protected upon doing so.

<p>My Green Right to Genuinely <u>E</u>xpression and Participation</p> <p>3</p>	<ul style="list-style-type: none"> • Create adequate child-friendly platforms to facilitate meaningful participation of <u>children</u> in <u>decision making</u> on environmental issues. • Ensure the safety and protection of <u>environmental defenders</u> (particularly child-citizens) from verbal threats and physical attacks
<p>My Green Right to Recover and <u>C</u>omplain</p> <p>4</p>	<ul style="list-style-type: none"> • Ensure that all children have access to safe and easily <u>accessible complaint procedures</u>. • Provide immediate <u>relief, rehabilitation and compensation</u> to children, their families and communities during and after extreme natural disasters or resulting from climate change or developmental projects.
<p>My Green Rights of Protection When <u>V</u>ulnerable</p> <p>5</p>	<ul style="list-style-type: none"> • Ensure the genuine <u>participation</u> of children from local, rural, adivasi, dalit, muslim and other <u>vulnerable communities</u> (including those with disability) in decision making over their traditional lands, livelihoods, customs, culture and way of life. • Publish specific <u>data and stories</u> of the impact of climate change and development projects on the most vulnerable children and their families.
<p>My Green Right to the Best Green Laws and <u>S</u>tandards</p> <p>6</p>	<ul style="list-style-type: none"> • Enforce protective legislations, review of environmental laws which <u>honour people's rights</u>, child rights, community rights and earth rights itself. • Ensure that earth rights of Mother Earth and the environmental rights of children and all citizens are legally enshrined in <u>National Constitutions</u>.
<p>My Green Right to expect Good Green <u>G</u>overnance</p> <p>7</p>	<ul style="list-style-type: none"> • Ensure that all rights enshrined in the <u>UNCRC</u> become compulsory guidelines for national and international environmentally sustainable policies. • Engage proactively in the ongoing <u>General Statement 26</u> process of the UNCRC towards recognising the environmental rights of children.
<p>My Green Right to Green Child specific <u>R</u>isk and Impact Assessments.</p> <p>8</p>	<ul style="list-style-type: none"> • Conduct unbiased, scientific and <u>child specific risk assessment</u> before approving of any development project.. • Include children in genuine <u>public consultation processes</u> provided under environmental and land laws.
<p>My Green Right to <u>C</u>orporate Earth Responsibility</p> <p>9</p>	<ul style="list-style-type: none"> • Strictly monitor businesses and companies and take firm action against those <u>violating environmental laws, standards and processes</u>. • Put a complete <u>ban</u> on diversion of forests, on harmful mining activities and on <u>commercial exploitation of natural resources</u>.
<p>My Green Right reflected in Green <u>B</u>udgets and Green Policies</p> <p>10</p>	<ul style="list-style-type: none"> • Ensure allocation of <u>adequate budgets</u> for the protection of the environment and the environmental rights of children • Ensure that environmental rights of children are reflected in the <u>national policies on children</u>.

How are we faring ?

3500 child-citizens from across India had participated in a survey on these key areas.

MY RIGHTS	MYSELF	IN COVID TIMES	MY STATE PEERS	THE LAST CHILD
Education	78%	78%	56%	80%
Information	73%	76%	65%	77%
Child's Views	77%	38%	73%	53%
Complaints	37%	100%	56%	82%
The Last Child	57%	100%	60%	100%
Child-Impact	41%	100%	42%	52%
Law and Policy	63%	76%	56%	84%
Governance	61%	81%	64%	73%

- Diamonds - can't get any better
- Blooming - but not fully experienced
- Broken Hearted- because it does not exist
- Spade Work Not Done- so don't know, can't say

“As a child ... I seek child rights for all children.
 As a girl ... I seek gender rights for all women and sexual minorities .
 As a muslim-minority, living in an urban slum and a child of daily wagers...
 I seek rights for all vulnerable children.
 As a human... I seek rights for all human beings.
 As an animal lover... I seek animal rights of all animals, birds and bees.
 As an earthling... I seek earth rights for all earth beings.

In short.. I seek All Rights For All!

For only then our planet will truly be ALRIGHT FOR ALL.”



Ruksar Rehman (14)
 Delhi, India
 President of
 National Inclusive
 Children's Parliament

For the detailed report please visit:
<https://www.nineismine.in/resources/publications/>



WARNING

We have already begun our next process of articulating 'Earth Rights' of our Mother Nature.

Are you ready for this bold idea?

PRATYek

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CHILD RIGHTS FOR EARTH RIGHTS

The UN Convention on the Rights of the Child (UNCRC) is one of the few human rights instruments that explicitly require States to take steps to protect the environment. There are two articles that talk about the environment.

Article 24 (2) on the right of the child to the enjoyment of the highest attainable standard of health provides that: "States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures: [...] to combat disease and malnutrition [...] taking into consideration the dangers and risks of environmental pollution.

Article 29 (1) on the aims of education provides that: "States Parties agree that the education of the child shall be directed to: [...] the development of respect for the natural environment.

Other provisions of the CRC that implicitly relate to environmental protection include the general principles of the rights to life, survival and development (Art.6), non-discrimination (Art.2), the right to be heard (Art.12), and the best interests of the child (Art.2) as well as the rights to rest, leisure, play, recreational activities, cultural life and the arts (Art.31), freedom from exploitation (Art.32), protection from all forms of violence and physical and mental integrity (Art. 19), an adequate standard of living (Art. 37), food, water and sanitation, housing (Art. 24 and 27), education (Art. 28) an identity (Art.8), freedom of expression and information (Arts. 13 and 17), and effective remedies and reparation. Environmental concerns further raised in relation to the rights of specific groups of children, including children with disabilities (Art. 23) and indigenous children (Art.30). States have a duty to apply these environmental rights to children in their country, but the Convention also places obligations on countries to take action on upholding children's rights internationally, with clear implications for transboundary environmental harm (Arts. 4 and 24 (4)).

WE'RE MISSING
OUR LESSONS
SO WE CAN
TEACH YOU ONE

#SCHOOLSTRIKE4CLIMATE

Adventurous Journeying

methodology

A large-scale training has been conducted since 2021 where through different modalities and mediums children as well as local animators from different NGOs across India were trained and in child rights and earth rights.

Multiple consultations were done at local, state and national level post sessions where young child advocates shared their challenges, issues and experiences. Children's input on the UNCRC and UNSDGs including the nine evolutionary environmental rights of children, as well as stories and recommendations, were gathered through a local NGO consultation led by local NGOs.

In year 2021-22, children across India were trained on various themes which further supported this report further shared recommendations and stories shared by them as a part of this process. There were few parameters through which the ecological rights of the child were evaluated. Children were asked to rate or evaluate each right as per their personal life experience, for all the state children, for vulnerable children and their experience in the COVID times. The responses of the children were collected online as well as on-ground

To supplement the process other national process have been taken place, a mentorship program was conducted for children where they were trained by their own peers who are actively working on specific themes related to climate change, these children together worked on certain potential solutions as well for combating the issues of climate change which further helped to build this report. A Climate Change charter of demands was also created by the children from different NGOs across India who shared their challenges over online sessions and filled google forms too. This charter was further presented to the Former Vice President Shri. Venkaiah Naidu, Members of Parliament (MPs) and bureaucrats.

A Universal Periodic Review (UPR) report was created in the 2022 cycle where the children evaluated child rights in India through the lens of UNCRC, and this evaluation was done by them via online google and online sessions conducted at local, state and national levels. Individual adults also further endorsed the list of recommendations given by the children of India.

The 2021 Earth Summit (ERth) was a 3-day international where we were able to get more than 500 children and adult participants from over 55 countries to discuss their concerns on environmental problems. The summit was a global stage for young people to come work together in creating solutions for both local and global climate problems. The proceedings of the ERth Summit were sent to COP26 in the form of a child-led report – ERth Charter. This process and the suggestions of children have been added in this report.

TEDX marked 2020 as the global launch year for a COUNTDOWN event. The Countdown is a global initiative, finding ways to shift, more rapidly, to a world with net-zero greenhouse emissions and to be able to tackle the climate crisis. It promotes the idea of a safer, cleaner, and fairer future. The Countdown invites collaboration from every organization, school, company, city, and nation from citizens everywhere.

PRATYeK | NINEISMINE was given another license to hold one event for TEDx 2021 to disseminate on the issue of climate change in relation to 5 core areas, namely Energy, Transport, Food, Material, Nature. TEDx Countdown will revolve around the theme Earth rights are Child rights. Children from different schools and NGOs were part of this engagement and addressed the local level challenges.

All the above-mentioned processes were substantiated this report and the recommendations were put down by Zosha Khan, who was a child parliamentarian and has been advocating for child rights and ecological rights. She along with the current ministers of National Inclusive Children's Parliament 2022 did an online process to prioritise and finalise these list of recommendations in this report.

The child-friendly workshops comprised off:

1. Knowing the SDGs.
2. Understanding vulnerable groups,
3. Learning CRC and evaluating the UPR report and recommendations through group discussions.
4. Learning evolving environmental rights of children.
5. Evaluation of the same.
6. Seeking recommendations.
7. Collation of recommendations
8. Prioritization of recommendations.

Tabulation and Data Analysis

This data was tabulated and interpreted in the most child-friendly manner. The following are a summary of the recommendations of 3500 participants in their adolescent stage of life. It is in the best interest of a child that not just the stakeholders of the world but our national and international parliamentarians will consider the voices of the young citizens of India who will be the next generation of voters of change.



THERE
GO VEGAN  IS NO
PAIN

ADult Conversations

background

"No group is more vulnerable to environmental harm than children. Air pollution, water pollution and exposure to toxic substances, together with other types of environmental hazards, cause 1.5 million deaths of children under the age of 5 every year, and contribute to disease, disability and early mortality. In addition, climate change and the loss of biodiversity threaten to cause long-term effects that will negatively impact children's lives for years to come. Making matters worse, children are often not able to exercise their rights, including their rights to information, participation and access to effective remedies."³

Bridging the gap in recognising the link between rights of children and environmental rights.

The United Nations Convention on the Rights of the Child (UNCRC), focuses on addressing the obligations of its signatory nations in ensuring that children are protected from the effects of environmental degradation and climate breakdown. Environmental rights of children are closely related to the doctrine of intergenerational equity. Along with the Sustainable Development Goals of 2030, a duty is imposed upon States to commit to guaranteeing that rights of children against environmental harm.⁴

While environmental degradation affects people of all ages, children are particularly vulnerable, due to their evolving physical and mental development; especially children belonging to vulnerable, indigenous, low-income and other marginalized communities who suffer direct consequences of the changing climatic conditions. For instance in drought affected areas children are exposed to malnutrition and a host of diseases caused due to the difficulty in accessing water safe for consumption. Another example, climatic conditions can affect birth outcomes and child health in several ways. Exposure to extreme heat in pregnancy, particularly during the third trimester, can lead to preterm birth and low term birth weight. Studies find that both low birthweight and early childhood undernutrition are associated with poorer cognitive development and lower educational success later in life.

Thus, child rights and environmental rights are intertwined; children cannot enjoy their rights without a clean and healthy environment and sustainability cannot exist if the child rights are not established and respected.

Securing children's fundamental right to a safe and healthy environment.

India is among the four South Asian countries where children are at an extremely high risk of impact of the climate crisis. The Children's Climate Change Index data places India at Rank 26, indicating the serious deprivations faced by children, due to the intensifying effect that climate and environmental extremes have on existing inadequate access to essential services, such as water and sanitation, healthcare and education.⁵

Environmental challenges are most likely to increase over the next few decades and despite children hardly contributing to climate change, their very future on the planet is in jeopardy.

Recent data suggests that over 1.47 billion children live in areas with extremely high risk of flooding⁶, and as many as 700 million people are at-risk of being displaced as a result of droughts by 2030.⁷

The UNCRC mentions the risk of pollution on children's health and in the context of education. Ignoring the impact of environmental damage on children, several major rights of the child are being violated including (for actual text reference see appendix....)

(i) Article 6 - Right to life and development of the UNCRC states that every child has the right to life and development yet, climate change puts that under critical radar

(ii) Article 24 - Right to food, health and safe environment explicitly requires States to take into account the risk of contaminated food and water while promoting environmental sanitation in the realization of these rights.

(iii) Article 2 - The right to equality and non-discrimination implies that all children should have the access to a healthy and safe environment.

(iv) Article 27 - Right to adequate living conditions puts forward that all children have the right to decent living conditions but continuous climate disasters and changing climate patterns worsen their living conditions.

(v) Article 31 - Right to play and recreation states that all children have the right to relax and play and to be able to participate in a wide range of activities but many children are in danger when they play near polluted water bodies and dumping sites.

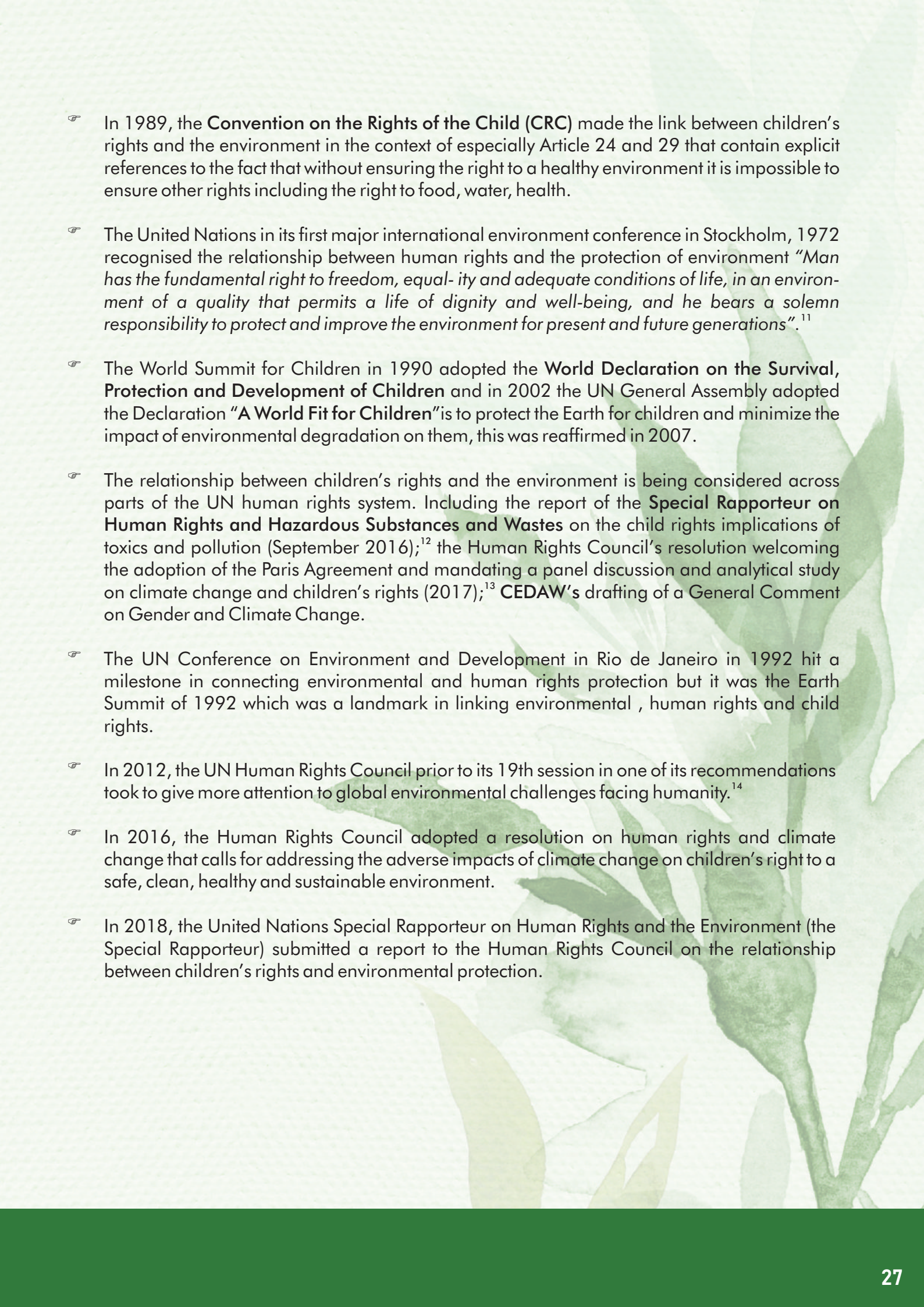
Every Child has the right to grow up in a safe environment, lead a healthy life, and develop to his/her potential.

Children's rights play a crucial role in highlighting the importance of intergenerational responsibility and in protecting the environment, healthy ecosystems and managing natural resources.

Understanding Ecological Rights of children

☞ Historically, children have not been explicitly accounted for in environmental standards, lawmaking, or rights discourse.⁸ The **Paris Agreement**⁹ marked the first occasion on which states were formally asked to consider the rights of children when taking climate action. The Preamble notes that "Parties should, when taking action to address climate change, respect, promote and consider their respective obligations on ... children ... and intergenerational equity".

☞ The definition of ecological rights as child rights was introduced in 1999 by the National Coalition for the Implementation of Children's Rights in Germany,¹⁰ and aimed at drawing attention towards the relationship between child rights and the environment centring around the core theme that all child rights aim to guarantee that each child is able to develop and thrive in a holistic environment.

- 
- ☞ In 1989, the **Convention on the Rights of the Child (CRC)** made the link between children's rights and the environment in the context of especially Article 24 and 29 that contain explicit references to the fact that without ensuring the right to a healthy environment it is impossible to ensure other rights including the right to food, water, health.
 - ☞ The United Nations in its first major international environment conference in Stockholm, 1972 recognised the relationship between human rights and the protection of environment *"Man has the fundamental right to freedom, equality and adequate conditions of life, in an environment of a quality that permits a life of dignity and well-being, and he bears a solemn responsibility to protect and improve the environment for present and future generations"*.¹¹
 - ☞ The World Summit for Children in 1990 adopted the **World Declaration on the Survival, Protection and Development of Children** and in 2002 the UN General Assembly adopted the Declaration *"A World Fit for Children"* is to protect the Earth for children and minimize the impact of environmental degradation on them, this was reaffirmed in 2007.
 - ☞ The relationship between children's rights and the environment is being considered across parts of the UN human rights system. Including the report of the **Special Rapporteur on Human Rights and Hazardous Substances and Wastes** on the child rights implications of toxics and pollution (September 2016);¹² the Human Rights Council's resolution welcoming the adoption of the Paris Agreement and mandating a panel discussion and analytical study on climate change and children's rights (2017);¹³ **CEDAW's** drafting of a General Comment on Gender and Climate Change.
 - ☞ The UN Conference on Environment and Development in Rio de Janeiro in 1992 hit a milestone in connecting environmental and human rights protection but it was the Earth Summit of 1992 which was a landmark in linking environmental , human rights and child rights.
 - ☞ In 2012, the UN Human Rights Council prior to its 19th session in one of its recommendations took to give more attention to global environmental challenges facing humanity.¹⁴
 - ☞ In 2016, the Human Rights Council adopted a resolution on human rights and climate change that calls for addressing the adverse impacts of climate change on children's right to a safe, clean, healthy and sustainable environment.
 - ☞ In 2018, the United Nations Special Rapporteur on Human Rights and the Environment (the Special Rapporteur) submitted a report to the Human Rights Council on the relationship between children's rights and environmental protection.



GREEN JUDGEMENTS OF SEVEN COUNTRIES¹⁵



Colombia - The country's Constitutional Court approved legal rights for the Atrato River, near the Panama border, citing the precedent set in New Zealand. Twenty-five citizens aged seven to 25 filed the lawsuit, encouraged to take matters into their own hands in the face of deforestation. Since then, the La Plata and Cauca rivers have also had their legal status upgraded, as has the Páramo de Pisba ecosystem in the high Andes.



New Zealand - The Whanganui River was granted legal rights of a human being. The Te Awa Tupua (Whanganui River Claims Settlement) Act describes it as "an indivisible and living whole...comprising all its physical and metaphysical elements." This includes not only its waters but also the riverbed and its flora, subsoil, and the airspace overhead. Legally, two representatives, one governmental and the other indigenous, will together represent the river.



Ecuador - Article 71 of the redrafted constitution states that Pachamama not only has the right to exist but also to have its "maintenance and regeneration of its life cycles, structures, functions, and evolutionary processes" respected. In 2011, a lawsuit was filed against the Provincial Government of Loja on behalf of the Vilcabamba River, which had suffered from debris buildup from a road-widening project. The court ruled in favor of the river, marking the first time Pachamama's rights were legally upheld.



Australia - The Yarra River in Victoria, Australia is legally declared a living entity. The Wurundjeri people of the Yarra River Valley played a hand in devising the Yarra River Protection Act. The Act is also called the Wilip-gin Birrarung Act which translates to, "Keep the Yarra alive." It also established a 12-person council, two seats of which are reserved for Wurundjeri nominations, to advocate for the river and advise the environment minister.



United States - Tamaqua Borough municipality, together with the Community Environmental Legal Defense

Fund passed an ordinance recognizing the rights of the area's ecosystems, which were being degraded by sewage sludge being dumped on farmland. White Earth Band of Ojibwe from northwestern Minnesota argued for the rights of manoomin (wild rice), which included the rights to clean water, regeneration, and protection from contamination and pollution. The people of Toledo, Ohio, adopted a Bill of Rights designed to protect Lake Erie with Toledoans acting as the lake's custodians.



Bangladesh – This delta nation did one better than granting an individual river personhood. The Supreme

Court proclaimed all of the rivers in Bangladesh to be alive and entitled to legal rights.



India - The high court of Uttarakhand ruled that the Ganges and Yumana rivers deserved legal rights and protections but the ruling was later overturned by the

Supreme court since the local government presented a case claiming that it was not executable and questioned who would be responsible in the event of a drowning. The same High Court later ruled that all animals, (both “avian and aquatic” species) should be considered a legal entity with the right to a livable habitat. The people of the state were declared the legal guardians. The ruling has also included agricultural regulations regarding the treatment of farm animals.

THE CLIMATE IS
CHANGING,
WHY AREN'T WE?

Adhering To Guidelines

foundational frameworks

“No group is more vulnerable to environmental harm than children. More than 1.5 million children under the age of five lose their lives every year because of pollution and other avoidable environmental harms. Millions more children suffer disease and disability with lifelong effects... There can be no doubt that environmental harm interferes with a host of children's rights, including their rights to life, health and development, food, housing, water and sanitation, play and recreation.”

The committee on the Rights of the Child holds a Day of General Discussion (DGD) on a specific provision from the convention on the rights of the child in order to provide detailed recommendations to governments.

The theme of DGD 2016 was “Children’s Rights and Environment”. On 23rd September 2016, over 250 experts, NGO and UN agency representatives, academics and child activists met in Geneva for the DGD. The Committee also received 49 written submissions and the event drew significant social media attention. The DGD discussions highlighted their issues and their impacts on child rights related to the loss of biodiversity, ecosystem degradation and resource depletion.

The Special Rapporteur Professor John Knox, submitted the report on children's rights and the environment to the 37th session of the Human Rights Council in 2018. ([A/HRC/37/58](#)) He said that with respect to children's educational and procedural rights, States should, among other things:

- 1.Ensure that educational programmes increase children's understanding of environmental issues and strengthen their capacity to respond to environmental challenges;
- 2.Ensure that the effects of proposed measures on children's rights are assessed before the measures are taken or approved;
- 3.Collect information about sources of environmental harm to children and make the information publicly available and accessible;
- 4.Facilitate the participation of children in environmental decision-making processes, and protect them from reprisals for their participation or otherwise expressing their views on environmental matters;
- 5.And remove barriers that children face to access to justice for environmental harm to the full enjoyment of their human rights. Source : '[OHCHR | Childrens rights and the environment](#)

The resolutions of the Day of General Discussions 2016 and that of Special Rapporteur Professor John Knox in 2018 were the backbone of the process material provided to our climate pro-activists as they set out to map their current realities even as they charted a way forward towards claiming ecological rights for themselves and their peers.

The final recommendations of these reports became the backbone of our process towards the list of recommendations drawn up by the children themselves on 'ecological rights of children'.

The Nine Focus Areas Used For This ADvocal Process

1. Education (Article 28 UNCRC)

Children should be able to learn by being outside in nature, taking part in projects about the issues affecting the environment locally and across the world.

2. Information (Article 17 UNCRC)

Information on the environment should be made available to children in ways that they can understand.

3. A Child's Views (Article 12 UNCRC)

Governments should speak to children and take their experiences and ideas into account when making decisions on the environment while protecting young child defenders of earth rights and child rights who express their opinions and concerns.

4. Complaints (OPCP)

Complaints should be dealt with quickly and fairly and children should be able to get a response and solution (e.g. an order to stop someone who is causing environmental harm).

5. The Last Child (Article 2 UNCRC)

Governments should make sure that children enjoy their rights equally. Some children face extra challenges (e.g. girls from a lack of clean water and some children with disabilities at times of natural disaster)

6. Laws and Policy (Article 41 UNCRC)

The best interests of children should be one of the most important considerations when governments are making laws that may affect the environment.

7. Government's Responsibility (Article 4 UNCRC)

Governments should work with each other to make sure that children's rights are protected across the world.

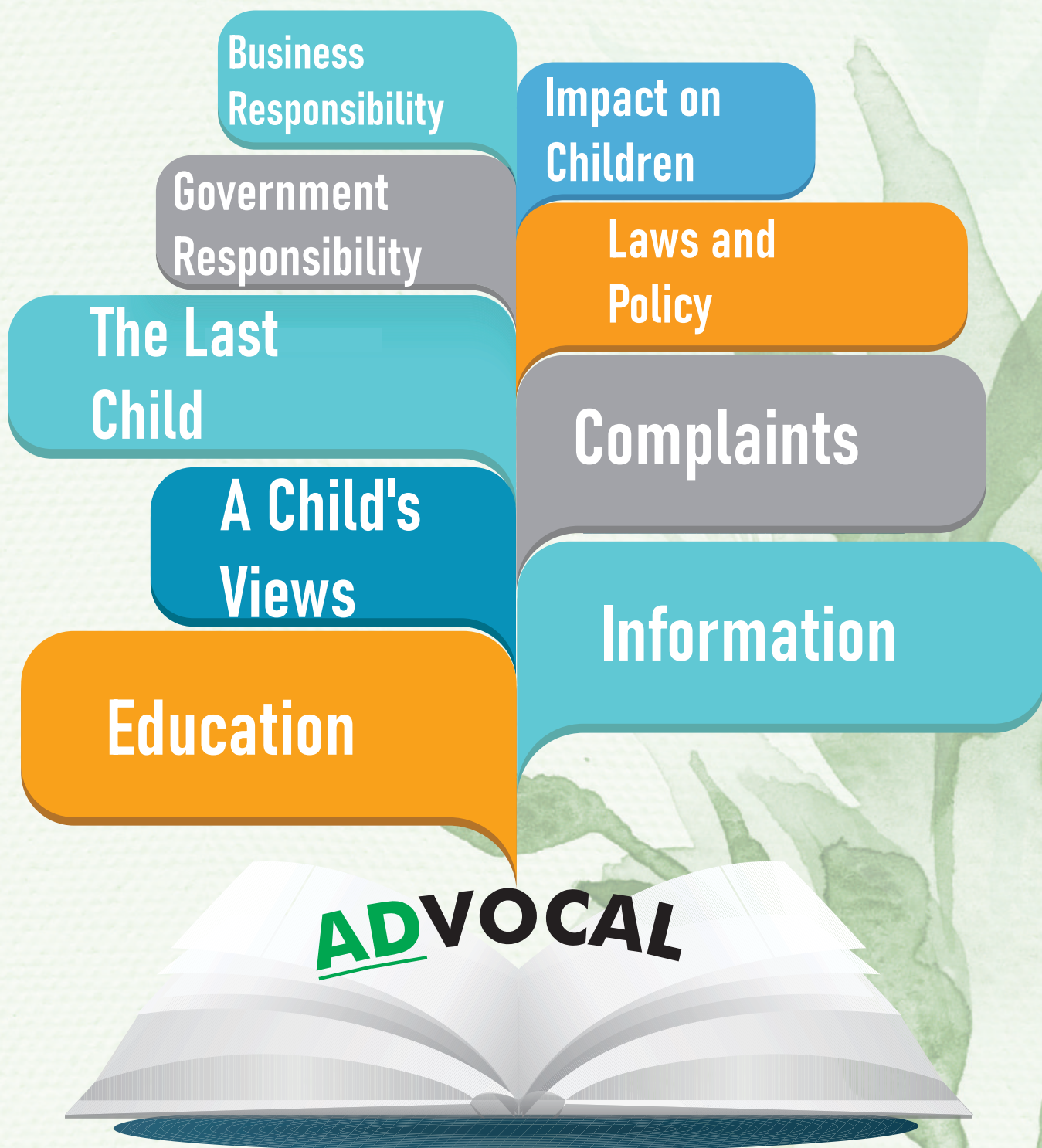
8. Impact on children (Article 24 UNCRC)

Governments should work with each other to make sure that children's rights are protected across the world.

9. Business Responsibility (UN Business Guidelines)

Businesses should check the impact of their activities on children and the environment. They should follow the UN's advice to businesses on protecting children's rights across the world.

Adapted from: Children's Rights And The Environment, www.ohchr.org





Earth Goals In The Global Goals

Enlisted below are the sustainable development goals and their targets related to environment and our ecological rights

SDG 6-Clean water and Sanitation.

Target 6.6 – Protect And Restore Water-Related Ecosystems

SDG 7-Clean and Affordable Energy

Target 7.1 – Universal Access To Modern Energy

SDG 8-Decent work and economic growth

Target 8.4 – Improve Resource Efficiency In Consumption And Production

SDG 11 – Sustainable Cities and Communities

Target 11.6-Reduce The Environmental Impact Of Cities

SDG 12 – Responsible consumption and production.

Target 12.2-Sustainable Management And Use Of Natural Resources

Target 12.4 – Responsible Management Of Chemicals And Waste.

SDG 13 – Climate action

Target 13.1 – Strengthen Resilience And Adaptive Capacity To Climate Related Disasters

Target 13.2 – Integrate Climate Change Measures Into Policies And Planning.

Target 13.3 – Build Capacity And Knowledge To Meet Climate Change

Target 13.5 – Provide Mechanisms

SDG 14-Life below water

Target 14.1 – Reduce Marine Pollution.

Target 14.2 – Protect And Restore Ecosystems.

Target 14.3 – Reduce Ocean Acidification.

Target 14.4 – Sustainable Fishing.

Target 14.5 – Conserve Coastal And Marine Areas.

Target 14.9 – Support Small Scale Fishers.

Target 14.A – Enforce And Implement International Sea Law.

SDG 15-Life on land

Target 15.1 – Conserve And Restore Terrestrial And Freshwater Ecosystems.

Target 15.2 – End Deforestation And Restore Degraded Forests.

Target 15.3 – End Desertification And Restore Degraded Lands.

Target 15.4 - Ensure Conservation Of Mountains Ecosystems.

Target 15.5 – Protect Biodiversity And Natural Habitat.

Target 15.7 – Eliminate Poaching And Trafficking Of Protected Species.

Target 15.9 – Integrate Environment And Biodiversity In Government Planning.



RAISE YOUR
VOICE WITH
OUR VOIX

WAKE UP
HUMANS
YOU'RE
ENDANGERED
TOO

CLIMATE
ACTION
NOW!

24 GRS SE DARR NHI
LAAGTA SAHAB
CLIMATE CRISIS
SE LAAGTA HAI

PROTECT
THE
PLANE
NOT
PROFIT

DENIAL IS
NOT A
POLICY

CLIMATE CHANG
WORSE T
HOME W

Be Better
The Planet

काऊ भविष्य का निर्माण

hamraah
foundation
better being together
ht for
our
ht to
an air

hamraah
foundation
better being together
ज.यादा
पोधे
लगाएँ

hamraah
foundation
better being together
Demand
better
quality
air

hamraah
foundation
better being together
Reduce
pollution-
improve
your health



ADvice For The Learned

adolescent voices on earth education

Focus Area 1

Children should be able to learn by being outside in nature, taking part in projects about the issues affecting the environment locally and across the world.¹⁶

EDUCATION

MY RIGHT TO EDUCATION

Children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee.

Article 28
UNCRC

States to ensure by 2030 that all learners acquire the knowledge and skills needed to promote sustainable development, including through education on human rights.¹⁷

Environmental

education should promote critical and creative thinking skills and inspire young citizens to become more engaged with their communities. It helps young citizens understand why the environment is important and provides them with the building blocks they need to live eco-friendly and sustainable lives.

Children should be encouraged to be outside in nature and take part in projects about the issues affecting the environment locally and across the world. Nature offers young citizens the freedom to be young citizens. They get the opportunity to explore, learn new things, discover, question and experiment. This self-expression is invaluable to their development and helps them to discover themselves while interacting with the environment around them. This interaction with mother earth would help awaken the dormant and intrinsic wisdom of children thus aligning them further towards the wisdom of the universe.

Raising a generation of lifelong environmental advocates that will continue to live sustainable lives into their adulthood.

The interaction instills a love of nature and inspires young citizens to do their part, to give back to the environment to which they owe so much. Educating children about the environment goes a long way for future generations. Starting with the small effort to teach our children about the environment around them can help equip them with the knowledge and sustainable habits that will stay with them as they grow up into young environmentalists.

Environmental education builds eco-friendly lives that will help a child to take advantage of his/her surroundings and try to innovate ways in which they can be the change they want to see. Education plays a significant role in empowering children to become change makers and defenders of the environment.

"During the rainy season there is no electricity available. Living in such villages, we face a hard time surviving. Some things we aren't able to do are like charging our mobile phones for a long duration of time. With the power shortage, even the ability to read books decreases therefore making a negative impact on the child's education."

Riya (12)

ODISHA

Children equipped with this knowledge are more likely to consider how their actions affect the environment and think of ways to make a positive impact. We can take individual actions at home leading to change on a large scale.

The abundance of educational resources available online make it easier than ever to get young citizens involved with the environment; however, many children do not have access to it. Early environmental education can help our young citizens become curious and passionate about nature, climate change, environmental issues and protecting our planet.

With no prior education many children's rights get affected including; Right to Life and Development, Right to Health, Right to adequate standard of living, Right to play and recreation.

Also, children are not targeted by information, programs or materials. Furthermore, communication about environmental issues in mass media remains unreachable to young citizens. Duty-bearers are bound to make environmental education available and accessible. Environmental education must be made relevant in all institutions and various stakeholders.

The school curriculums should be clear, comprehensive, updated and relevant to per every child's situation in their respective climatic conditions, states and countries. Children must be provided with educational kits, practical activities, and field trips to encourage them to learn at their own pace and understand concepts on the ground level. Government and stakeholders should provide children with platforms to start environmental groups and publish environmental books for children and by the children.

Environmental education should aim towards a positive relationship with nature, taking into account a healthy environment with regards to the quality of life, children's view and recognition of environmental rights. It should contain localized contents in everyday life on socio-economic problems – learning and social practices – being the crucial components. At the same time, it is necessary to ensure that children should not be burdened with the responsibility to protect the environment.

"I am speaking from the perspective of change in nature. Previously our surroundings were all lush and beautiful. There was a large expanse of tall trees with bright green grass and large green bushes. Now when I look around me- in place of greenery there are concrete buildings. With rapid industrialization and the construction of industries and residences, trees are being cut off."

Akshay (14)

MAHARASHTRA



DECLARATION ON CHILDREN, YOUTH AND CLIMATE ACTION

Adopted during the COP25, this declaration takes into account

- The heightened climate risk faced by children
- The calls of children and young people for urgent and immediate climate actions
- The commitments made in the Paris agreement
- The Universal Declaration on Human Rights
- The UNCRC and its optional Protocols
- Recalling the human rights Council Resolutions
 - 37/8 – Human rights and environment
 - 35/20 – Human rights and Climate change
 - 40/11 - Recognizing the contribution of environmental human rights defenders

The declaration commits to:

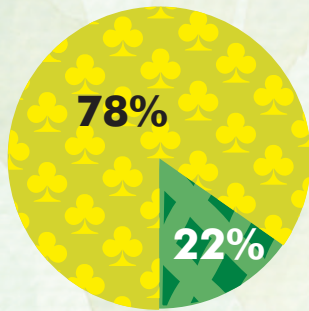
- Children's inalienable right to a healthy environment, to take steps to include this right wherever appropriate in regional, national and international frameworks and/or national policies and legislation.
- For enhancing efforts to respect, promote and consider the rights of children and young people in the implementation of the Paris Agreement at all levels, including recognition of their specific vulnerabilities, as well as key stakeholders and implementers.
- Scaling up and accelerating investment in child-and-youth-responsive adaptation, disaster risk reduction and mitigation measures, cognizant of an urgent need to focus on reaching children most at risk, and advocate for child-sensitive criteria to be mainstreamed in multilateral funds;
- Strengthening the capacity of children and young people on climate change mitigation and adaptation efforts by establishing and investing in climate change and environmental education; ensuring that such efforts reach marginalized children and youth;
- Enhancing the meaningful participation of children and youth in climate change processes with a focus on the Global south;
- Exploring measures to establish an international Commission for Children and Future Generations, ensure the effective participation of children and youth in decision-making on climate change;
- Adopting institutional and administrative measures, as well as partnerships, at national and international levels to actively pursue the above objectives with respect to UNFCCC, the Paris Agreement and Sustainable Development Goals...

Source: Declaration On Children, Youth And Climate Action, 2019

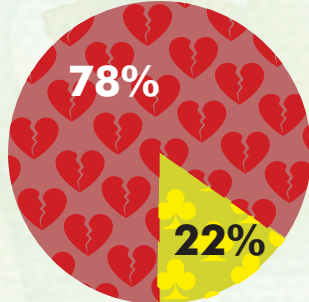
How are we faring in this area

Survey Analysis

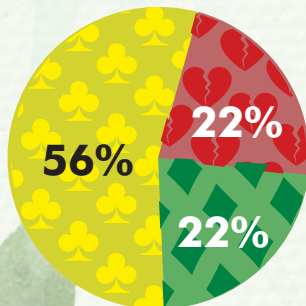
Based on the conversations with children on the recommendations of the DGD 2016 on Child Rights and Environment, the children in their self evaluation stated that they would want to learn more about environmental rights i.e answering they were not fully experienced with the knowledge on child environment rights and expressed their eagerness to engage more on this issue, 78% of those interviewed felt that there was scope for improving the teaching models when it came to ecological rights within the current school system and stated much more needs to be done. Only 22% felt that they had adequate information regarding ecological and environmental studies and this is perhaps indicative of other sources beyond school systems i.e alternate platform. In covid times, 78% responded that the education on this subject was abysmal indicative of the fact that the focus of online teaching may have only been on specific academic subjects. At the state level, 56% of the respondents felt that curriculum was available but not fully experienced by their peers, 22% felt that adequate information was available within the school system but their peers did not have adequate information regarding these rights and and awareness with regards to the last child i.e the most vulnerable children 78% of the respondents felt that they would not have access to an education/ curriculum that provides the knowledge of environmental studies.



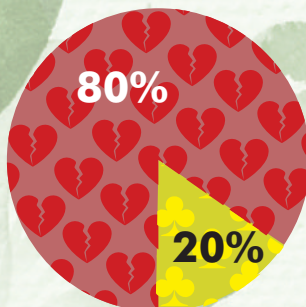
MYSELF



IN COVID TIMES



MY STATE PEERS



THE LAST CHILD



Diamonds -
can't get any better



Blooming -
but not fully experienced



Broken Hearted-
because it does not exist



Spade Work Not Done-
so don't know, can't say

Our Emerging Recommendations

1. Environmental education must be provided in schools and colleges.
2. Group discussions should be held around various environmental aspects.
3. Schools should provide resources for children to learn about the environment.
4. Community projects such as beach cleaning, water saving and harvesting campaigns, waste management and many more must be supported and encouraged among students.
5. Exposure to environmental opportunities should be provided and career scope in green jobs must be made available to interested students.





FREE

DON'T BE
A FOSSIL FOOL

THINK GLOBALLY
ACT LOCALLY
PANIC

ADVancing Well-informed

adolescent voices seeking green data

Focus Area 2

Information on the environment should be made available to children in ways that they can understand.

INFORMATION

RIGHT TO INFORMATION

Children and young people should be able to access information, particularly from the media. They should be able to get information from many places from their country and beyond.¹⁸

Article 17
UNCRC

Every child has the right to have information on matters concerning them and they should be provided with resources to have access to that information needed by them.

As we have stated before, the environment around us is changing and we have to do everything in our power; no matter how small the actions may be, to save it from becoming an ecological crisis. Why do we have to witness disaster to start acting? Why can't we, as a community, keep our heads held high and work towards a more sustainable and safer environment for successive generations. In a lay-man's terms, let's just say that information is key to change. Without accessibility to information, there would be no connection, no awareness, and mostly no way to hear the call for help.

Access to environmental information is crucial in protecting children's rights to health, food, water, housing, etc. Children depend on information for research, current affairs, awareness, to express, to be heard and participate in environmental matters. Available information should be useful, updated, understandable and related to children's age, educational level and meets the needs of all children.

Equip children with the tools necessary to behave in a responsible and informed way towards the environment.

The Right to Information act passed in October 2005, grants permission to everyone, including children to seek any information and/or samples and press notes of government official documents and circulars from public authorities appointed in respective departments. The respective departments are bound to respond to the question, query and/or request of the person within 30 days of asking. The implementation of the act has surely made the functioning of the now more transparent than ever, yet it fails to provide adequate and timely information on environmental concerns from the authorities.

Article 19 UDHR states that everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. It amends that states should provide child-friendly and age-appropriate content for children in accordance to their evolving capacities and they must ensure that children are able to access diverse information on all aspects related to their rights and best interest from varied and protected resources. It's the responsibility of the state to create and share information in order to enhance provision, from early childhood, of diverse and accessible content beneficial for the children and their development; information shared must be relevant enough to accommodate their limitations, ethics and linguistic background. It must be ensured by the governments to ensure that children can easily find diverse and good quality information.

Now more than ever, it is important that we understand the impact our actions have on the environment.

However, Children's right to information does not always receive adequate attention in laws and policies related to the environment, whether at the international or the national level. Children's access to information is expressly taken into account in the Stockholm Convention (Refer to Appendix 2 for more information). It calls upon duty-bearers to promote the development and implementation especially for children on hazardous chemicals and organic pollutants. Lack of information available is a real obstacle in the protection of children's rights in the context of environmental harms. Missing databases create difficulties in ensuring that children-focused solutions and precautionary measures reach the awareness of children and young environmentalists. Even where evidence of violations of children's environmental rights exists, it is not always collected and disseminated adequately. Moreover, lack of coordination leads to the non-availability of environmental law databases.

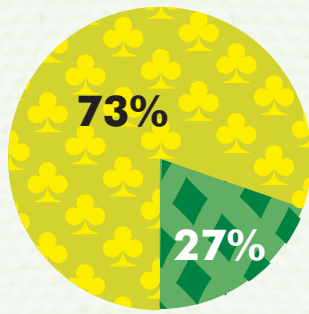
"I am a young 12-year-old boy living in a village where there is a lot of water scarcity at my home. Due to the lack of available water, we have to buy supply water. That leads to us not having much money left for food or education."

Pratap (12)

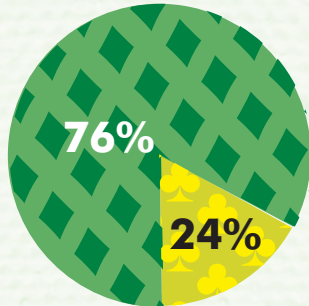
JHARKHAND

How are we faring in this area

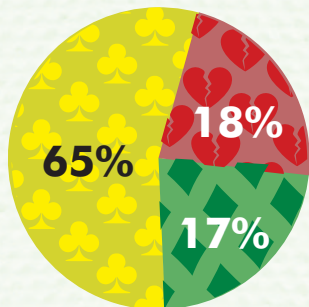
Survey Analysis



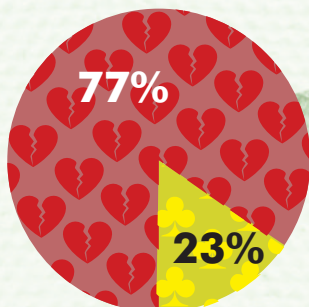
MYSELF



IN COVID TIMES



MY STATE PEERS



THE LAST CHILD

With regard to adequate information within the field of environmental science and ecological studies, 27% responded that they had adequate information but 73% felt that while some information was provided and was accessible in child friendly mediums a lot could be done to improve the situation. In covid times, 76% of the respondents felt that they had adequate information on climate change and 24% stated that it was not completely accessible. This entry by the majority of the respondent children has been marked as excellent and couldn't get better, perhaps indicative of their access to information through online platforms. In relation to their peers in the state, 65% felt that the information available was not fully accessible or was insufficient, only 18% felt that the state provided adequate information and 17% of the children taking part in the survey contrasted this view by stating that at the state level, adequate information on climate change was available. In relation to the most vulnerable children, 77% responded with a broken heart reiterating the absence of relevant information or access to information regarding ecological rights that would allow the last child to fully identify, investigate and monitor environmental issues occurring in their communities from a grounded understanding.

- ◆ Diamonds - can't get any better
- ♣ Blooming - but not fully experienced
- ♥ Broken Hearted - because it does not exist
- ♠ Spade Work Not Done - so don't know, can't say

Our Emerging Recommendations

1. There should be various other sources to collect information on the environment other than the internet.
2. A specific section in newspapers, magazines and weekly journals should contain information on current environment affairs.
3. The information on the environment needs to be increased on all sources.
4. New platforms for the provision of information should be created.
5. Environmental information must be provided through schools and educational institutions by including it in school curriculum and as an additional subject.



IMPACTFUL NUMBERS

“There may be no greater, growing threat facing the world's children — and their children — than climate change”. Anthony Lake , the Executive Director of UNICEF.¹⁹

- ⊙ Taken as a whole, no group is more vulnerable to environmental harm than children (persons under the age of 18), who make up 30 per cent of the world's population.²⁰
- ⊙ More than 1.5 million deaths of children under the age of 5 in 2015 could have been prevented through the reduction of environmental risks.²¹
- ⊙ One quarter of the total disease burden in children under the age of 5 is attributed to environmental exposures.²²
- ⊙ Air pollution causes approximately 600,000 deaths of children under the age of 5 every year.²³
- ⊙ Roughly 500,000 of these deaths are attributed to household air pollution and 100,000 to ambient air pollution.²⁴
- ⊙ About 2 billion live in areas that exceed the WHO ambient standard for particulate matter.²⁵
- ⊙ 300 million children live in areas whose ambient air pollution exceeds international standards by six times or more.²⁶
- ⊙ Over 1 billion children around the world live in homes that use solid fuels for cooking and heating.²⁷
- ⊙ Ambient and household air pollution cause more than one half of all lower respiratory illnesses, such as pneumonia and bronchitis, in children under 5 in low- and middle-income countries, and that lower respiratory infections accounted for 15.5 per cent of deaths of all children under the age of 5 in 2015.²⁸
- ⊙ Water pollution resulting primarily from unsafe sanitation practices contributes to diarrhoeal diseases that cause more than 350,000 deaths a year of children under 5 years old, and another 80,000 deaths of children aged 5 to 14.²⁹
- ⊙ Approximately 165 million children under 5 suffer from stunting as a result of inadequate nutrition and unhealthy water and sanitation.³⁰

- 
- ⦿ At least one in every four people around the world still drinks water that is faecally contaminated.³¹
 - ⦿ Malaria still caused approximately 300,000 deaths in 2015, accounting for one in every ten child deaths in sub Saharan Africa.³²
 - ⦿ Approximately 160 million children already live in areas of high or extremely high drought severity.³⁴
 - ⦿ More than 500 million children live in areas, mostly in Asia, that have extremely high likelihoods of flooding.³⁵
 - ⦿ Approximately 115 million live in zones of high or extremely high risk of tropical cyclones. It is estimated that by 2030, the effects of climate change on nutrition will result in an additional 7.5 million children who are moderately or severely stunted, and approximately 100,000 additional deaths.³⁶

ACTIVISM

IS

LEARNING

Addressing Rights

adolescent voices on their right to be heard

Focus Area 3

Governments should speak to children and take their experiences and ideas into account when making decisions on the environment.

A CHILD'S VIEW

MY RIGHT TO BE LISTENED TO

One of the things the UNCRC does is to make it clear that human rights apply to children and young people as much they do to adults. Children and young people don't have as much power as adults. They can't vote, and they don't have as much money. But Article 12 says they still have the human right to have opinions and for these opinions to be heard and taken seriously.³⁷

Article 12
UNCRC

Children's rights aim to ensure that each child has the opportunity to reach their full potential. Children's rights enable all children to develop fully without discrimination, have access to education and health care, grow up in an appropriate environment, to be informed about child rights and participate actively in society.

The constitution of India mandates the state to ensure that all rights of the child are fulfilled and protected from any kind of exploitation. If violated, children have the right to appeal in courts according to the directive principles laid down the guidelines the government has to follow. Every child has the right to be protected from all kinds of abuse as per the Article 19 of the UNCRC. This does not only apply to children who have suffered violence but also to those who are not in any such situations and are yet needed to be protected to ensure they remain safe.

Child protection is about protecting children from all and/or any real and perceived danger to their life, their personhood and childhood. It is about reducing their vulnerability to any kind of harm and harmful situation.

States have the duty to protect children from all kinds of harms, including environmental harm. Human rights, environmental and other non-governmental organizations should more actively and systematically address the relationship between children's rights and the environment. **Article 1 of the UN Declaration on Human Rights Defenders** states that "everyone has the right, individually and in association with others, to promote and to strive for the protection and realization of human rights and fundamental freedoms at the national and international levels". Despite many children acting as child rights defenders globally, they have largely received little to no recognition, support and protection of any kind.

The UN Committee on the Rights of the Child has decided to dedicate its 2018 Day of General Discussion (DGD) to the theme "Protecting and empowering children as human rights defenders". Humanium, a member of the UNCRC, defines child rights defenders as "children who take action to promote their human rights, the rights of their peers or the rights of others

(including adults)". The United Nations Human Rights Office of the High Commissioner (OHCHR) considers a similar definition.

During the drafting of the General Comment, numerous voices have emphasized that the GC and children's rights are the most effective way to provide robust and coordinated guidance backed by "longevity, visibility and the appropriate level of authority." It also emphasized on the urgency of the right-based approach to environmental degradation in the realization of the children's rights as it is expected to create opportunities for participation of children in environmental protection and decision making.

The UN has been open to welcoming children on stage to address their concerns and recommendations. Greta Thunberg, a 16-year-old climate activist protesting towards the world's lack of attention towards climate change, participated at the UN summit. She first gained international attention at the UN COP 24 on climate change in December 2018. There are organizations and systems in place to grant easier access to that right, even if they are still found to be discriminated against.

Article 19 UDHR states that everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. It amends that states should provide child-friendly and age-appropriate content for children in accordance to their evolving capacities and they must ensure that children are able to access diverse information on all aspects related to their rights and best interest from varied and protected resources. It's the responsibility of the state to create and share information in order to enhance provision, from early childhood, of diverse and accessible content beneficial for the children and their development; Information shared must be relevant enough to accommodate their limitations, ethics and linguistic background. It must be ensured by the governments to ensure that children can easily find diverse and good quality information.

"Whether I talk about the situation in my school or village centre there is a rapidly increasing sanitation problem. The decrease in the availability of toilets has led to a massive problem. One such evident reason is the ladies who have to get up very early and use the washroom before everybody else wakes up."

Minal (13)

GUHWATI

Now more than ever, it is important that we understand the impact our actions have on the environment.

However, Children's right to information does not always receive adequate attention in laws and policies related to the environment, whether at the international or the national level. Children's access to information is expressly taken into account in the Stockholm Convention (Refer to Appendix 2 for more info). It calls upon duty-bearers to promote the development and implementation especially for children on hazardous chemicals and organic pollutants. Lack of information available is a real obstacle in the protection of children's rights in the context of environmental harms. Missing databases create difficulties in ensuring that children-focused solutions and precautionary measures reach the awareness of children and young

environmentalists. Even where evidence of violations of children's environmental rights exists, it is not always collected and disseminated adequately. Moreover, lack of coordination leads to the non-availability of environmental law databases.

Parents, NGOs and governments should act as defenders of the rights of the child and a backbone of the UNCRC. Such organizations should be established across the globe for the protection of the child and the rights of the child. Children's access to justice is not only crucial to address the harm already caused but also to prevent further recurrence of rights violations in future laws and policies. But, more often than not, children are left without access to justice in environmental concerns and therefore, preventive measures might be the only means of justice and equality for them.

Children have the right to express themselves freely and to live in a clean and healthy environment. If the government cannot give them a robust environment, the government must allow them to take action to protect their rights. Children campaigning and striking for climate change should not be questioned by the police. They are exercising their right and are not liable for any such questioning. Children striking for climate change cannot be arrested. They are not liable to such punishments. If any law opposes the stated, the laws must change. Because with time, the situation changes and with the situation the law must change.

"In the place that I live, and through my observations, Plastic is used extensively for various purposes and due to this reason, the environment is bad and it has very fatal consequences on health."

Margaret (16)

GOA



Credits: NINEISMINE Archives



OPTIONAL PROTOCOL ON COMMUNICATION PROCEDURES³⁸

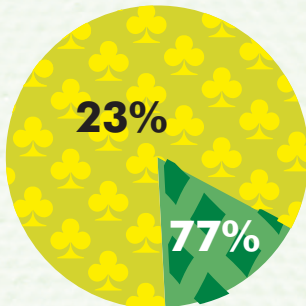
- The OPCP has 24 articles and is divided into 4 parts.
- **Part 1 – General Provisions:** The OPCP looks at the basic rules and guidelines of the process and explains the role of the Committee on the rights of children.
 - The Committee on the rights of Child is the body that will receive the complaints.
 - The committee must always consider the best interest of the Child. They must ensure that children are protected during the complaint procedure.
 - The Committee's work needs to be done in a child-friendly manner. The committee must ensure that children are not manipulated, taken advantage or harmed as a result of the complaint.
 - The governments must safeguard and protect anyone involved in a complaint procedure. The identity of anyone making a complaint must be kept confidential.
- **Part 2 – Communication Procedure:** explains how complaints and communication should be made and addressed.
 - A Complaint can be sent by an individual and victim whose rights have been violated or a representative with the victim's consent and/or with a valid reason. The complaint must be related to the articles identified in the UNCRC.
 - Interim measures are taken by the committee after the complaint is being filed and before the committee has taken a decision about the complaint. The committee can ask the government for protection of the child in case of worries and needs.
 - Before the committee reviews a complaint, it is first seen whether the complaint is admissible or can be allowed.
 - After receiving a complaint, the Committee will let the government know about the complaint and the government should provide the facts and their version to the committee as soon as possible.
 - The committee works with everyone involved in the complaint procedure to come to a friendly settlement.
 - The committee is bound to consider the complaint as soon as possible and review the complaint in a private session and then, it should share its views and recommendations as soon as possible.
 - The government and the committee must come together every few years to discuss the CRC and the government must take the recommendations of the committee seriously and should let them know the actions taken by them to resolve a complaint.
 - A government can also file a complaint about violations of the rights of children by other governments.
- **Part 3 – Inquiry Procedure:** explores how the Committee can investigate serious problems or violations of child rights without necessarily receiving a complaint. However, the inquiry procedure is different from the Complaint Procedure.
- **Part 4 – Final Provisions:** this section discusses other dimensions of the OPCP. It explains how changes in the OPCP can be made and how information about the OPCP should be shared.

Source: https://opic.childrightsconnect.org/wp-content/uploads/2019/07/RaisingUnderstanding_OCPC.pdf

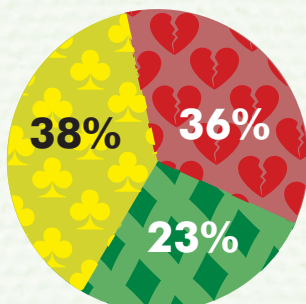
How are we faring in this area

Survey Analysis

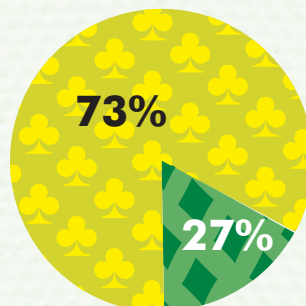
Children expressed the sentiment that respect for the rights of children can only be achieved if everyone, including children themselves, recognize and acknowledge child rights which are applicable to every child no matter their gender, background, caste, creed, religion or social and economic status. In relation to their views being taken seriously as child rights defenders; 77% felt that they had some occasions and platforms to express themselves and exercise their right as defenders of child rights, 23% believed that this particular aspect was fully experienced and couldn't get better. In covid times, 36% of those responding stated that that their views were not taken seriously and they did not have the platform to speak and be heard or to exercise their rights as defenders of Earth rights. Simultaneously 38% felt they had opportunities to do so, and 26% chose not to make a comment. In relation to their peers at the state level, 73% stated there were opportunities to express their views but more could be done in this field. With regards to the last child, 53% felt that there were occasions for the children to speak up and be heard. Interestingly, 20% stated that they could not comment about the situation.



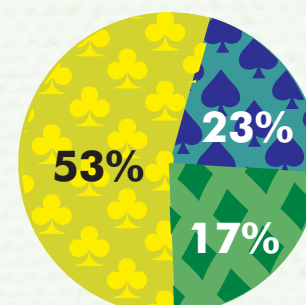
MYSELF







IN COVID TIMES



MY STATE PEERS



THE LAST CHILD

-  **Diamonds - can't get any better**
-  **Blooming - but not fully experienced**
-  **Broken Hearted - because it does not exist**
-  **Spade Work Not Done - so don't know, can't say**

Our Emerging Recommendations

1. Children must be provided with a support system to become child rights and earth rights defenders.
2. Platforms must be created to hear their voices and provide them with the right guidance.
3. Participation and inclusion must be practiced. Each and every child should get the opportunity to speak up and share their ideas and concerns.
4. Intensive training programs and facilities must be in their reach.
5. School groups, community group and online networking groups of children must be created

TESLA



IF YOU DON'T **ACT**
LIKE ADULTS,
WE WILL!

...S I DITCHED MY
...ASS. BUT YOU'RE
DITCHING THE
EARTH

THERE ARE
NO JOBS ON
A DEAD PLANET

HEAL OUR
FUTURE

OUR
FUTURE

YOU'RE **SATAN**
OF THE
HE...RE

ADrift from Justice

adolescent voices seeking redressal

Focus Area 4

Complaints should be dealt with quickly and fairly and children should be able to get a response and solution (e.g. an order to stop someone who is causing environmental harm).

COMPLAINTS

MY RIGHT TO COMPLAIN

The OPCP enables the committee on the rights of the child, in Geneva to hear complaints when a child's right has been violated. Children from countries who have ratified this course can seek justice if their national system was unable to provide remedy for the violation using this treaty.

OP3
UNCRC

A complaint is a means through which children who believe their rights have been violated, as individuals or collectively as a group, can seek redress and make the violation stop.

This is integral to the right to remedy in case of a rights violation. The right to a remedy is a fundamental human right and an essential dimension of access to justice for children. Acknowledging and ensuring that children have direct access to a remedy is also recognizing that children are full citizens and actors in their own lives. The right to a remedy is particularly important for children and young people who are marginalized and more at risk of having their rights violated.

Various conventions include 'Complaint Procedure' or 'Communication Procedure'. A complaint is used by an individual or a group of people or community who feel their rights have been violated and. They have the right to make a complaint regarding the same and have it viewed by the committee. Optional Protocol to the convention of the rights on child on Communication Procedure (OPCP) is one of the three OPs created to complement the existing convention and acknowledge new commitments of the governments to protect children and their rights.

The OPCP is the 'Complaint procedure' of the UNCRC and its optional protocols. The OPCP is the way children can complain about violence, abuse and other violations of their rights. The key goals of the OPCP is to encourage governments to make supportive systems that keep children safe and protected from all harms, including environmental harms.

Despite having ratified the Optional Protocol, the governments fail to review the complaints of the children, especially related to the environment as well as fail to address them in a child-friendly manner.

According to Article 8 of the UDHR – Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the

constitution or by law³. It makes States bound to ensure that everyone, including children are to be protected from the violations of their rights, and those who are the victims must be provided with timely and effective remedies so as to reduce the distress the violation must have caused. However, it doesn't mention the violation of the environmental rights and the remedies to be provided in cases as such.

It has also been observed that many countries do not have capable and operational complaint procedures to establish communication with children in order to understand their views as well as hear their complaints. Also, remedies are only limited to protection from abuse, sexual exploitation, child trafficking, abduction and protection from harmful work; it does not address the actions to be taken in case of violations of the environmental rights of the children.



"In my village area, some people of the neighbourhood throw garbage in the drain. As an aftereffect, it smells very bad as the drain is very near to my home. I suffer from asthma. Due to the smell and water collection, a lot of mosquitoes¹ breed there that bring a whole line of viruses and infections along with it."

Vishal (16)

Maharashtra

"Our surrounding environment is not clean and the expanding use of plastics is not helping. There is a lack of proper dust bins or dump areas."

Asha (14)

Madhya Pradesh

"Here in the rural side, we don't have a transport facility due to which many villagers who have met with accidents or are expecting mothers- die on the journey to reaching the hospital."

Uday (13)

Uttar Pradesh

"In our village area, dustbins are for namesake but the truth is people are throwing garbage outside everywhere. Due to which mosquitoes are increasing. With the water pollution, poisonous fumes are created that eventually affect the health of animals, insects, and humans alike."

Kadam, 12*

GUJARAT



YOUNG INDIAN EARTH DEFENDERS

Licipriya Kangujam (10)* is the founder of a child movement and has spoken in 32 countries on combating climate change. One of her demand is that the government must pass a climate change law in India.

Ridhima Pandey (13)* filed a petition against the government for lack of action in responding to the climate crisis. In 2019, she was one of the 16 young activists to file a lawsuit using UNCRC to hold world's economic leading powers accountable for inaction on Climate Change.

Aditya Dubey (16)* has actively been involved in launching various environmental campaigns. He is running a community service campaign called Plant A Million Trees Initiative: which works in the field of tree plantation, reducing air pollution and reduction of usage of single-use plastic.

Aman Sharma (16)* petitioned against the Prime Minister and the Union Minister for Housing and Urban Development urging them to take note of the environment. He managed to gather around 3.3 lakh signatures for his campaign and delivered it to the PM's office as well.

Anjali Sharma (17)* a climate activist from Australia (of Indian origin), Is taking on a legal battle with the government in Australia over issues of climate change and to put the spotlight on how authorities in charge were tasked with the duty of preventing future harm brought on by climate change.

Aniket Gupta (18)* a young Delhi-based environmentalist, filed a petition for introducing climate education in the school curriculum "that not only creates awareness among kids about their natural world but also sensitizes them towards the beings that they share this planet with."

Aditya Mukarji (18)* He embarked on a door-to-door campaign in and around Delhi to spread awareness about the impact of plastic on the environment and eco-friendly alternatives.

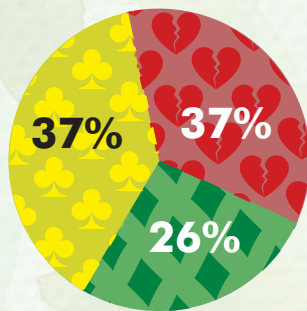
Abhiir Bhalla (18)* was responsible for spearheading various initiatives in school like solar paneling and waste segregation.

Hina Saifi (19)* grew interested in environmental activism in science class in her school where she held rallies to create awareness among children. She led a door to door campaign informing people about the idea of segregation of waste.

** Ages Indicate When The Child Advocate Began His/her Climate Advocacy*

How are we faring in this area

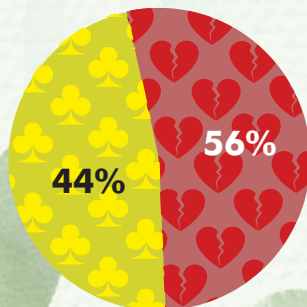
Survey Analysis:



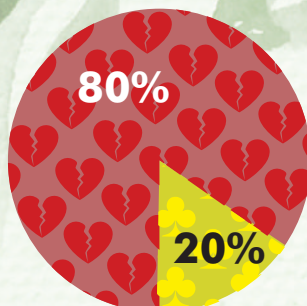
MYSELF



IN COVID TIMES



MY STATE PEERS



THE LAST CHILD

With regards to their access to complaints and redressal, 35% of those participating in the study felt that there were systems and platforms available to them to complain but it wasn't an experience they could mark as ideal, 37% felt that these platforms were inaccessible and their complaints were often unheard if not rejected, the children participating in the survey identified that there is lack of a child friendly mechanisms that hear complaints from children and provide spontaneous responses. 28% chose to not answer, perhaps indicating that they aren't even aware of platforms for them to formally complain and their voices to be heard. In cases of denial to rights vis-a-vis the environment in covid times, 100% chose to say that they don't know / can't say, indicating that they did not know of a common platform to complain about their own rights and the abuse of the earth in the pandemic time. At the state level, 56% felt that their peers' access to formal complaints and addresses was non-existent and 44% believe that they were not completely accessible. With regards to the most vulnerable child in the state, 20% felt that lodging complaints and access to a redressal system was not a given reality.

- ◆ **Diamonds - can't get any better**
- ♣ **Blooming - but not fully experienced**
- ♥ **Broken Hearted- because it does not exist**
- ♠ **Spade Work Not Done- so don't know, can't say**

Our Emerging Recommendations

1. Mechanism must be made available to listen to children's environmental concerns.
2. Strict and fair action must be taken by the responsible authorities.
3. The privacy of the child must be protected in all the complaint procedures.
4. Compensation must be provided to the victims of the environmental crisis.
5. The complaint procedure must be simple and easy to understand by the children.



THIS CAN'T WAIT
TIL I'M BIGGER



ADvantage The Disadvantaged

adolescent voices in favor of the last child

Focus Area 5

Governments should make sure that children enjoy their rights equally. Some children face extra challenges (e.g., girls from a lack of clean water and some children with disabilities at times of natural disaster).

THE LAST CHILD

MY RIGHT TO EQUALITY

Governments should make sure that children enjoy their rights equally. Some children face extra challenges (e.g., lack of clean water facilities for children below poverty and children with special needs at times of natural disaster)³⁹

Article 2
UNCRC

Climate change is interlinked with multiple parameters like poverty, inequality, vulnerable communities, and groups, minorities, children, women, etc. The consequences of climate change have a deep impact on the lives of marginalized communities. People in low or lower-middle-income countries are facing the impacts of climate change more than the high-income nations.

The last child refers to children who strive to have even their basic needs and rights fulfilled and are more vulnerable to negative outcomes of any social issue and phenomena.

More often than not, the voices and needs of the last child remain unheard and unacknowledged in all decision-making processes.

Article 2 of the UNCRC, 'Non-Discrimination' states that all children are equal despite their limitations and/or vulnerabilities and are bound to receive equal opportunities and resources for their growth and development to their fullest self. As per this article, state parties must ensure that all children are provided with the same care and protection; they are bound to provide special care for vulnerable children such as, children without parental care, victims to child-trafficking, child sexual commercial exploitation, children with disability, children in armed conflict, street children and many more.

Children's Climate Risk Index – the first comprehensive analysis of environmental risk from a child's perspective was recently released by UNICEF. It showed that 1 billion children live in extremely high-risk countries with the lowest per capita income and are exposed to the most severe hazards, shocks and stressors. The impact of the environmental degradation on these children and their future is enormous.⁴⁰

It is estimated that 1 in 4 children will be living in areas with extreme water shortages by 2040.⁴¹ Not only this, but the climate crisis is also forcing families to migrate. By 2050, there could be 1.2 billion climate refugees due to the climate crisis.⁴²

The consequences of climate change have affected women and men in different ways. Due to the climate crisis, of all the demographic groups, the girl child is probably the most socially disadvantaged. At every stage of her life cycle – from conception to adulthood – she is

especially vulnerable to human rights abuses. Worldwide, women have less access than men to resources such as land, credit, agricultural inputs, decision-making structures, technology, training and extension services that would enhance their capacity to adapt to climate change. Climate change will be an added stressor that will aggravate women's vulnerability. It is widely known that during conflict, women face heightened domestic violence, sexual intimidation, human trafficking and rape.

It is important now more than ever to bring the voices of the most vulnerable in the forefront to be recognized. Their ideas and solutions will give us the most grounded plans to move forward with. Duty-bearers have the responsibility to ensure the participation and inclusion of the most vulnerable children in the decision-making process. They must take the necessary steps and build supportive policies to provide assistance to build climate resilience among them and equip them with the resources to become young climate activists themselves.

Each and every child is 'EQUAL'. Each child should be able to enjoy all the rights stated to them by the UNCRC and its three optional protocols. Climate change is not limited to a specific area, state, country, or region. At this point, it is visible everywhere as they insist on being AD VOCAL.

"Children from our village have repeatedly gotten trafficked and when they come back home after rescue, they are ashamed to go to school. With this, they are also lacking moral support and acceptance in society."

Himala (14)

UTTRAKHAND



IMPORTANT PRINCIPLES OF ENVIRONMENTAL JUSTICE⁴³

Principle of State Sovereignty

It means that a State has exclusive jurisdiction on its territory. Thus, States are free to decide how to manage their natural resources and own environment.

Principle of Good Neighborliness

The responsibility not to cause damage to the environment of other States or of areas beyond national jurisdiction has been accepted as an obligation by all States.

Principle of Common Heritage of Humankind

It establishes that some localities [for instance, seabed, forests, air, outer space] belong to all humanity and that their resources are available for everyone's use and benefit, taking into account future generations and the needs of developing countries.

Principle of Cooperation and Integration

In the field of environmental protection, international cooperation (in investigating, identifying and avoiding environmental harms) is necessary to conserve the environment in its totality.

Common but Differentiated Responsibilities (CBDR)

There are historical differences in the contribution of developed and developing States to global environmental problems, and differences in their respective economic and technical capacity to tackle these problems. Therefore, despite their common responsibilities important differences exist between the stated responsibilities of developed and developing nations.

Sustainable Development

"Our Common Future" [more popular as Brundtland Report] defines sustainable development as "development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs."

Precautionary Principle

This principle supports the notion of taking protective action before there is complete scientific proof of a risk; that is, action should not be delayed simply because full scientific information is lacking. 'Precautionary Principle' plays a significant role in determining whether developmental process is sustainable or not.⁴⁴

Polluter Pays Principle (PPP)

The polluter should pay for the expenditure of pollution control measures such as the investment in anti-pollution installations, the costs of running these installations and introduction of new processes so that a necessary environmental quality objective is achieved.



Inter-Generational Equity (IGE)

This is a concept that says that human beings hold the natural and cultural environment of the earth in common- both with the members of present and future generations. It simply portrays that we have inherited our earth from our ancestors and have an obligation to pass it on in reasonable conditions to future generations.

Environment Impact Assessment (EIA)

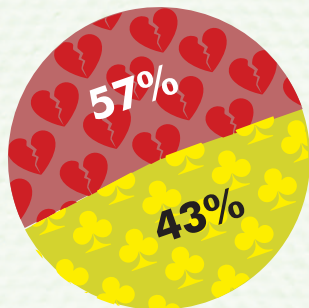
The findings of Environment Impact Assessment come out as a report which affects the decision whether the development project should be implemented. It also suggests whether the projects should be modified to minimize the consequences of the environment.

Public Trust Doctrine (PTD)

The doctrine puts an obligation on the States to protect the resources for enjoyment of the general public rather than to permit their use for private partnership or commercial purposes.

Principle of Equity and Equality

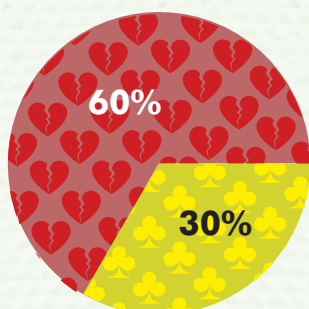
Economic growth can only be sustained when it is based on the principle of equity and equality. Common ownership of resources and their equitable distribution is a fundamental tenet of the idea of the modern welfare state. Equity means that there should be a minimum level of income and environmental quality below which nobody falls. Within a community, it usually also means that everyone should have equal access to community resources and opportunities and that no individuals or groups of people should be asked to carry a greater environmental burden than the rest of the community as a result of government actions.⁴⁵



MYSELF



IN COVID TIMES



MY STATE PEERS



THE LAST CHILD

- Diamonds - can't get any better**
- Blooming - but not fully experienced**
- Broken Hearted- because it does not exist**
- Spade Work Not Done- so don't know, can't say**

How are we faring in this area



Survey Analysis:

In relation to the last child, 57% of those participating in the survey said that they were absolutely unaware of the challenges and the situations of the vulnerable children in their communities, in the state, at the national and international level. While 43% felt that they had some connection or information on children from vulnerable communities but held that it is far short of the ideal and complete awareness. At the state level, 63% stated that awareness about the last child and vulnerable children was not provided to the students and most children would be ignorant of each of these rights. Whereas 40% felt that some information was provided, was available and, accessible to children at the state level but lots more could be done in this area. With regards to the last child being provided information of other vulnerable children, all respondents felt that this would not be would be accessible or a reality; given that the last child themselves would be struggling and therefore information available to them on other among their peers would not be accessible or be available. This perhaps indicates to us the need to build connections with, among children, build a coalition amongst vulnerable communities and, amplify their voices. Thus, It has been observed and taken into account that many conventions and policies fail to include the most vulnerable children in their framework. The assessment of the environmental impact is only based on the children belonging to a well protected and nurtured environment, leaving the other children who do not even have access to their basic rights and day-to-day necessities, Majority of children participating in the survey reiterated this concern and answered that the last child had little to no opportunity to being heard. This lack of data on vulnerable children widens the gap in the distribution of the resources and leads to discrimination because a very large group of children remain unheard and forgotten.

Our Emerging Recommendations

1. Policies must be made keeping in mind the last and vulnerable child.
2. Safety net must be built to keep the focus on most impacted children.
3. The voices of the last child must be heard and brought in the forefront.
4. Children belonging to low-income families and communities, weaker sections and living in vulnerable conditions must be included in the policies as important stakeholders and not merely victims.
5. Prevention of further damages to the vulnerable communities must be ensured





ADminister Rules

adolescent voices for greener laws and policies

Focus Area 6

The best interests of children should be one of the most important considerations when governments are making laws that may affect the environment.

LAWS AND POLICIES

MY RIGHTS TO THE BEST STANDARDS

The Convention doesn't limit the rights children and young people have. Countries are free to give them more rights than the Convention lists; they just can't take away the rights that are given by it.⁴⁶

Article 41
UNCRC

"Every child has the right to grow in a safe environment, lead a healthy life and have a positive outlook for the future"⁴⁷

Environmental rule of law provides the basis for improving environmental governance. It emphasizes environmental sustainability by linking it with fundamental rights and responsibilities. Environmental rule of law offers a framework for addressing the gap between environmental laws in books and in practice and is the key to achieving the Sustainable Development Goals.

The 1972 United Nations Conference on the Human Environment led to the establishment of the United Nations Environment Programme (UNEP). Following the 1992 United Nations Conference on Environment and Development previously known as the Rio Earth Summit, many countries made a concerted effort to enact environmental laws, establish environment ministries and agencies, and include environmental rights and protections in their national constitutions.

Two laws on children's rights which includes references to the environment are the 1990 World Declaration on the Survival, Protection and Development of Children, which consisted of a 10 - point programme and commitment to work for the common objective of protecting the environment so that children can have access to a healthier and cleaner environment keeping in mind the upcoming future generations.

In 2002 the UN General Assembly Declaration called, "A World Fit for Children" was made, this was reaffirmed in 2007. The objective of "A World Fit for Children" is to protect the Earth for children and minimize the impact of environmental degradation on them. A 2017 Human Rights Council resolution on human rights and the environment specifically called for States to facilitate the best interest of children in environmental decision-making, another resolution on human rights and climate change in 2018 mentions children only as part of a list of vulnerable groups.

SDG's 14 and 15 calls on states to sustain "Life on Land" and "Life below Water" and most recently in 2015, governments concluded the Paris agreement in COP 21 to combat climate change that aims to limit the rising global warming level well below 2 degree celsius before pre-industrial level which requires governments to reduce their greenhouse gasses as soon as

possible. It requires governments to bring economic and social transformation, based on the best available science. The Paris Agreement works on a 5- year cycle of increasingly ambitious climate action carried out by countries.

While addressing the world leaders at United Nations COP 26 at Glasgow, Prime Minister Modi listed commitments of India to combat climate change with an announcement that

- (i) India will achieve the target of net zero emissions by the year 2070,
- (ii) Achieve 500 giga watt non-fossil energy capacity by 2030 and
- (iii) 50 per cent of the country's energy requirements will be fulfilled from renewable energy sources by 2030.⁴⁸

India also launched 'One Sun, One World, One Grid' (OSOWOG) at the conference with an aim to harness solar energy to ensure that the generated electricity flows to the most needed areas of the country. Towards the end, India also announced that they'll "phase down" their use of coal in the climate pact adopted at COP26 in the Glasgow pact.

However, India made headlines in the same year for its severe pollution level and climate situation under scanner. The intergovernmental panel on climate change's assessment report 'Climate Change 2021' as per, the physical Science Basis warned that Indian Ocean is warming at much higher rate than any other oceans and that India will witness irreversible effects of climate change such as increased heatwaves, heavy rainfall and flooding in the coming times.

According to the world Quality report by the swiss agency IQair, found that 22 of the top 30 most polluted cities in the world are in India with Delhi ranked as 10th most polluted city and the top polluted capital city in the world. Bhiwadi in Rajasthan topped 1st as the most polluted regional city followed by Ghaziabad and Hotan of China. It has been estimated that every 3 minutes a child dies in India because of inhaling toxic intoxicants in the air, according to the analysis of the Global Burden of Diseases 2017. Children who are exposed to high levels of air pollution are at a higher risk of developing chronic diseases such as cardiovascular disease later in life.

When taking normative and institutional protective measures, decision makers must give strong consideration to the concerns of the children.

Children must be allowed to raise their voices on any governmental policies concerning them and they should be aware of those policies.

While the UNCRC provisions grant children the rights to be heard (Article 12) ; right to freedom of expression (Article 13) and; right to information (Article 17). United Nations agencies such as the United Nations Environment Programme (UNEP), the United Nations Development Programme (UNDP), and the United Nations Framework Convention on Climate Change (UNFCCC), have not made environment-related child rights central to their agenda, and infrequently coordinate with UN agencies with expertise on child rights. Conversely, UNICEF and

"The initiatives taken to protect our society are not enough. Most of the time I don't feel safe or protected. A major reason for this could be the lack of police patrolling in our village."

Aarti (15)

RAJASTHAN

the Committee on the Rights of the Child have only just begun to address environmental issues more comprehensively.

The world right now belongs to the future generations and the 'Now Generation' that deserves the right to correct the mistakes of the previous generation and the current generations are making. Communities of changemakers should be built, similar to child parliaments as it will allow children to speak freely and take action.





CONSTITUTIONAL PROVISIONS IN INDIA

Preamble, Centre-State Relations⁴⁹

- Preamble, Centre-State Relations, Art. 253
 - Article 253 deals with provisions related to Legislation for giving effect to international agreements.
- **Duties of Citizen**
 - Article 51A inter alia, requires a citizen to protect and improve the natural environment including the forests, lakes, rivers and wildlife and to have compassion for living creatures.
- **Directive Principles**
 - Article 48A, mandates that the State is under a Constitutional obligation to protect and improve the environment and to safeguard the forest and wildlife in the country.
- **Fundamental Right of Life**
 - The right to live in a healthy environment as part of Article 21 of the Constitution was first recognized in the case of Rural Litigation and Entitlement Kendra vs. State, AIR 1988 SC 2187 (Popularly known as Dehradun Quarrying Case). In M.C. Mehta vs. Union of India, AIR 1987 SC 1086 the Supreme Court treated the right to live in a pollution free environment as a part of fundamental right to life under Article 21 of the Constitution.⁵⁰
- **Fundamental Right of Choose Profession**
 - Article 19 (1) (g) of the Indian constitution confers fundamental right on every citizen to practice any profession or to carry on any occupation, trade or business. This is subject to reasonable restrictions. A citizen cannot carry on business activity, if it is a health hazard to the society or general public.⁵¹
- **Public Interest Litigation**
 - PILs under Article 32 and 226 of the constitution of India resulted in a wave of environmental litigation. The leading environmental cases decided by the Supreme Court includes the case of closure of limestone quarries in the Dehradun region (Dehradun Quarrying case, AIR 1985 SC 652), the installation of safeguard at a chlorine plant in Delhi (M.C. Mehta V. Union of India, AIR 1988 SC 1037) etc. In Vellore Citizens Welfare Forum vs. Union of India (1996) 5 SCC 647, the Court observed that “the Precautionary Principle” and “the Polluter Pays Principle” are essential features of “Sustainable Development.”⁵²

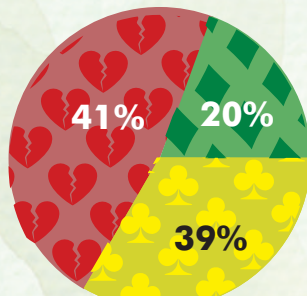


PENAL PROVISIONS IN INDIA

- Protection Under Law of Tort Protection under IPC and CrPC
- Wildlife (Protection Act), 1972
- The Water (Prevention and Control of Pollution) Act, 1974
- The Air (Prevention and Control of Pollution) Act, 1981
- The Environment (Protection) Act, 1986
- The Ozone Depleting Substances (Regulation and Control) Rules, 2000
- The Energy Conservation Act, 2001
- Biological Diversity Act, 2002
- Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006 (FRA).
- The National Green Tribunal Act, 2010
- Compensatory Afforestation Fund Act, 2016
- Coastal Regulation Zone Notification, 2018 (Regulating activities in Coastal Regulation Zone)

How are we faring in this area

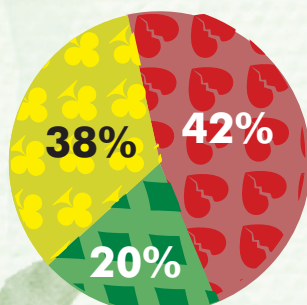
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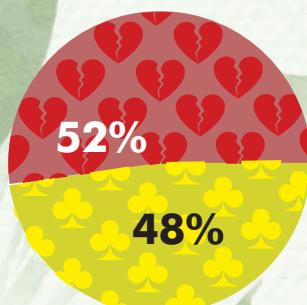
MYSELF



IN COVID TIMES







MY STATE PEERS



THE LAST CHILD

With regards to the existence of laws and policies and its sufficiency, 63% of the respondents felt that there were adequate laws and policies on the recognition of environmental rights of children but 37% the same were not accessible and adequate. In covid times 76% taking the survey felt that this aspect was still existent and available but not full experienced. While 24% chose to go for the option of "don't know/ cannot say" perhaps indicating that they did not know how to access information about policies in restricted covid times. Thus, children's rights are absent from the environment policy frameworks, this sentiment was resonated by those taking the survey and the children rightfully so asserted that they should be allowed to raise their voices on any governmental policies concerning them.

-  **Diamonds - can't get any better**
-  **Blooming - but not fully experienced**
-  **Broken Hearted- because it does not exist**
-  **Spade Work Not Done- so don't know, can't say**

Our Emerging Recommendations

1. Framework to protect the environment must be included in the laws and policies.
2. Children's opinion must be heard in the policy making process.
3. The impact of each law on children and the environment must be considered.
4. Duty bearers must keep people over profit.
5. Immediate and fair action must be taken to eradicate all polluting and environment harming policies, equipment and practices

YES



**SCHOOLS
HAVE TO BE
PARLIAMENT
WHEN
PARLIAMENT
IS A
SCHOOLYARD**

ADjudged Responsible

adolescent voices seeking governance accountability

Focus Area 7

Governments should work with each other to make sure that children's rights are protected across the world.

STATE RESPONSIBILITY

MY RIGHT TO GOOD GOVERNANCE

Government should make sure that the rights of children and young people: are realized in practice; actively help children and young people to live safer and happier lives. It also means that they should take steps so that children, young people and the adults who work with them all know about the UNCRC.⁵³

Article 4
UNCRC

Governments play a pivotal role when it comes to the well-being of the nation and therefore it rests upon the government to find and/or develop programs to implement the same. While it is clearly evident that environmental problems such as climate change and global warming constitute existential threats to citizens, these problems will very likely persist and intensify unless the government enforces effective environmental policies.

Restoring our natural environment and halting climate change demands a systematic transformation to more sustainable, inclusive and green societies.

All stakeholders need to come together and coordinate their efforts, taking the Sustainable Development Goals and Paris Agreement as their guide and civil society should be part of the equation.

It's the government's responsibility to provide children with adequate information on the environment as per the age, maturity and understanding of children. They should be taught about the environment using local and global issues and by exposing them to nature. Children's voices need to be heard and taken into account in the decision making process; their voices need to be collected on a particular project launched by the government and according to the responses the project must be implemented or otherwise modified. Governments are bound to review the complaints of children and they should be prevented and responded to, through immediate and fair actions as per the guidelines laid by the OPCP and various other complaint procedure of the conventions ratified by the respective countries. (Refer to the Appendix of OPCP for more information on the complaint procedures).

States have a heightened duty to protect children against environmental harm. They need to take comprehensive steps but unfortunately concern for children's rights remain absent from environmental protection efforts leading to inaction and lack of integration between environmental and human rights law and policy, more than two thirds of children held to this viewpoint that our national laws and policies frequently need to address the natural resources and ecosystems from a child rights perspective. However, the current policies do not adequately take children's rights into account.

In his recent report, UN Special Rapporteur Baskut Tuncak points out that the best interests of the child are best served by preventing exposure to toxic chemicals and pollution, and taking precautionary measures with respect to those substances whose risks are not well understood. Unfortunately, industrial competitiveness, risk management options and cost-benefit considerations are prioritized over the best interests of the child.

Concerns relating to pollution and the disposal of a large amount of ash and coal-based power stations, which are the mainstay of India's power generation, are being addressed through strategies to promote environmentally sustainable power development. The following initiatives has been taken:

- 1) Special Purpose Vehicle (SPV) for Afforestation.
- 2) Fly Ash Utilization Action Plan.
- 3) Initiatives for improving the environmental performance of coal-based stations.
- 4) Clean Development Mechanism.

"The initiatives and proactiveness have been shown by the government but it has not been implemented. Every Sunday, there is a big dustbin near my house, where people come and burn all the garbage, but it makes our place polluted due to the burning of plastic."

Deepak (16)

MAHARASHTRA



- FRAMEWORK PRINCIPLES ON HUMAN RIGHTS AND THE ENVIRONMENT⁵⁴

Professor John Knox, the former UN Special Rapporteur, set out these basic obligations of countries under human rights laws. They relate to the enjoyment of a safe, clean, healthy and sustainable environment by all. Not all states have formally accepted all of these norms. However, it reflects greater uniformity and certainty in the application of human rights law to the environment.

Principle - 1

States should create a safe, clean, healthy and sustainable environment in order to respect, protect and, fulfill human rights

Principle - 2

States should respect, protect and fulfill human rights in order to ensure a safe, clean, healthy and sustainable environment.

Principle - 3

States should prohibit discrimination and ensure equal and effective protection against discrimination in relation to the enjoyment of a safe, clean, healthy and sustainable environment.

Principle - 4

States should provide a safe and enabling environment in which individuals, groups and organs of society that work on human rights or environmental issues can operate free from threats, harassment, intimidation and violence.

Principle - 5

States should respect and protect the rights to freedom of expression, association and peaceful assembly in relation to environmental matters.

Principle - 6

States should provide for education and public awareness on environmental matters.

Principle - 7

States should provide public access to environmental information by collecting and disseminating information and by providing affordable, effective and timely access to information to any person upon request.

Principle - 8

To avoid undertaking or authorizing actions with environmental impacts that interfere with the full enjoyment of human rights, States should require the prior assessment of the possible environmental impacts of proposed projects and policies, including their potential effects on the enjoyment of human rights.

Principle - 9

States should provide for and facilitate public participation in decision-making related to the environment and take the views of the public into account in the decision-making process.

Principle - 10

States should provide for access to effective remedies for violations of human rights and domestic laws relating to the environment.

Principle - 11

States should establish and maintain substantive environmental standards that are non-discriminatory, non-retrogressive and otherwise respect, protect and fulfil human rights.

Principle - 12

States should ensure the effective enforcement of their environmental standards against public and private actors.

Principle - 13

States should cooperate with each other to establish, maintain and enforce effective international legal frameworks in order to prevent, reduce and remedy transboundary and global environmental harm that interferes with the full enjoyment of human rights.

Principle - 14

States should take additional measures to protect the rights of those who are most vulnerable to, or at particular risk from, environmental harm, taking into account their needs, risks and capacities.

Principle - 15

States should ensure that they comply with their obligations to indigenous peoples and members of traditional communities, including by:

- A. Recognizing and protecting their rights to the lands, territories and resources that they have traditionally owned, occupied or used;
- B. Consulting with them and obtaining their free, prior and informed consent before relocating them or taking or approving any other measures that may affect their lands, territories or resources;
- C. Respecting and protecting their traditional knowledge and practices in relation to the conservation and sustainable use of their lands, territories and resources;
- D. Ensuring that they fairly and equitably share the benefits from activities relating to their lands, territories or resources.

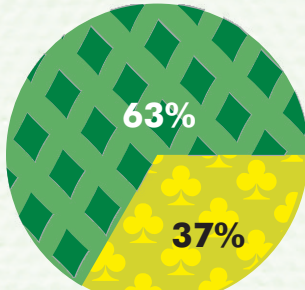
Principle - 16

States should respect, protect and fulfill human rights in the actions they take to address environmental challenges and pursue sustainable development.

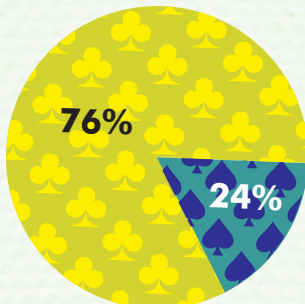
Source: UNGA A/HRC/37/58

How are we faring in this area

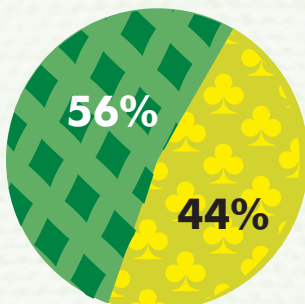
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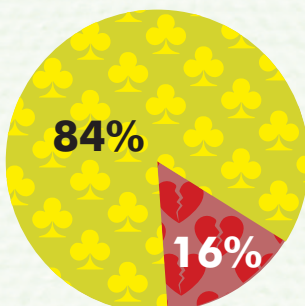
MYSELF



IN COVID TIMES



MY STATE PEERS



THE LAST CHILD

With regards to government responsibility and accountability, 61% of the majority of respondents felt that there was no accountability from the government or proactivity by the government in this relation and that it wasn't a great experience to them. While 39% felt that it was moving perhaps to the right direction but, not fully experienced by them and a lot was needed to be done. Non of the children in the survey said that the situation with regards to the government's response was in any way ideal. In relation to covid times, 81% felt that it was pathetic to say the least given that they marked the broken heart option but, 19% opted to say "don't know/ can't say" and were ambiguous about their response to the government's responsibility vis-a-vis environment and child rights.

- ◆ **Diamonds - can't get any better**
- ♣ **Blooming - but not fully experienced**
- ♥ **Broken Hearted- because it does not exist**
- ♠ **Spade Work Not Done- so don't know, can't say**

Our Emerging Recommendations

1. Duty bearers must be held accountable for the betterment of the environment.
2. Government must hear the voices, concerns and complaints of the children.
3. Child-Rights centred action must be taken.
4. Government must take required actions to protect and conserve the environment.
5. Implementation of policies must be taken on an immediate basis.



ADapting To The Climate

adolescent voices seeking risk assessments

Focus Area 8

Governments should take into account research that shows how the environment and proposed developmental projects are affecting children. They should also ask children for their opinions on their plans.

CHILD IMPACT

MY RIGHT TO QUALITY HEALTH

Healthcare for children and young people should be as good as possible, and also goes further than this by saying children and young people have the right to be both physically and mentally fulfilled. Among other things, this implies that children and young people:

- should have good enough nourishment from their food
- should be able to live in a safe and healthy environment
- shouldn't be in danger at work.⁵⁵

Article 24
UNCRC

Children are the future and will be living in the world we have borrowed from our ancestors.

The threat of environmental harm today affects children and future generations, through the irresponsible human activities of the past generations and the continuous exploitation of the current generation.

Environmental risks have an impact on the health and development of children, from conception through childhood, adolescence and also into adulthood. The environment determines a child's future: early life exposures including fetal growth may be altered by environmental risk factors. Certain hazardous substances from harmful human activities that persist in water, food, air and soil for a very long-time may expose generations of children to environmental risk factors.

Due to the deterioration of the environment and the exploitation of nature, countless children do not have access to clean drinking water and safe food. Many children suffer from ecologically unacceptable living conditions and are constantly exposed to toxic substances. Without the re-organization of political, legal and economic frameworks this situation would not change radically.

According to WHO, a young child exposed to outdoor air pollution, or second-hand smoke is at an increased risk for pneumonia, stunted brain development, and chronic respiratory diseases such as asthma.

Climate change impacts all children in different ways. Children living in rural areas face environmental crises in a different way than children living in urban areas. Environmental crisis harm some major rights of the children including – (i) Article 6 UNCRC, Right to life :

Climate change puts millions of children's lives at risk and environmental crisis often stunts their growth and development; (ii) Article 22 UNCRC, Refugee Children: Children are often forced to migrate from their native places due to improper environmental conditions and natural disasters, further making them more vulnerable to impacts of climate change; (iii) Article 24 UNCRC, Right to health: The physical, psychological and emotional health of the child is impacted making them vulnerable and captives of incurable diseases, traumas and mental illnesses; (iv) Article 27 UNCRC, Decent Living Conditions: Environmental impacts make many places inhabitable and improper for living, deteriorating the living conditions of children of that place; (v) Article 28 UNCRC, Right to Education: Children are forced to leave their schools because their parents can no longer afford educating their child or the school might get destroyed due to a natural disasters.

The impact of climate change is visible all over the world and the inhabitants of developing countries are the worst affected. Among the children participating in the survey, the majority were able to come up with at least three areas of their lives that were directly impacted by environmental degradation. Extreme droughts, climatic phenomena and environmental degradation aggravate poverty in these countries. Child labour is the direct consequence of poverty, but the fact that it is linked to environmental degradation is anew facet to this problem.

In rural areas, farmers who see their crops destroyed on account of climate changes, such as altered patterns of rainfall or soil erosion, have no other choice but to send their children out to work. For example, in Nepal, numerous families migrate seasonally to Kathmandu to look for work. It is estimated that nearly 28,000 children work in the brick kilns there, often in inhuman conditions.

We solely believe that protecting the future is in our hands. "If we are not for ourselves, then who would be for us? If we are only for us, who are we? If not now, then when? If not us, then who?"

"Earlier we all had more greenery. Nowadays, trees and plants are being cut down to make buildings and factories in place of them."

Akash (13)

KERALA

With the industrial development, there are so many brick factories in our village. The effluents of the production have caused air pollution. Every Child does not have fresh clean air to breathe and neither do I.

Niti (14)

DELHI



DEALING WITH CLIMATE CHANGE ANXIETY⁵⁶

Have you found yourself feeling overwhelmed lately about the climate crisis? If so, you are not alone. A survey from the American Psychological Association found that “two-thirds of American adults said that they felt at least a little ‘eco-anxiety.’” This anxiety, like all others, is real and valid. It is important to recognize these emotions, thoughts, and reactions and take steps to prioritize your mental well-being.

The positive news is that there are ways you can cope with these feelings and start to improve your outlook.

1. Spend more time in nature. Getting into natural green spaces has been shown to improve mood and reduce stress. Just googling the name of your city or county and the word “parks” is a great way to get started.

2. Spend less time online, especially with unreliable sites. Not all Internet sources are verified, and you could be consuming misinformation. Stay informed through reliable, trusted, and verified sources to gain factual knowledge about the problem.

Secondly, even if you stick to reliable sources, the overwhelming amount of online information may only worsen your feelings of doom. Avoid obsessively looking online to minimize the amount of upsetting content you see. Constant information consumption can increase your sense of helplessness. Try setting a time limit for engaging with climate-related content to avoid making your anxiety worse.

3. Consider what you can do about the climate crisis. It is important to be aware of your own limitations and capabilities – you alone cannot stop or reverse climate change, so you shouldn’t expect yourself to do so. However, identifying ways in which you can contribute positively may improve your mood and feelings of capability.

Joining a group of like-minded people who also feel a sense of urgency about climate change may help you learn more about the issues and validate your feelings.

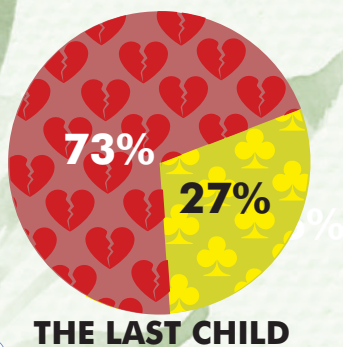
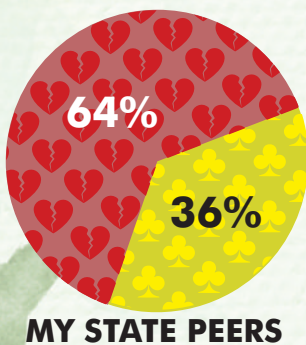
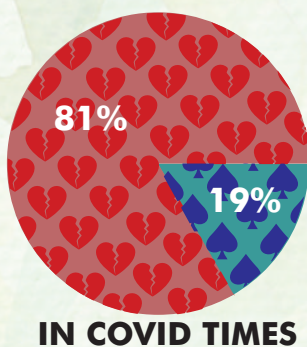
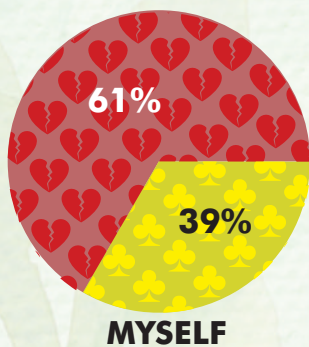
4. Seek professional help. Taking therapy is a valuable tool for supporting your mental health, including finding a place to discuss anxiety about climate issues. A good counselor will treat your concerns about the environment as valid; if you feel dismissed by a provider for this (or any other) reason, it’s time to change providers.

5. Keep everything in perspective. Positive changes have occurred on individual, local, and global scales and there is no reason to believe that they won’t continue, especially with your help. You have the power to influence others with your own positive attitude. You can advocate for change, write representatives, or simply help educate and involve others around you. Take on whatever role you feel comfortable with and remember to prioritize your own mental health in whatever path you choose.

Source: Johns Hopkins University Student Well-Being

How are we faring in this area

Survey Analysis:



In relation to assessing the impact of developmental projects and climate change on children, 39% respondents felt that there were platforms and access to risk assessments and reports but the same was not adequate. 20% felt that there was adequate information supplied to them in child friendly mediums but, a majority of 41% of the children surveyed felt that this was not a given and lots more needs to be done in this area. In relation to awareness or access to reports on the impact of climate change and projects on children at the state level, 20% felt that this was adequate but, 38% felt that this could be improved. 42% children surveyed however believed that access and provision of assessments on the impact of climate change and development projects on children was abysmal, not experienced or non-existent. With regards to the last child 48% felt that there were opportunities for the last child to access information but not fully experienced, whereas 52% felt that this was not a reality experience for the most vulnerable children.

- ◆ **Diamonds - can't get any better**
- ♣ **Blooming - but not fully experienced**
- ♥ **Broken Hearted- because it does not exist**
- ♠ **Spade Work Not Done- so don't know, can't say**

Evolving Recommendations

1. The impact of the environmental crisis on children must be evaluated.
2. Risk-assessments of government and business projects from a child-centred perspective must be done.
3. Plans and policies must be produced keeping in mind the impact of and the benefits on children.
4. Actions must be prioritised according to the risk evaluation and impact on children.
5. Various safety nets and services must be created to lessen the impact of environmental crisis and damage on children





EARTH



is  more

valuable than money

ADamant For Change

adolescent voices for corporate responsibility

Focus Area 9

Businesses should check the impact of their activities on children and the environment. They should follow the UN's advice to businesses on protecting children's rights.

BUSINESS ACCOUNTABILITY

MY RIGHT TO BUSINESS ACCOUNTABILITY

There are a set of principles to guide companies on the full range of actions they can take in the workplace, marketplace and community to respect and support children's rights. Based on existing standards, initiatives and best practices related to business and children, these Principles seek to define the scope of corporate responsibility towards children.⁵⁷

UN Business Principles

The beginning of the industrial revolution in 1700 resulted in the rapid growth of the economy, improving the lifestyle of everyone and replacing the old man-made products with new machine-made products. The industries brought with them various opportunities such as increase in employment, economic growth, increase in domestic as well as interstate and international trade leading to globalization, urbanization and establishment of new and advanced cities with enhanced technology.

The richest one percent of the global population accounts for more greenhouse gas emissions than the poorest 50 percent.⁵⁸ Resource extraction has more than tripled since 1970, including a 45% increase in fossil fuel use. The extraction and processing of materials, fuels and food contribute half of total global greenhouse gas emissions and cause 90% of biodiversity loss and water stress. With the global population rising to new levels with each passing year, our energy needs are on the rise. These needs are met mostly by burning fossil fuels. In 2019, the world burnt 100.3 million barrels of oil per day. This is a 15% rise from the oil consumption levels from 2006, which stood at 85 million barrels per day.⁵⁹

According to the State of Global Air 2020 report, air pollution was the 4th leading risk factor for early death worldwide in 2019, it is estimated to have caused 1.7 million premature deaths in India in 2019.

The agriculture industry contributes 13-18% of the total greenhouse gas emissions. The bulk of emissions by the industry are nitrous oxide and methane. Fashion industry accounts to 10% of the carbon emissions worldwide.⁶⁰

Retailers contribute more than 800,000 tonnes of plastic waste per year to the environment. Each year, more than 100,000 marine mammals die due to plastic pollution, and around 56% of dolphins, whales, and other such species are estimated to have consumed plastic. The

Transportation industry accounts for 24% of the global greenhouse emissions. The commercial freight niche contributed 40% and passenger freight niche contributed 60%.⁶¹

The construction industry is a contributor to all kinds of pollution. According to statistics it is responsible for 50% of landfill waste, 40% of drinking water pollution, and 23% air pollution.⁶²

The impact of businesses on the environment is highlighted in the image below.⁶³



State parties must ensure that businesses follow eco-friendly means of production and disposition of industry products. Carbon taxes must be imposed on industries and businesses emitting heavy amounts of greenhouse gasses. Businesses should also ensure that their products and services are safe to use and must provide decent work spaces to young workers. Businesses must assess the impact of their products on children's health and well-being.



YOUR BUSINESS IS MY BUSINESS

Business may have long-term, possibly permanent, repercussions on children. Childhood is a special time of intense physical and psychological growth during which young people's physical, mental, and emotional health and well-being can be permanently influenced for better or worse. During a child's development years, s/he requires adequate nourishment, clean water, and care and compassion.

Businesses should observe the following principles laid down by Save the Children and UNICEF-

- ☺ Meet their responsibility to respect children's rights and commit to Supporting the human rights of children
- ☺ Contribute to the elimination of child labour, including in all business activities and business relationships
- ☺ Provide decent work for young workers, parents, and caregivers
- ☺ Ensure the protection and safety of children in all business activities and facilities
- ☺ Ensure that products and services are safe, and seek to support children's rights through them
- ☺ Use marketing and advertising that respect and support children's rights
- ☺ Respect and support children's rights in relation to the environment and to land acquisition and use
- ☺ Respect and support children's rights in security arrangements
- ☺ Help protect children affected by emergencies
- ☺ Reinforce community and government efforts to protect and fulfill children's rights

Source: Children's Rights and Business Principles - UNICEF, UN Global compact, and Save The Children, 2012

Our Emerging Recommendations

- Industries producing heavy pollutants must be heavily taxed.
- The products of the industry must be evaluated before release.
- Businesses must consider the impact of their activity and products on the environment.
- Businesses should change to renewable energy sources and replace equipment based on fossil fuels.
- Governments must encourage and invest in green industries.



ADopted Recommendations

adolescent voices seeking change

On the 23rd and 24th September on the eve of UN Global Goals Day while the world leaders congregated in the UN Headquarters in New York 60 child parliamentarians in their roles as environment ministers of local neighbourhood parliaments and as Union Cabinet ministers assembled online. They were convened by the Child Prime Minister of the National Inclusive Children's Parliament, Ms Tejaswini Mili from Assam () with the NINEISMINE child ambassador to the UN General Comment 26 process Kartik Verma from Uttar Pradesh (16) to revisit and endorse the final 11 demands. The draft recommendations were collated by Ms Zosha Khan who had just turned 18 and who was part of all the earlier processes in relation to the formulation of this recommendation and this entire toolkit cum charter of demands.

Each group was given a particular lens to revisit the emerging recommendations.

The frameworks included

- a. Human Rights Criteria (info box ... of 'Our ERth CHarter')
- b. Important Principles of Environmental Justice (Infobox...)
- c. UN Framework Principles on Human Rights and the Environment (Infobox
- d. Child rights and Business principles (Infobox)
- e. Some articles of the UNCRC related to the Environment (Infobox ...)
- f. How to ensure genuine child participation. (Infobox ...)
- g. Our Earth Charter (Appendix)

After the presentations by Kartik Verma and Zosha Khan the breakout rooms presented their edits. These were then considered by Zosha Khan who further tweaked the final recommendations.


So finally our Council of Ministers of our national inclusive children's Parliaments met and adopted these recommendations as our charter of demands. To summarise our asks, we use the acronym 'clever brigs'. A brig is a two masted warship that is used in war and trade but the brig also has facility of imprisoning captives in a cell on the boat itself. So clever brig implies that if we do not use the current opportunities, science, information and resources, wisely to sail the stormy seas of this climate emergency we face towards sustainability and eco friendly earth centered options and choices we may find ourselves imprisoned in brig of calamities, in cell of despair and a hold of climate disasters, in the brig of hopelessness!!

A Brig is short form for a bridge. And we the young of today hope that we are clever and wise enough to bridge this tide of climate emergencies towards identifying our true nature as sons and daughters of the earth and co-members of the earth community while reclaiming our new identity as Earth-beings with mother earth itself having earth rights.

ECOLOGICAL RIGHTS OF US CHILDREN

MY RIGHTS	MY GREEN RECOMMENDATIONS
My Green Right to Holistic Green <u>E</u>ducation 1	<ul style="list-style-type: none"> • Embed scientific and adequate (including hands-on) information on climate change into the formal <u>school curriculum</u> to reconnect with Mother Earth and our earth community and to promote sustainability. • Provide the necessary practical experiences, <u>skills and training</u> to students to acquire climate adaptability, to address climate change and to advocate for climate action.
My Green Right to Adequate Green <u>I</u>nformation 2	<ul style="list-style-type: none"> • Ensure that adequate information and <u>child-specific data</u> on climate change and related government policies are available and accessible to children in their own language and according to their age, maturity and culture. • Strengthen each country's <u>right to information</u> laws while providing young citizens with the right to use the same and to be protected upon doing so.
My Green Right to Genuinely <u>E</u>xpression and Participation 3	<ul style="list-style-type: none"> • Create adequate child-friendly platforms to facilitate meaningful participation of <u>children</u> in <u>decision making</u> on environmental issues. • Ensure the safety and protection of <u>environmental defenders</u> (particularly child-citizens) from verbal threats and physical attacks
My Green Right to Recover and <u>C</u>omplain 4	<ul style="list-style-type: none"> • Ensure that all children have access to safe and easily <u>accessible complaint procedures</u>. • Provide immediate <u>relief, rehabilitation and compensation</u> to children, their families and communities during and after extreme natural disasters or resulting from climate change or developmental projects.
My Green Rights of Protection When <u>V</u>ulnerable 5	<ul style="list-style-type: none"> • Ensure the genuine <u>participation</u> of children from local, rural, adivasi, dalit, muslim and other <u>vulnerable communities</u> (including those with disability) in decision making over their traditional lands, livelihoods, customs, culture and way of life. • Publish specific <u>data and stories</u> of the impact of climate change and development projects on the most vulnerable children and their families.
My Green Right to the Best Green Laws and <u>S</u>tandards 6	<ul style="list-style-type: none"> • Enforce protective legislations, review of environmental laws which <u>honour people's rights</u>, child rights, community rights and earth rights itself. • Ensure that earth rights of Mother Earth and the environmental rights of children and all citizens are legally enshrined in <u>National Constitutions</u>.

<p>My Green Right to expect Good Green <u>G</u>overnance</p> <p>7</p>	<ul style="list-style-type: none"> • Ensure that all rights enshrined in the UNCRC become compulsory guidelines for national and international environmentally sustainable policies. • Engage proactively in the ongoing General Statement 26 process of the UNCRC towards recognising the environmental rights of children.
<p>My Green Right to Green Child specific <u>R</u>isk and Impact Assessments.</p> <p>8</p>	<ul style="list-style-type: none"> • Conduct unbiased, scientific and child specific risk assessment before approving of any development project.. • Include children in genuine public consultation processes provided under environmental and land laws.
<p>My Green Right to <u>C</u>orporate Earth Responsibility</p> <p>9</p>	<ul style="list-style-type: none"> • Strictly monitor businesses and companies and take firm action against those violating environmental laws, standards and processes. • Put a complete ban on diversion of forests, on harmful mining activities and on commercial exploitation of natural resources.
<p>My Green Right reflected in Green <u>B</u>udgets and Green Policies</p> <p>10</p>	<ul style="list-style-type: none"> • Ensure allocation of adequate budgets for the protection of the environment and the environmental rights of children • Ensure that environmental rights of children are reflected in the national policies on children.



WE'LL BE LESS
ACTIVIST
IF YOU'LL BE
LESS SHIT.

ARE YOU
WILLING TO
BE UNWILLING
THAT

THERE'S NO
WEALTH
ON A DEAD
PLANET

ONE

ADdendum To The Charter

adolescent voices in earlier processes

In the lead up to COP 26 child advocates from across the world joined our Indian child pro-activists and after a series of online workshops came up with these recommendations to the COP 26 delegates including Thomas and Harvey from Scotland who represented the campaign demands at Glasgow.

LET EARTHKIND FEEL, AGAIN!

FOOD

- ✎ Eat less meat
- ✎ Practice sustainable animal farming
- ✎ Grow some food
- ✎ Go Vegan! Go Vegan!

EDUCATION

- ✎ On Climate Science And Conservation
- ✎ Engage Local Communities
- ✎ Use Varied Media
- ✎ Liven And Deepen Env't. Education In Schools
- ✎ Invest In Green Research

ENERGY

- ✎ Promote Renewable Energy
- ✎ Invest In Renewable Energy
- ✎ Eliminate Fossil fuels
- ✎ Save Energy

LIFESTYLE

- ✎ Simplify
- ✎ Grow Local Buy Local, Buy Less, Buy Eco-wise
- ✎ Choose Eco-Friendly Options
- ✎ Do No Harm, Live Peacefully

GOVERNMENTS

Stricter Green Laws
Think Earth Not Profit
Introduce a Carbon Tax
UN Must 'Tax' Rogue Nations
Focus On 'Poor Nations'
Priorities Vulnerable Communities

REFUSE

- ✎ Reuse, Reduce, Recycle –
- ✎ Better Still 'Refuse'

- ✎ Promote Responsible Consumption
- ✎ Strict Industrial Waste Management
- ✎ Eco-friendly Waste Disposal

RIGHTS

- ✎ To a Healthy Planet
- ✎ To Thrive
- ✎ To The Principle Of Best Interest
- ✎ To Protection
- ✎ To Express Opinions
- ✎ To Advocacy

ECONOMY

- ✎ Structure Growth Around Sustainability Rather Than GDP
- ✎ Promote a Circular Economy
- ✎ Control Unfettered Capitalism And Excess MaterialisControl Corporate Greed

AFFOREST

- ✎ Protect Green Cover At Any Cost.
- ✎ Encourage Afforestation
- ✎ Check Deforestation In The Name Of Development

TRAVEL

- ✎ Encourage Carbon-Free Public Transport
- ✎ Restrict Private Vehicles
- ✎ Promote Walking And Cycling
- ✎ Subsidize Eco-Friendly Vehicles

DON'T JUST FEEL GREAT... BE GREAT!

BUDGET

- ✎ Invest in our present! Invest in our future!

EXECUTE

- ✎ We have the money and the science. Do we have the will?



UNICEF Earth Charter

We the children and youth of the National Inclusive Climate Parliament of India present this Charter of Demands on Climate Change of, for, and by ourselves, to our peers, adults, and duty bearers for the purposes of prioritizing sustainable environment for all children.

AS YOUTH OF INDIA, WE DEMAND:

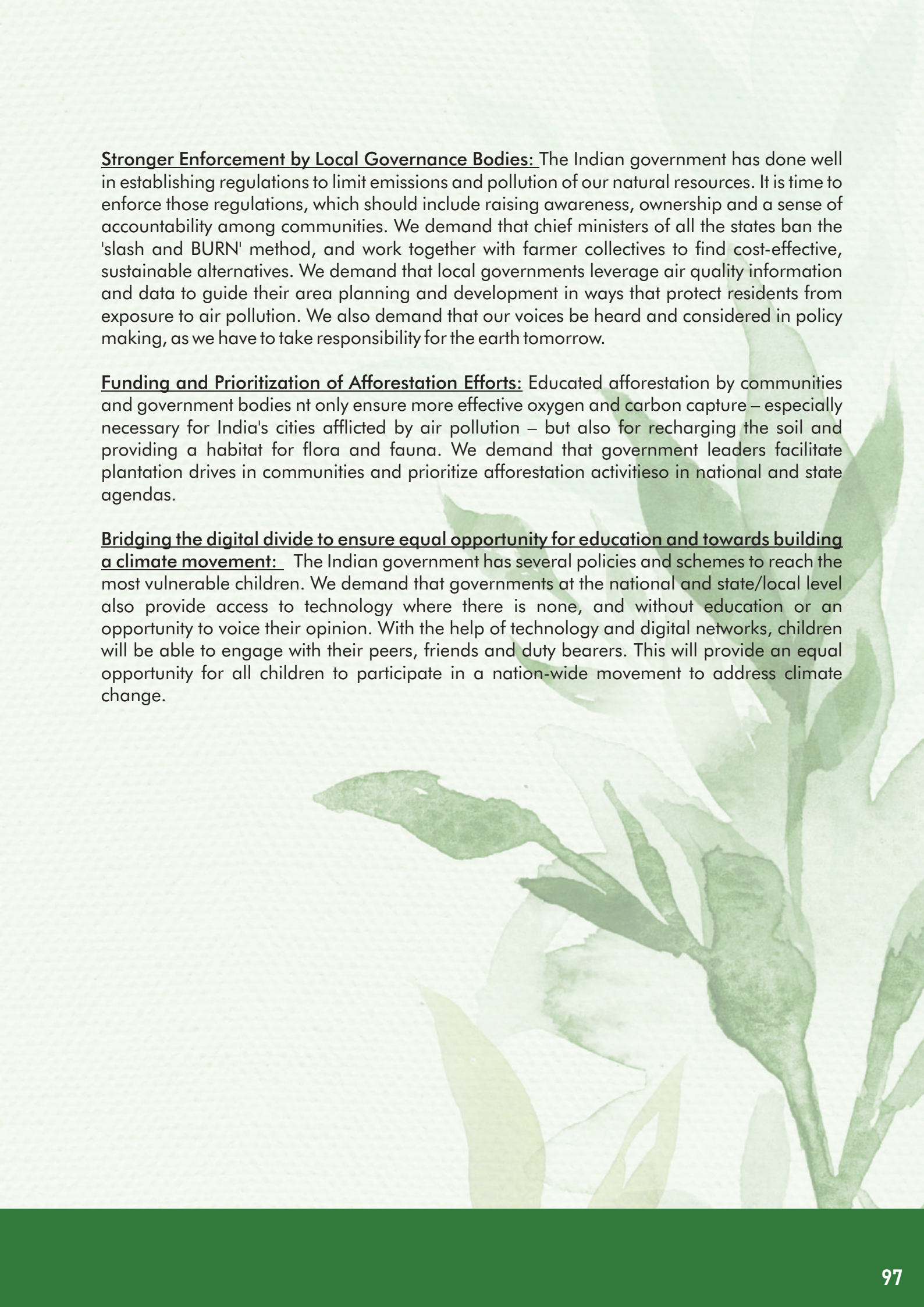
Greener Public Transportation Options: The future lies with electric vehicles and other transportation solutions that are powered by renewable energy sources. We demand that the product of electrical vehicles be prioritized from metros to disability-friendly buses to private cars and that regulations are put in place to monitor associated emissions and provide pedestrian friendly spaces for walkers and bicyclists alike. Everyone deserves access to common spaces.

Greater Awareness in Schools and Communities: Awareness needs to be triggered at an early age, to maximize our opportunities to engage with climate change and find solutions. We demand the creation and support of environment clubs not just in government schools but also in colleges, universities, communities, and residential spaces. Participation in these clubs should be made mandatory and they should be supported in creating IEC material that address knowledge gaps in communities connecting their actions to consequences e.g. appropriate use and maintenance of air conditioners to avoid harmful leaks.

Clean Environments and Access to Safe Hygiene Services: Pollution of our water sources and land will affect not just the current generation, but those ahead of us too, causing a range of illnesses and disease, leading to a weaker work force and fewer opportunities for growth. We demand that the government continues to invest in holding competitive cleanliness drives in villages and cities, so that we continue practicing how to keep our communities clean and healthy.

Investing in Research to study the Intersection of Climate Change and Public Health in India: While the impact of climate change is well documented globally, we still have a journey ahead to better understand its causes and effects in India. We demand adequate investment in climate change and public health research. We also demand better monitoring of outcomes related to climate change so that we are better equipped to address them and mitigate further damage to ourselves and our families.

Ban of Single-Use Plastics: Plastic has become a global plight and one of the most effective ways to prevent it from overwhelming our lands, rivers, seas, and food is to limit its use all together. We demand banning the use of single-use plastics and encouraging the use of reusable cutlery, paper/jute bags, and other alternatives. We also demand the reduction of plastic in the healthcare sector. We also demand that the use of personal toiletries using plastic microbeads be stopped.



Stronger Enforcement by Local Governance Bodies: The Indian government has done well in establishing regulations to limit emissions and pollution of our natural resources. It is time to enforce those regulations, which should include raising awareness, ownership and a sense of accountability among communities. We demand that chief ministers of all the states ban the 'slash and BURN' method, and work together with farmer collectives to find cost-effective, sustainable alternatives. We demand that local governments leverage air quality information and data to guide their area planning and development in ways that protect residents from exposure to air pollution. We also demand that our voices be heard and considered in policy making, as we have to take responsibility for the earth tomorrow.

Funding and Prioritization of Afforestation Efforts: Educated afforestation by communities and government bodies not only ensure more effective oxygen and carbon capture – especially necessary for India's cities afflicted by air pollution – but also for recharging the soil and providing a habitat for flora and fauna. We demand that government leaders facilitate plantation drives in communities and prioritize afforestation activities in national and state agendas.

Bridging the digital divide to ensure equal opportunity for education and towards building a climate movement: The Indian government has several policies and schemes to reach the most vulnerable children. We demand that governments at the national and state/local level also provide access to technology where there is none, and without education or an opportunity to voice their opinion. With the help of technology and digital networks, children will be able to engage with their peers, friends and duty bearers. This will provide an equal opportunity for all children to participate in a nation-wide movement to address climate change.



UPR 2022 Cycle 3 Recommendations

**We The Children Of India,
Recommend That, Our Government of India,**

End Poverty (SDG 1)

- ✕ Declares housing as a right for all its citizens.

Hunger and Malnutrition (SDG 2)

- ✕ Extends mid-day meals to students of class 9-12 and it should be given even on school holidays.
- ✕ Includes nutritious breakfasts to the scheme for all children including those under the anganwadi scheme.

Health and Well-being (SDG 3)

- ✕ Introduces a complete change in the education system to make it more joyful and stress free.
- ✕ Makes mental health and well-being education with trained counselors mandatory in all schools.
- ✕ Promotes a strong national level awareness campaign on varied aspects of well-being and mental health.

Education (SDG 4)

- ✕ Extends the rights to education of children from age 3 through to 17 years while ensuring that every neighborhood government school functions like a standard Kendriya Vidyalaya.
- ✕ Embeds the education of each of the Global Goals into the school curriculum.

Gender Equality (SDG 5)

- ✕ Provides safe and speedy justice to victims of child-trafficking and domestic violence.
- ✕ Removes the time limit for reporting on child sexual abuse under POCSO.
- ✕ Mandates the adoption of clear safeguarding processes in all organizations interacting with children.

Water and Sanitation (SDG 6)

- ✕ Improves the quality, the maintenance and availability of good functioning toilets.
- ✕ Spreads mass awareness to ensure hand washing, the use of toilets and other hygiene practices.
- ✕ Ensures that public toilets are child-friendly.



Energy for All (SDG 7)

- ✗ Provides affordable green-electricity and cooking gas to all. 🌳
- ✗ Encourages walking and cycling. 🌳
- ✗ Invests in good, green and affordable public transport systems. 🌳

Decent Work (SDG 8)

- ✗ Prohibits all forms of child labour right up to the age of 18.
- ✗ Removes the clause in the current law permitting children below the age of 14 to be engaged in family run establishments.

Innovations and Technology (SDG 9)

- ✗ Provides digital devices to all children particularly the most vulnerable with adequate resources and facilities to access the internet.
- ✗ Ensures proper training and structures in place for safeguarding of children.

Equality (SDG 10)

- ✗ Ensures inclusion and non-discrimination is practiced in schools and everywhere.
- ✗ Upgrades its public services (toilets, schools, health and education) to a standard that eliminates private players in these areas as seen in the case of world-class government run institutions like the IIT, IIMs, IIITs etc of India.

Sustainability (SDG 11)

- ✗ Enforces the UN business principles on all profit making companies
- ✗ Empowers independent bodies to monitor the practice of child-rights, human-rights and earth-rights standards by all and particularly businesses and the government itself.

No Wastage, Wise Consumption (SDG 12)

- ✗ Rewards simple vegan diets, green and minimalistic lifestyles.
- ✗ Penalises extravagant standards of living and taxing both producers and consumers for the same.

Climate Action (SDG 13)

- ✗ Restarts the process of consulting people and children affected by new laws and developmental projects. 🌳
- ✗ Provides data of children below 18 years in the upcoming census report. 🌳
- ✗ Declares a climate emergency. 🌳

Life in the Oceans (SDG-14)

- ✗ Bans 'use and throw' plastic. 🌳
- ✗ Promotes a vibrant segregation collection and recycling system of waste plastic and other packaging. 🌳



Life on our Planet (SDG 15)

- ✎ Reverses the weakening of laws, practices and institutions that protect the environment and democracy itself. 🌳
- ✎ Includes earth rights in the Indian Constitutions. 🌳

Peace and Justice (SDG 16)

- Promotes a culture of peace, dialogue and mindfulness.
- Ensures child friendly environment and standards in all police stations.
- Ends the death penalty immediately.
- Prevents all forms of violence against children.

Global Partnerships (SDG 17)

- ✎ Signs all Human rights treaties and their optional protocols particularly optional protocol 3 to the convention on the rights of the child.
- ✎ Responds positively to all requests for visits by special rapporteurs.

Rights of our Progeny (SDG 18)

- ✎ Enacts laws to protect all defenders of earth/human/child rights particularly those below the age of 18.

Budget

- ✎ Fulfils its promise by providing 6% of the GDP (public spending) by the time of the announcement of the National budget 2023 as stated in the National Education Policy, 2020.
- ✎ Devotes at least 2.5% of the GDP public spending on Health.
- ✎ Ensures that all states governments announces their child-budget in keeping with the statement 12 of the Union budgets.
- ✎ Increases the union budgetary allocation to the environment sector from the current 0.08% (union budget 2021-22) to at least 5%.

Child Participation

- ✎ Makes sure that all ward and village panchayats adopt the child friendly guidelines and genuinely engage with their young citizens.
- ✎ Sets up authentic inclusive neighbourhood children's parliaments across the country while federating them at every level.
- ✎ Organises annual Children's parliament interactions with elected representatives annually at all levels including State Assemblies and National Parliament.

Ecological rights of children

- ✎ Engages children in reviewing the National Policy for Children, 2013 while including their environmental rights in the same. 🌳
- ✎ Doesn't delay further and submits its reports regularly to the UN committee on the rights of the child. 🌳
- ✎ Adopts the declaration on Children, Youth and Climate action. 🌳





On The Right Side Of 18

The Right Side of 18 was prepared by conducting series of consultations with children on their experiences as defenders of human, child, earth rights of the people and their related challenges, opportunities which they have come across and their expectations from different stakeholders in the society.

Ms Aishwarya (then 17) who now prefers being called Mr Ayushman represented **NINEISMINE** and the children of India at the DGD. Ayushman anchored these workshops and collated these recommendations. These charter of demands are important particularly in the light of children who see themselves as defenders of Human/child/Earth rights.

Arguments used by young warriors to seek climate justice for the bar diagram

Their inputs were recorded as follows:

- Not allowed.
- Not able.
- Not taken seriously.
- Not informed.
- Not safe.
- Not supported.

EDUCATION (Not informed, Not supported, Not Safe)

1. Lack of access to quality education (particularly on rights) affects our ability to engage with power.
2. There's no education on rights in our school.
3. We still experience corporal punishment in school and at home.
4. In schools we are still ill-treated by adults like the support staff, teachers, the principals and by our seniors.
5. School is largely the only place most of us children are familiar with. Having resource centers in other places make it difficult for us to access our rights.

INFORMATION (Not Informed)

1. Most of the information in the news, notice board and other formal space is not child-friendly.
2. We have limited knowledge on Human Rights.
3. We do not have access to information related to reporting of crimes in children.
4. We do not have information on vulnerable children.
5. We find it difficult to balance our work on rights with our regular studies.
6. Lack of reliable data and information on the number of children accessing and enjoying rights makes it difficult to us.

CHILD RIGHTS DEFENDERS (Not Supported)

1. Parents don't encourage us to raise our voice against anything which is deemed unfair or unlawful.
2. Society is against us who actively takes a stand for rights

3. Traditional ideas like, "Children must not be seen or heard" makes it difficult for us.
4. Children think that if wrong things are happening to us it is because of our mistakes.
5. Lack of basic amenities like shelter and nutritious food; hamper our opportunities as defenders of rights.

COMPLAINTS (Not Taken Seriously)

1. Adults hardly have time to listen to our concerns.
2. Adults dismiss our opinion under the pretext that they have more experience and understanding compared to us.
3. Our opinions and experiences on issues are barely given weightage.
4. We are often ridiculed by adults including government officials.
5. If we complain about our teachers then our authorities send us back and behave rudely with us.
6. We are not given a chance to place our complaint formally.
7. Excessive societal restriction on girl child and other vulnerable children like our friends with disabilities.

PARTICIPATION (Not Allowed)

1. Adults do not allow us to participate in groups.
2. We do not have access to support structures like places to meet and phones to call.
3. Family and neighbors feel that involving us would expose us to violence.

SUPPORT AND SAFETY (Not Safe)

1. We are not safe while traveling and therefore cannot go alone to the Child Welfare Committees.
2. Lack of financial support makes things difficult for children.
3. We don't feel safe online.

THEREFORE OUR GOVERNMENTS SHOULD.....

1. Provide us with platforms to represent our views at the local, state and national levels.
 2. Encourage more dialogue between the Member of the Parliament, legislative Assemblies and children.
 3. Ensure that child protection policy is implemented strictly and followed everywhere with strict punishment for those who fail to obey.
 4. Organize formal days when we can engage with elected members within the parliament and the local, state assembly itself.
 5. Funds should be available to support the setting up of Children's Parliaments in each neighborhood and its federation at various levels.
 6. Governments should conduct surveys on how many children's parliaments are there and how many children enjoy their rights. This information can help us a lot.
- Governments should provide organisation who support organisation with more money so that they can provide us with useable knowledge and values.



RAISE YOUR
VOICE
NOT THE
SEA LEVEL

Additional Information

resources



SOME PROACTIVE COUNTRY RESPONSES⁶⁴

States reiterated the importance of environmental protection in the document entitled “A world fit for children”, adopted in 2002, one of whose ten principles and objectives is to “protect the Earth for children” (see General Assembly resolution S-27/2, annex, para. 7).

The Plurinational State of Bolivia, El Salvador, Mexico and Paraguay have introduced national legislation that recognizes the right of children to a healthy, ecological and sustainable environment.

Denmark, Saudi Arabia and Slovenia have adopted measures to protect children's health from environmental degradation and chemicals.

Serbia is using the media to raise children's awareness about environmental issues, and Germany is promoting their participation in environmental initiatives.

Australia, Azerbaijan, El Salvador, France, Georgia, the State of Palestine, the Philippines and Switzerland, report that they have introduced measures to improve children's environmental education.

Oman and Qatar have each designated a “national day of the environment” through which they raise awareness about the environment among children and promote children's participation in environmental activities.



YOUTH PETITIONERS FIGHTING FOR CLIMATE ACTIONS

Children and young people constitute more than one quarter of all plaintiffs in rights-based strategic climate litigation cases filed globally up to 2021. The involvement of children in strategic climate litigation, can advance the critical role of this demographic group as stakeholders in climate solutions.

Thirty-three rights-based climate cases – 26% of those filed globally prior to 2021 – have involved plaintiffs who are children under the age of 18, a children's non-governmental organization (NGO), or a class of children. Many also involve 'youth plaintiffs'⁷⁰ 'Youth led' is defined to include those cases involving plaintiffs who are either named children and young people or an NGO led by children and young people or, a class of children and young people.⁶⁵

- An overview of some youth led climate cases :
- The first case involving child plaintiffs that used rights-based arguments to address the climate crisis was a constitutional case filed in 2011 by the Oregon-based Our Children's Trust against the US government.⁶⁶
- The Colombian Supreme Court ruled in 2018, in *Future Generations v. Ministry of the Environment et al.*, "that rates of deforestation in the Amazon rainforest and resulting temperature increases violated the fundamental rights of future generations".⁶⁷
- In 2016 in Norway, *People v. Arctic Oil*, a child and youth organization challenged oil licenses approved by the government as violating Article 112 of the Norwegian Constitution, which states that the right to a healthy environment will be safeguarded for future generations.⁶⁸
- Eight young people in Australia. In *Sharma v. Minister for the Environment*, a Federal Court held that the Minister for the Environment owes a novel duty of care to children who might suffer potential 'catastrophic harm' from the climate implications of approved projects.⁶⁹
- In April 2021, the German Constitutional Court in *Neubauer v. Germany* granted a challenge brought by nine young people and children (represented by guardians) to the German government's emissions reduction plan.⁷⁰

33 YOUTH-LED LEGAL CLIMATE ACTIONS



Year Filed	Status	Country	Court	Case Name	Plaintiff
1	2011	Dismissed (2012)	United States (US) District Court	Alec L. v. McCarthy	5 children and young persons (YPs); and 2 NGOs (Kids vs Global Warming, and Wildlife Guardians)
2	2012	Affirmed (2014)	US Court of Appeals for the DC Circuit		
	Pending		Uganda High Court of Uganda	Mbabazi and Others v. The Attorney General and National Environmental Management Authority	NGO (Greenwatch) on behalf of 4 Ugandan children
3	2014	Dismissed (2015)	US Massachusetts Superior Court	Kain v. Department of Environmental Protection	2 NGOs and 4 children
4	2015	Motion to Dismiss Denied (2016)	US District Court of Oregon (Eugene Division)	Juliana v. United States	21 children and YPs, a representative of 'future generations', and youth NGO (Earth Guardians)
	Dismissed (2020)	9 th Circuit Court of Appeals			
	Motion to Amend filed (2021)	District Court of Oregon (Eugene Division)			
5	2015	Granted (2021)	Belgium Brussels Court of First Instance	VZW Klimaatzaak v. Kingdom of Belgium & Others	NGO and 65,591 co-plaintiffs, including children
6	2016	Dismissed (2018)	Norway Oslo District Court	Greenpeace Nordic Association and Nature & Youth v. Ministry of Petroleum and Energy	NGOs (including a children and youth NGO)
	Dismissed (2020)	Borgarting Court of Appeal			
	Dismissed (2020)	Supreme Court of Norway			
	Appealed (2021)	Council of Europe European Court of Human Rights			
7	2016	Dismissed	Sweden Stockholm District Court	PUSH et al. v. Sweden	NGOs (including a youth NGO) and adult individuals
8	2016	Pending	Pakistan Pakistan Supreme Court	Ali v. Pakistan	Child
9	2017	Dismissed (2018)	US Alaska Superior Court	Sinnok et al. v. State of Alaska et al.	16 children and YPs
	Appealed (2018)	Alaska Supreme Court			

10	2017	Dismissed	The Philippines Supreme Court	Segovia v. Climate Change Commission	7 adults and 3 children
11	2017	Dismissed (2019)	US District Court for the District of Eastern Pennsylvania	Clean Air Council v. United States	NGO and 2 children
12	2017	Dismissed (2019)	India National Green Tribunal	Pandey v. India	Child
13	2017	Dismissed (2018)	United Kingdom (UK) High Court of Justice, Queen's Bench Division (QBD) (Administrative Court)	Plan B Earth v. Secretary of State for Business, Energy, and Industrial Strategy	NGO and 11 citizens (including children as young as 9 and the elderly)
		Dismissed (2018)	High Court of Justice, QBD (Administrative Court)		
		Affirmed (2019)	Court of Appeal (Civil Division)		
14	2018	Dismissed	US Florida Circuit Court	Reynolds et al. v. State of Florida	7 children and YPs
		Affirmed (2021)	Florida Appellate Court		
15	2018	Dismissed	US Washington Superior Court	Aji P. v. State of Washington	12 children and YPs
		Affirmed (2021)	Washington Supreme Court		
16	2018	Dismissed (2019)	European Union (EU) General Court (Second Chamber)	Armando Ferrão Carvalho v. European Parliament	10 families, including children and Saminuorra, a Swedish Sami Youth Association
		Dismissed (2021)	Court of Justice		
17	2018	Dismissed (2019)	Canada Superior Court of Québec	ENVironnement JEUnesse v. Canada	Class of children and YPs (Québec citizens aged 35 and under)
		Appealed (2019)	Québec Court of Appeals		
18	2018	Granted	Colombia Supreme Court (2018)	Future Generations v. Ministry of the Environment	25 children and YPs
19	2019	Decided (2021)	UN Committee on the Rights of the Child (Defendants: Argentina, Brazil, France, Germany, Turkey)	Sacchi et al. v. Argentina et al.	16 children
20	2019	Appealed (2020)	Canada Federal Court of Canada	La Rose v. Her Majesty the Queen	15 Canadian children and YPs; NGOs (David Suzuki Foundation, CELL, Our Children's Trust)

(Continued)

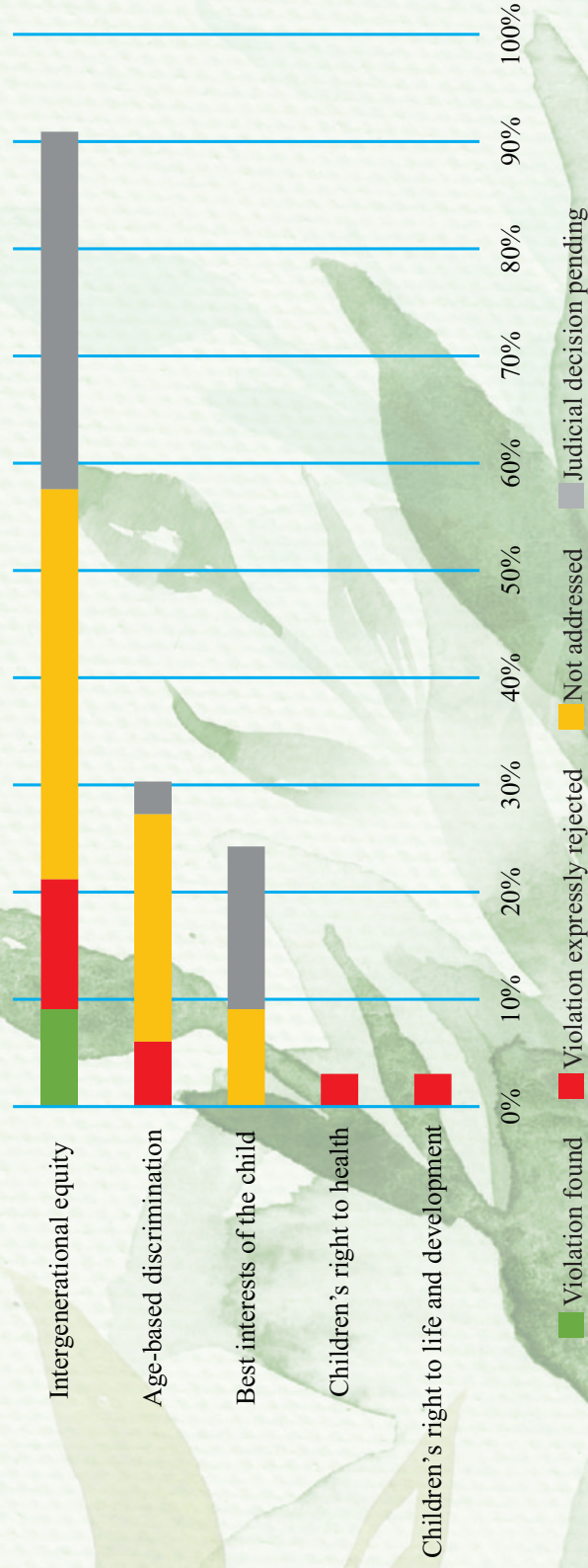
Table 1 Youth-Led Climate Cases Filed before 2021 (Continued)

Year Filed	Status	Country	Court	Case Name	Plaintiff	
21	2019	Pending	Peru	Superior Court of Lima	Álvarez v. Peru	7 children
22	2019	Dismissed (2019)	Mexico	District Court in Administrative Matters First Circuit of the Federal Judiciary	Jóvenes v. Gobierno de México	15 children and YPs
		Appeal Granted; Remanded (2020)	7th Collegiate Circuit Court in Administrative Matters			
		Pending	District Court in Administrative Matters First Circuit of the Federal Judiciary			
23	2019	Dismissed (2019)	Canada	Federal Court of Appeal	Adkin-Kaya v. Attorney General	4 children and YPs
		Dismissed (2020)	Supreme Court			
24	2019	Dismissed (2020)	Canada	Federal Court of Appeal	Raincoast Conservation Foundation v. Canada (AG)	4 children and YPs
25	2020	Pending	South Korea	Constitutional Court	Do-Hyun Kim et al. v. South Korea	19 child members of the Korea Youth Climate Action Group
26	2020	Granted (2021)	Germany	Federal Constitutional Court	Neubauer et al. v. Germany	9 children and YPs
27	2020	Pending	US Montana	District Court	Held et al., v. State of Montana et al.	16 YPs
28	2020	Pending	Australia	Queensland Land Court	Youth Verdict v. Watarah Coal	Environmental NGO Youth Verdict
29	2020	Pending	Council of Europe	European Court of Human Rights	Youth for Climate Justice v. Austria et al.	6 YPs from Portugal
30	2020	Granted (2021)	Ecuador	Sucumbios Provincial Court of Justice	Moncayo et al. v. PetroAmazonas, Ministry of Energy and Non-Renewable Natural Resources, and Ministry of the Environment	9 children

31	2020	Dismissed Appealed	Canada Federal Court of Canada Federal Court of Appeals	Lho 'imigin et al. v. Her Majesty the Queen	Wet 'suwet'en House groups of the Likhts'amisyu Clan, including their children
32	2020	Pending	Argentina Supreme Court	Asociación Civil por la Justicia Ambiental v. Province of Entre Ríos et al.	2 non-pro fit organizations and a class of children
33	2020	Pending	Canada Ontario Superior Court of Justice	Mathur et al. v. Her Majesty the Queen in Right of Ontario	7 children and YPs

Source Table drawn from Rodríguez-Garavito, n. 14 above.

Note Cases initiated only by organizations or a class, with no individually named child plaintiffs, are highlighted in grey.



Substantive Arguments Advanced in Youth-focused Rights-based Climate Litigation, and their Treatment by Courts



Conventions Endorsing Eco Rights For Children

Table 3. Overview: Children's Rights and Environmental Protection in International Soft Law⁷²

Issues Special Rapporteur Report 2018	Stockholm Declaration 1972	World Charter for Nature 1982	World Declaration on Children 1990	Rio Declaration 1992	Johannesburg Declaration* 2002	A World Fit for Children Declaration 2002	Declaration on Rights of Indigenous Peoples* 2007	SDGs* 2016-2030
Rights to life, health and environment	Principle 1		Programmes 2, 9	Principle 1	Implementation Plan, paras. 53-57	Para. 7(4), Plan of Action paras. 21, 26, 28, 36, 37, 45-47	Articles 24, 29	SDG 3 – health SDG 11 – cities/ natural environment
Right to adequate standard of living	Principle 11		Programme 10	Principle 5	Implementation Plan, paras. 40, 102	Plan of Action paras. 18, 44(5)	Article 21*	SDG 1 – poverty SDG 2- hunger
Rights to play and recreation						Plan of Action para. 21		
Obligations of environmental education	Principle 19	Principle 15	Programme 6 (education in general)			Para. 7(5), Plan of Action paras. 14, 19, 21, 22, 38-40	Article 14*	SDG 4 - education
Obligations of information	Principle 20	Principle 21(a)	Programme 1 (about children's rights)	Principle 10				SDG 16 – peace/ access to information
Obligations of assessment	Principle 12	Principle 11(c)		Principle 17				
Obligations to consider views of children		Principles 16, 23		Principles 10, 21		Para. 7(9), Plan of Action para. 32(1)		SDG 16 – peace/ participation
Obligations to provide remedies		Principle 23		Principle 10		Plan of Action para. 44(7)	Articles 28, 32, 40	
Obligations to adequately regulate private actors		Principle 21			Para. 29	Plan of Action para. 57		
Obligations of non-discrimination	Principle 1			Principle 19		Para. 5, Plan of Action paras. 20, 22, 23, 25, 44(3)	Articles 2, 22*	SDG 5 - gender
Future generations	Principle 2	Preamble	Programme 25	Principle 3	Paras. 3-6	Para. 7(10)		

* Explicitly refers to children and/or future generations



CONSTITUTIONAL RECOGNITION OF THE RIGHT TO A SUSTAINABLE ENVIRONMENT

- The UN Special Rapporteur David Boyd stated that the right to a healthy environment “is included in regional human rights treaties and environmental treaties binding more than 120 States. It enjoys constitutional protection in more than 100 States and is incorporated into the environmental legislation of more than 100 States. In total, 155 States have already established legal recognition of the right to a healthy and sustainable environment.”⁷³
- Portugal was the first country to enshrine this right in its constitution, in 1976.
- In a handful of constitutions - Bolivia, Brazil, Colombia, Ecuador, France, Portugal, Switzerland and Venezuela - provisions related to environmental protection are relatively comprehensive.⁷⁴
- Switzerland's Constitution⁷⁵ includes specific provisions about zoning, water, forests, nature reserves, fishing, hunting, protecting alpine ecosystems, energy policy and biotechnology.
- The Constitution of Romania states, “The right to own property implies an obligation to comply with duties relating to environmental protection”.⁷⁶
- In Argentina, the Constitution requires the federal government to “dictate laws containing a minimum budget necessary for protecting the environment”.⁷⁷
- Brazil's Constitution requires “a prior environmental impact study, which shall be made public, for the installation of works or activities which may cause significant degradation of the environment”.⁷⁸
- Benin, Chad, the Democratic Republic of the Congo and Niger each have provisions prohibiting the importation of toxic or hazardous waste.
- Uganda and Malawi have specific references to the protection of biological diversity. Micronesia and Palau have specific sections prohibiting nuclear testing or the deployment of nuclear weapons within their territories.



- Brazil, Colombia and several other nations, the constitution empowers an independent agency, the Ministerio Público (Public Ministry), to protect collective interests, including the environment. In effect, these agencies function as public prosecutors, at arm's-length from the state, to whom the public can turn to enforce environmental laws and prevent actions that could cause ecological damage or violate the right to a healthy environment.
- New constitutions enacted in 2010 in Kenya and the Dominican Republic include the right to a healthy environment, the right to water and extensive provisions related to environmental protection.
- Jamaica's new Charter of Rights and Freedoms (2011) includes the right to a healthy environment, as do new constitutions in Fiji, Iceland, Morocco, Zambia and Zimbabwe.⁷⁹
- The African Charter on Human and Peoples' Rights (1981) provides that "[a]ll peoples shall have the right to a general satisfactory environment favorable to their development.
- The Arab Charter of Human Rights (2004) protects the right of each person "to a healthy environment".⁸⁰
- The Protocol of San Salvador to the American Convention on Human Rights (1998) recognizes the right of everyone to "live in a healthy environment", and the Escazú Agreement (2018) further seeks to contribute "to the protection of the right of every person of present and future generations to live in a healthy environment".⁸¹
- The Aarhus Convention (1998), affirms in its first article "the right of every person of present and future generations to live in an environment adequate to his or her health and well-being".
- In 2020, a Core Group of States on Human Rights and the Environment (Costa Rica, Morocco, Slovenia, Switzerland, and the Maldives) began exploratory negotiations on the Right to a safe, clean, healthy, and sustainable environment being recognized internationally.⁸²
- In 2021, the Council of Europe's Parliamentary Assembly considered going even farther, recommending the ratification of an extra protocol to the European Convention on Human Rights, which would include the Right to a Healthy Environment among other things.⁸³



AIDS	Acquired Immune Deficiency Syndrome
CBDR	Common but Differentiated Responsibilities
CCRI	Children's Climate Risk Index
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
COP	Conference of Parties
CRC	Convention on the Rights of the Child.
CrPC	The Code of Criminal Procedure
DGD	Day of General Discussion.
EIA	Environmental Impact Assessment
FRA	Forest Rights Act
GC	General Comment
GDP	Gross Domestic Product
HIV	Human Immunodeficiency Virus Infection
IGE	Inter-Generational Equity (IGE)
INGA	Inclusive National Green Assembly
IPC	Indian Penal Code
IPCC	The intergovernmental Panel on Climate Change
IQAir	A Swiss air Quality technology company
ICCPR	International Covenant on Civil and Political Rights
MoU	Memorandum of understanding
NGO	Non-governmental Organization
NDC	Nationally Determined Contributions
OHCHR	Office of the United Nations High Commissioner for Human Rights
OPAC	Optional Protocol On The Involvement Of Children In Armed Conflict
OPCP	Optional Protocol to Communications Procedure
OPSCPP	Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography.
OSOWOG	One Sun One World One Grid Declaration
PESA	Provision of the Panchayats (Extension to the Scheduled Areas) Act, 1996
PIL	Public Interest Litigation
PPP	Polluter Pays Principle
PTD	Public Trust Doctrine
QELRO	Quantified Emission Limitation and Reduction Objectives
SDG	Sustainable Development Goals
SPV	Special Purpose Vehicle
UDHR	Universal Declaration on Human Rights
UNICEF	United Nations International Children's Emergency Fund.
UNCRC	United Nations Convention on the Rights of the Child
UNDP	United Nations Development Program.
UNEP	United Nations Environment Program.
UNFCCC	United Nation Framework Convention on Climate Change
UPR	Universal Periodic Report.
WHO	World Health Organization



Vulnerable Groups Of Children

- ✍ Gender
- ✍ Disability
- ✍ Race, xenophobia and racism
- ✍ Ethnic origin
- ✍ Sexual orientation
- ✍ Particular caste, tribes
- ✍ "untouchability"
- ✍ Language
- ✍ Children not registered at birth
- ✍ Children born a twin
- ✍ Children born on an unlucky day
- ✍ Children born in the breech position
- ✍ Children born in abnormal conditions
- ✍ A "one-child" or "three-child" policy
- ✍ Orphans
- ✍ Place of residence:
 - Distinction between different provinces/territories/state etc
 - Rural
 - Urban
 - Children living in slums
 - Children in remote areas and remote island
 - Displaced children
 - Homeless children
 - Abandoned children
 - Children placed in alternative care
 - Ethnic minority children places in alternative care
 - Institutionalised children
 - Children living and/ or working in the streets
- ✍ Children involved in the juvenile justice system
- ✍ In particular children whose liberty is restricted
- ✍ Children of single parent families
- ✍ Children of marriage between people of different ethnic/ religious groups or nationalities.
- ✍ Children affected by armed conflicts
- ✍ Working children
- ✍ Children subjected to violence
- ✍ Child beggar
- ✍ Children affected by HIV/AIDS
- ✍ Children of parents with HIV/AIDS
- ✍ Young single mothers
- ✍ Minorities, including
 - ✍ Roma children/gypsies/travelers
 - ✍ nomadic children
 - ✍ Children of indigenous communities
- ✍ Parental property
- ✍ Children affected by natural disasters
- ✍ Children living in poverty / extreme poverty
- ✍ Unequal distribution of national wealth
- ✍ Social status/social disadvantages / social disparities
- ✍ Children affected by economic problems / changes
- ✍ Economic status of parents causing racial segregation at school
- ✍ Non-national, including
 - Immigrant children
 - Illegal immigrants
 - Children of migrant workers
 - Children of seasonal worker/refugees/asylum seekers
 - Including unaccompanied refugees
- ✍ Children of incestuous unions
- ✍ Religion-based personal status laws / Parents' religion
- ✍ Children born out of wedlock

Source: Implementation For The Convention On The Rights Of The Child



All Countries Whose Constitutions Mention The Earth

Countries Which Have Included Environmental Provisions Into Their National Constitutions

1948: Italy	1989: Hungary
1959: Madagascar	1990: Benin, Croatia, Guinea, Mozambique, Namibia, Sao Tome and Principe
1962: Kuwait	1991: Bulgaria, Burkina Faso, Colombia, Gabon, Laos, Macedonia, Mauritania, Slovenia, Zambia
1964: Malta	1992: Angola, Cape Verde, Czech Republic, Estonia, Ghana, Lithuania, Mali, Mexico, Mongolia, Norway, Paraguay, Saudi Arabia, Slovak Republic, Togo, Turkmenistan, Uzbekistan
1965: Guatemala	1993: Andorra, Cambodia, Kyrgyzstan, Lesotho, Russia, Seychelles
1971: Switzerland, United Arab Emirates	1994: Argentina, Belarus, Belgium, Costa Rica, Germany, Malawi, Moldova, Tajikistan
1972: Panama	1995: Armenia, Azerbaijan, Ethiopia, Finland, Georgia, Kazakhstan, Uganda
1973: Bahrain, Syrian Arab Republic	1996: Algeria, Cameroon, Chad, Gambia, Niger, Oman, South Africa, Ukraine, Uruguay
1974: San Marino	1997: Eritrea, Poland
1975: Greece, Papua New Guinea	1998: Albania, Latvia, North Korea
1976: Cuba, India, Portugal	1999: Nigeria, Venezuela
1977: Tanzania	2000: Cote d'Ivoire (Ivory Coast), Indonesia
1978: Spain, Sri Lanka, Thailand, Yemen	2001: Comoros, Senegal2002: Bolivia, Congo-Brazzaville, East Timor
1979: Iran, Peru	2003: Qatar, Romania, Rwanda
1980: Chile, Guyana, Vanuatu, Vietnam	2004: Afghanistan, Central African Republic, Somalia
1981: Belize, Palau	2005: Burundi, Democratic Republic of the
1982: China, Equatorial Guinea, Honduras, Turkey	
1983: El Salvador, Netherlands, Panama	
1984: Austria, Ecuador	
1986: Nicaragua	
1987: Haiti, Philippines, South Korea, Suriname, Sweden	
1988: Brazil	

Congo, France, Iraq, Sudan, Swaziland
2006: Nepal, Serbia

2007: Egypt, Luxembourg, Montenegro

2008: Bhutan, Maldives, Myanmar

2010: Dominican Republic, Kenya

2011: Bangladesh, Jamaica, Morocco, South
Sudan

2012: Iceland

2013: Fiji, Zimbabwe

Countries Which Have Included The Right To A Healthy Environment Into Their National Constitutions

1976: Portugal

1978: Spain

1979: Iran, Peru

1980: Chile, Guyana

1982: Honduras, Turkey

1983: El Salvador, Netherlands, Panama

1984: Ecuador

1986: Nicaragua

1987: Philippines, South Korea 1988: Brazil

1989: Hungary

1990: Benin, Croatia, Guinea, Mozambique, Sao
Tome and Principe

1991: Bulgaria, Burkina Faso, Colombia,
Gabon, Macedonia, Mauritania, Slovenia

1992: Angola, Cape Verde, Czech Republic,

Mali, Mongolia, Norway, Paraguay,
Slovak Republic, Togo

1993: Andorra, Kyrgyzstan, Russia, Seychelles

1994: Argentina, Belarus, Belgium, Costa Rica,
Malawi, Moldova

1995: Armenia, Azerbaijan, Ethiopia, Finland,
Georgia, Uganda

1996: Cameroon, Chad, Niger, South Africa,
Ukraine

1997: Poland

1998: Albania, Latvia

1999: Mexico, Venezuela

2000: Cote d'Ivoire, Indonesia

2001: Comoros, Senegal

2002: Bolivia, Congo (Brazzaville), East Timor,
Greece

2003: Romania, Rwanda

2004: Central African Republic

2005: Burundi, Democratic Republic of Congo,
France, Iraq, Sudan

2006: Nepal, Serbia

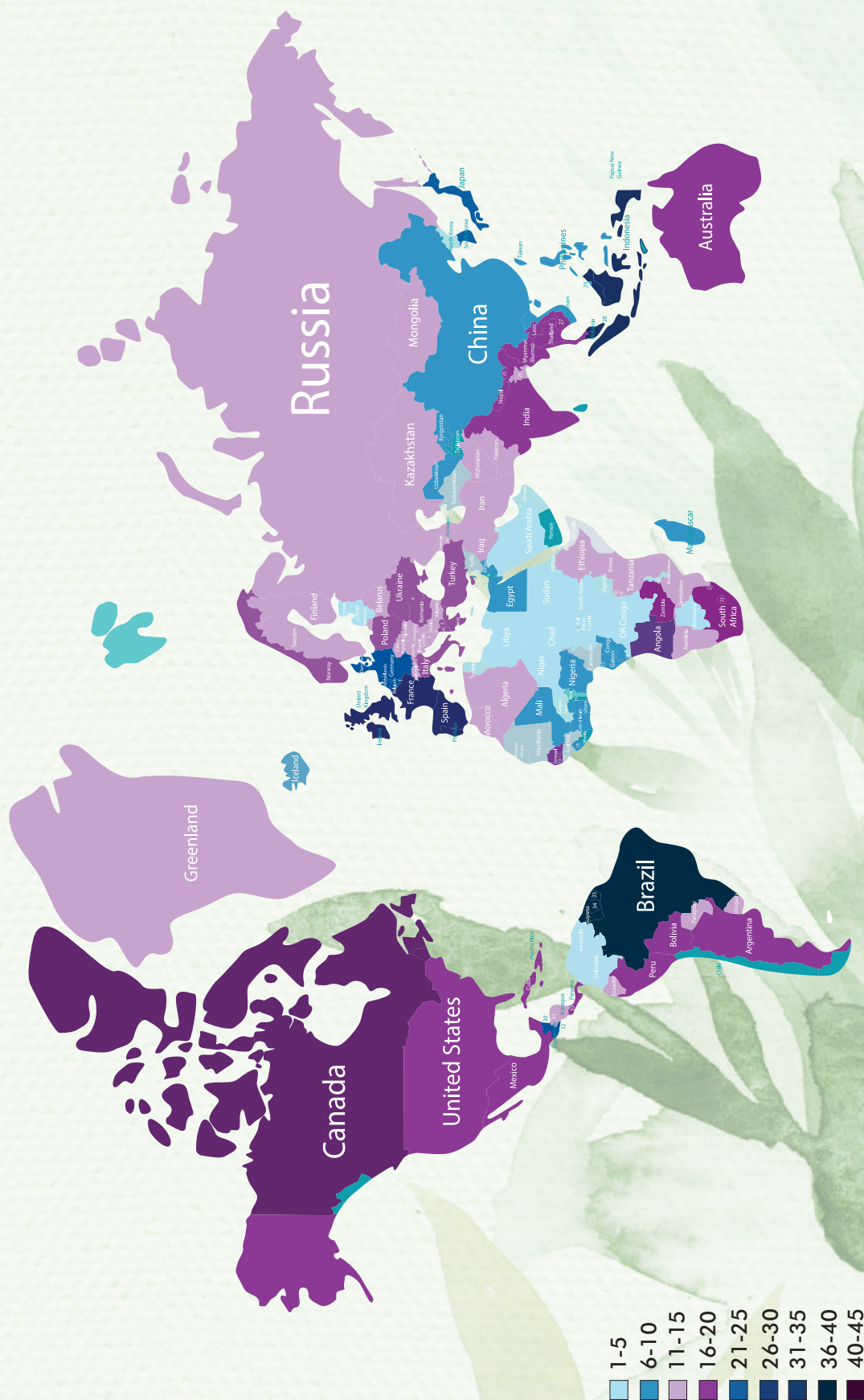
2007: Egypt, Montenegro, Thailand 2008:
Maldives, Turkmenistan

2010: Dominican Republic, Kenya, Madagascar

2011: Jamaica, Morocco, South Sudan

2012: Iceland, Somalia, Zambia

2013: Fiji, Zimbabwe



Climate laws and policies around the world, per jurisdiction (updated till May, 2021)⁸²

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Warning



ADjectives, **AD**verbs, **AD**nouns

and other words to add to your climate change vocabulary

A ADAPTATION	is the adjustment in natural or human systems to actual or expected climate and its impacts. Adaptation efforts include the use of drought-resistant crops, adoption of water conservation measures and building of storm surge barriers. Wildlife try to follow their preferred climate in behaviour called range shifting, which is also an adaptation.
B BIODIVERSITY	is the variety of plant and animal life in a particular habitat. Climate change and biodiversity are interconnected – climate change can amplify existing threats and increase biodiversity loss, with negative consequences for human well-being, but biodiversity, through the ecosystem services it supports, also makes an important contribution to both climate-change mitigation and adaptation.
C CLIMATE CHANGE	The global or regional-scale change to long-term weather patterns, and global warming is the long-term trend of rising average temperatures. The Earth's climate has changed throughout history but, since the industrial revolution, warming, and related climate changes, are largely attributed to higher atmospheric concentration of carbon dioxide (CO ₂) caused mainly by humans burning fossil fuels for energy.
D DEFORESTATION	A staggering 10 million hectares are deforested each year (nearly five times the size of Wales). Deforestation and forest degradation leads to the release of carbon stored in the trees and are a big source of man-made greenhouse gas emissions and driver of climate change.
E ENERGY	which is clean and affordable is important for sustainable development. We need to transform the global energy-system to 100% renewable energy sources such as wind and solar from one reliant on burning fossil fuels such as coal, oil and gas, as energy from fossil fuels is globally the biggest contributor to climate change.
F FOOD	The agriculture system are big drivers of climate change and biodiversity loss, contributing around a quarter of global greenhouse gas emissions. Changing patterns of consumption to eat less meat and reducing food loss and waste are important ways of cutting emissions from our food system.
G THE GREENHOUSE EFFECT	is the warming of the lower atmosphere due to certain gases allowing sunlight through, which then reflects off the Earth's surface as infrared radiation, and becomes trapped. Without the natural greenhouse effect the Earth would be very cold, but the additional accumulation of man-made greenhouse gases is leading to global warming and its adverse impacts.

**H
HEAT
WAVES**

are periods of abnormally hot weather and are associated with an increased number of deaths. Heatwaves, drought and heavy rainfall are examples of extreme weather events. Global warming increases the likelihood of extremely hot days and for some extreme weather events, science can quantify probability or intensity changes due to climate

**I
IMPACTS**

of climate change are occurring and at record rates, with risks increasing with global warming. Climate impacts include more intense heat waves, shifting seasons, rising sea-levels and disappearing Arctic sea-ice. Globally climate change impacts hit the poorest and most vulnerable hardest. Two of the greatest direct climate change-related threats for the UK are large increases in flood risk and exposure to high temperatures.

**J
JUST
TRANSITION**

A Just transition to a low-carbon and climate-resilient economy, refers to the concept of providing workers with decent jobs, while protecting the environment. During the transition there will be fewer jobs in high-carbon industries and more in green technology.

**K
KEELING
CURVE**

The Keeling Curve shows atmospheric CO₂ levels measured at Hawaii's Mauna Loa Observatory. Human activities, such as burning fossil fuels, has led to a ~30% increase from 315 parts per million (ppm) in 1958 to over 411 ppm in 2020.

**L
LOSS
AND
DAMAGE**

refers to the negative impacts of climate change that occur regardless of efforts to cut global greenhouse gas emissions and efforts to adapt. Loss and damage can result from extreme events such as tropical storms and slow-onset events such as sea-level rise. Developing countries are particularly vulnerable.

**M
MITIGATION**

refers to efforts to cut the rate of man-made emissions of greenhouse gas into the atmosphere. Climate change mitigation includes actions such as switching from polluting fossil fuels to clean renewable energy sources, improving energy efficiency, lowering consumption, improving transport and limiting emissions from international aviation and shipping, and stopping deforestation.

**N
NATURE
BASED
SOLUTIONS**

are "actions to protect, sustainably manage and restore natural or modified ecosystems that address societal challenges effectively and adaptively, simultaneously providing human well-being and biodiversity benefits". Strong and healthy natural ecosystems help fight climate change and build resilience to climate impacts. To limit climate change we must both decarbonise our economy and draw down carbon from the atmosphere using nature-based solutions such as conserving and restoring forests and grasslands.

O OCEANS	The world's oceans have taken up more than 90% of the excess heat in the climate system, and absorbed up to 30% of the CO ₂ we pump into the atmosphere which keeps atmospheric concentrations and hence global warming lower, but as a consequence causes ocean acidification, which can dissolve shells of tiny marine species, damaging the food chain.
P PARIS AGGREEMENT	2015 saw a historic deal between 195 countries to address climate change. The Paris Agreement aims to keep global warming to well below 2°C above pre-industrial levels and to pursue efforts to 1.5°C. It also highlights the importance of adaptation and international finance. In aggregate, country pledges to cut emissions (known as Nationally Determined Contributions or NDCs) is projected to lead to global warming of around 3°C
Q QELROS	Also known as 'Quantified Emission Limitation and Reduction Objectives', QELROs are the targets which many developed countries committed to as part of the Kyoto Protocol under the UNFCCC.
R RANGE SHIFTS	Plants and animals survive and reproduce in areas with a suitable climate. As the planet warms those species fast enough typically try to track their favoured climate towards the poles and uphill; those unable to – due to low dispersion rates or barriers such as mountains or cities – may face local extinction.
S SEA LEVEL RISE	This has huge adverse impacts on people and wildlife in coastal and low-lying areas – including submergence, coastal erosion, saltwater intrusion and increases in extreme waves. The global mean sea level increased 16cm between 1902 and 2015 and is rising by around 3.3mm per year – mainly due to added water from melting ice sheets and glaciers and the thermal expansion of seawater.
T TEMPERATURE	Human activities have caused ~1°C of global warming above pre-industrial levels, with the warmest five years on record being since 2015. Temperature rise varies in different regions of the globe, with warming in the Arctic more than double the global average. Every half a degree warming matters and to avoid the worst impacts of climate change global average surface temperature rise should be limited to 1.5°C.
U UNFCCC	The 1994 United Nations Framework Convention on Climate Change has the ultimate objective to prevent “dangerous” human interference with the climate system. The UNFCCC spawned two further treaties to pursue this objective – the Kyoto Protocol, which entered into force in 2005, and the Paris Agreement negotiated in 2015.

**V
VULNERABILITY**

The Vulnerability of a species describes the degree to which it will survive under climate change. The Intergovernmental Panel on Climate Change (IPCC) define vulnerability as the propensity or predisposition to be adversely affected by climate change; it encompasses a variety of concepts including sensitivity or susceptibility to harm and lack of capacity to cope and adapt.

**W
WATER**

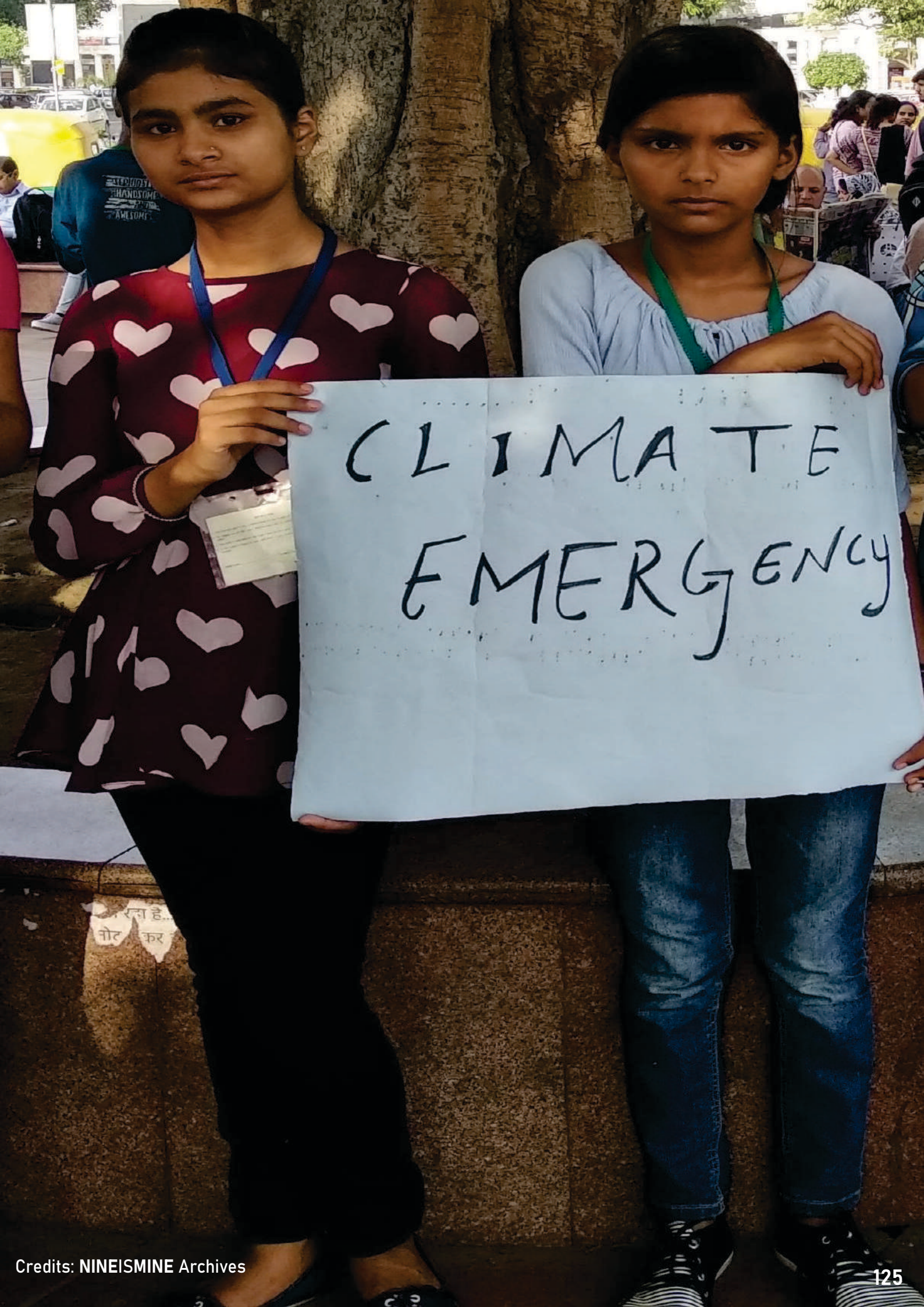
Water is an important medium through which climate change influences the Earth's ecosystem – a warmer atmosphere can hold more moisture. Freshwater resources can be impacted by climate change with concerns including rainfall reliability (persistent droughts for some areas and repeated floods in others), groundwater levels and decline in water supplies stored in glaciers and snow cover.

**Y
YEARLY
GREENHOUSE
GAS
EMISSIONS**

Global emissions are estimated at over 50 billion tonnes CO2 equivalent. UK greenhouse gas emissions in 2018 were 451 million tonnes CO2 equivalent; this is 43% below 1990 levels (however UK consumption-based emissions or carbon footprint is significantly higher).

**Z
ZOOXANTHELLAE**

are algae living in the tissue of healthy coral. When water is too warm, corals expel the zooxanthellae and turn white – this is called coral bleaching. Marine heatwaves have resulted in large-scale coral bleaching events at increasing frequency with 2014-17 witnessing the most severe, widespread, and longest-lasting global-scale coral bleaching event ever recorded.





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3500 Children Associated With 209 Organisations Participated In This Process

We're not environmentalists
we're
AIR BREATHERS

How To Do Gatha Practice

adapted from: zachiah murray | july 25, 2022 in the lion's roar

Gathas (Sanskrit for “song” or “verse”) are short verses that call us to the present moment. Reciting gathas is a good way to meditate while engaged in any activity, be it sacred or mundane. Joining the breath, the mind, and the activity of the body, the practice invites us into a deep, direct experience of our environment and ourselves. Dwelling in the present moment in this way, deeply aware of the action we are engaged in, we can develop greater understanding and love.

Here's how we can practice with a gatha for entering a garden—for the moment we cross the threshold from “inside” to “outside.” The crossing of this threshold gives us just enough space to come back to ourselves. We arrive.

Step One: Recite the Gatha

We stop at the threshold of the garden, becoming aware of the in-breath and the out-breath. We observe the beauty of the environment around us and create an internal pause by reciting—silently or out loud—the entire gatha:

Entering the garden,

I see my true nature.

In its reflection

My heart is at peace.

We allow the meaning to touch our awareness.

Step Two: Synchronize with the Breath

A gatha is intended to be practiced in alignment with the breath. Once we have a feel for the gatha, we can correlate each line with an in-breath or an out-breath.

As we say or think, “Entering the garden,” we breathe in, bringing our full awareness to the moment of our arrival.

Next, we say or think, “I see my true nature,” while we breathe out, entering a direct communion with all of nature and inviting a deeper understanding of our true self.

Then we say or think, “In its reflection,” as we breathe in, seeing the beauty and magnificence of nature as a mirror of our own beauty and connection with all of life.

Finally, as we say or think, “My heart is at peace,” we breathe out, peaceful and alive in the present moment.

Step Three: Shorten the Gatha

After we have practiced with the gatha a number of times and have internalized it, we can shorten it. For example, breathing in, we say or think, “Entering.” Breathing out, we say or think, “Nature.” Breathing in, we say or think, “Reflection,” and lastly, breathing out, we say or think, “Peace.” When we have truly internalized a gatha, just a few words will be enough to remind us of the whole.

Adapted From: Zachiah Murray | July 25, 2022 In The Lion's Roar

ADorable Moments To Be Still⁸⁵

adolescent hearts listen to the pulse of mother earth

Waking Up: Waking up this morning, I smile. Twenty-four brand new hours are before me. I vow to live fully in each moment and to look at beings with eyes of compassion. Walking on the Earth is a miracle!

Stepping out of Bed: If today I inadvertently step on a small insect, may it not suffer too much. May it be liberated.

Turning on the Water: Water comes from high mountain sources. Water runs deep in the Earth. Miraculously, water comes to us and sustains all life. My gratitude is filled to the brim.

Washing Your Hands: Water flows over these hands. May I use them skillfully to preserve our precious planet.

Rinsing Your Mouth: Rinsing my mouth, my heart is cleansed. The universe is perfumed by flowers. Actions of body, speech, and mind are calmed. Hand in hand with the Buddha, I walk in the Pure Land.

Sitting Down: Sitting here is like sitting under a Bodhi tree. My body is mindfulness itself, free from all distraction.

Calming the Breath: Breathing in, I calm my body. Breathing out, I smile. Dwelling in the present moment, I know this is a wonderful moment!

Before Eating: This food is the gift of the whole universe, the earth, the sky, and much hard work. I see clearly the entire universe supporting my existence.

Watering the Plants: Don't think you are cut off, dear plant. This water comes to you from the Earth and sky. You and I have been together since the beginning.

Walking Meditation: The mind can go in a thousand directions, but on this beautiful path, I walk in peace. With each step, a cool wind blows. With each step, a flower blooms.

Washing Vegetables: In these vegetables I see a green sun. All of nature joins together to make life possible.

Gardening Earth: brings us to life and nourishes us. Earth takes us back again. We are born and we die with every breath.

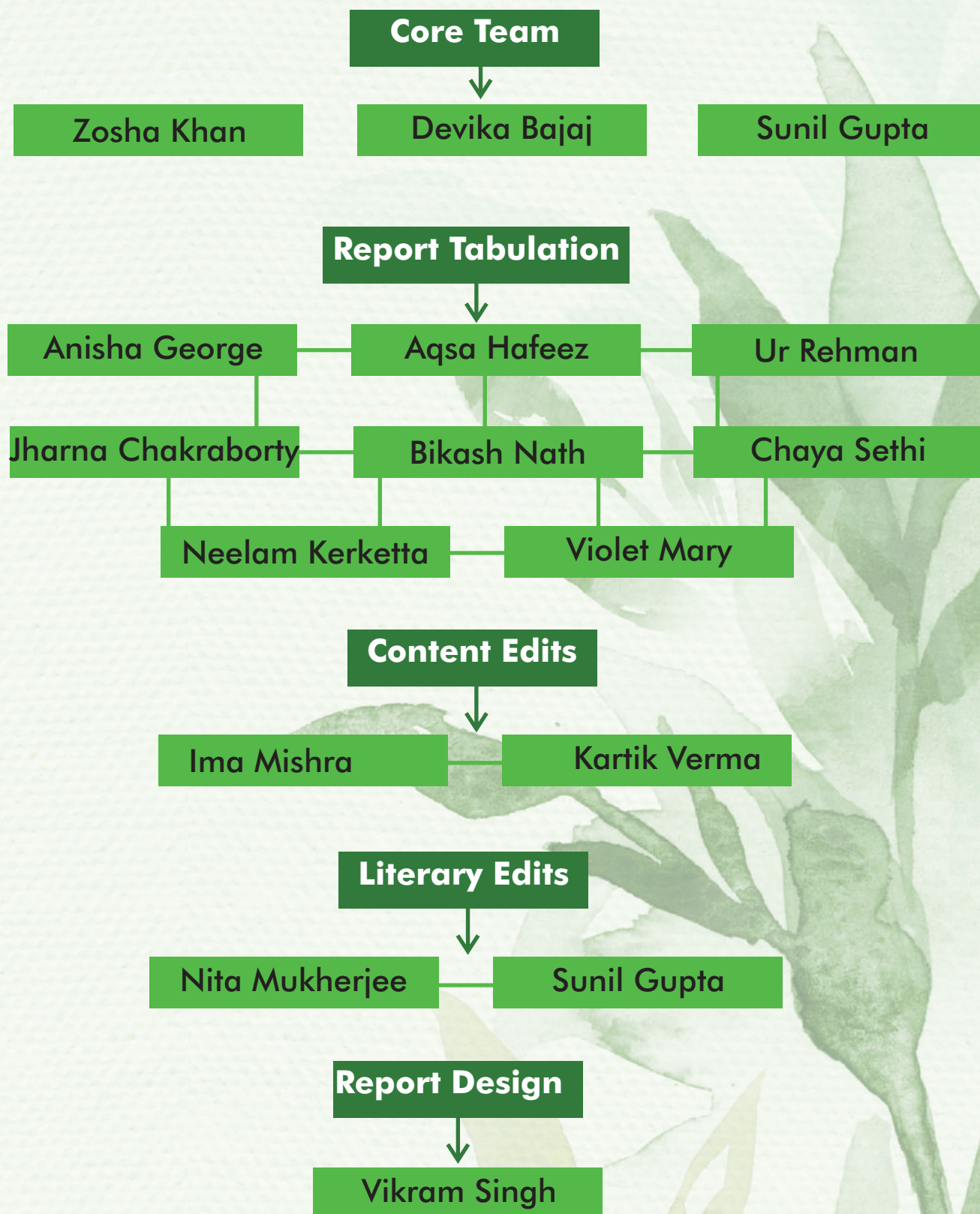
Planting a Tree: I entrust myself to Earth; Earth entrusts herself to me. I entrust myself to Buddha; Buddha entrusts herself to me.

Throwing Out the Garbage: In the garbage, I see a rose. In the rose, I see compost. Everything is in transformation. Impermanence is life.

Arranging Flowers: Arranging these flowers, the ground of my mind is calm and pure.

Source: 44 Mindful Moves in Daily Life

Credits



“ As a child ... I seek child rights for all children.
As a girl ... I seek gender rights for all women and sexual minorities
As a muslim-minority, living in an urban slum and a child of daily wagers... \ I seek rights for all vulnerable children.
As a human... I seek rights for all human beings.
As an animal lover... I seek animal rights of all animals, birds and bees.
As an earthling... I seek earth rights for all earth beings.

In short.. I seek All Rights For All!

For only then our planet will truly be ALRIGHT FOR ALL.”



Ruksar Rehman (14)
Delhi, India
President of
National Inclusive
Children's Parliament

WARNING

We have already begun our next process of articulating 'Earth Rights' of our Mother Nature.

Are you ready for this bold idea?



PRATyEK

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