Concept Note

**UN Committee on the Rights of the Child**

**Day of General Discussion**

***“Children’s Rights and the Environment”***

1. In accordance with rule 75 of its provisional rules of procedures, the Committee on the Rights of the Child (CRC) has decided to devote periodically one Day of General Discussion (DGD) to a specific article of the UN Convention on the Rights of the Child (CRC) or to a child rights issue.
2. The purpose of the DGD is to foster a deeper understanding of the contents and implications of the Convention as they relate to specific topics. The discussions are public. Representatives of Governments, United Nations human rights mechanisms, United Nations bodies and specialized agencies, national human rights institutions, non-governmental organizations, the business sector and individual experts and children and youth are invited to take part.
3. At its 69th session (18 May – 5 June 2015), the Committee decided to devote its 2016 discussion day to the issue of children’s rights and the environment. The discussion will take place on Friday, 23 September 2016, during the 73th session of the Committee at the United Nations Office in Geneva.
4. Given the limited time the DGD will have to address the complex subject, all parties interested may submit written contributions to the Committee, which will inform the deliberations. For further information, please see the Guidelines for Written Submissions on the 2016 CRC DGD Webpage.
   1. **OBJECTIVES AND SCOPE OF THE 2016 CRC DGD**

5. The overall objective of the 2016 DGD is (1) to promote understanding of the relationship between children’s rights and the environment, and (2) to identify what needs to be done (a) for child rights-related law, policy and practice to take adequate account of environmental issues and (b) for environment-related law, policy and practice to be child-sensitive. Within the thematic area of focus, the DGD aims to:

* Address key aspects of the relationship between children’s rights and the environment by examining (a) how damage to the environment negatively affects children’s rights, including the rights of children in vulnerable situations, and (b) how children of different ages, gender and social backgrounds can participate in decisions and actions to prevent, respond and adapt to environmental harm.
* Clarify the obligations of States and other actors, particularly the business sector, regarding the rights of the child in relation to a safe, clean, healthy and sustainable environment, including access to justice when harm has been caused, and how to prevent harm in the long term;
* Assess the current status of environmental issues in child rights–related laws, policies and practices, and, vice versa, of children’s rights in laws, policies and practices related to the environment, including by identifying gaps and good examples;
* Provide guidance on how to integrate a comprehensive child rights-based approach into environment-related law, policy and practice (e.g. environmental impact assessments);
* Provide substantive information to facilitate the Committee’s dialogue with, and recommendations to, States parties on issues relating to children’s rights and the environment;
* Offer a platform for dialogue between participants and promote exchange of knowledge and experience, and collaboration between relevant actors dealing with children’s rights and environmental protection, thereby complementing recent developments related to human rights and the environment in other forums.
  1. **CONTEXT OF THE 2016 DGD**

Background

1. Across the world, environmental damage is having an adverse effect on the lives and basic rights of many people. Man-made environmental disasters, including through pollution, are affecting the human rights to life, health, development, food, water, sanitation, housing, education, etc. This is further exacerbated by energy crises, unsustainable land and sea exploitation and inequitable access to natural resources. These problems know no borders. The Earth has crossed several environmental limits as a result of human activity, relating, inter alia, to biodiversity loss and deforestation. Environmental degradation, the cause of climate change, is one of the pressing human rights challenges facing humanity in the twenty-first century.[[1]](#footnote-1) As international awareness of the relationship between human rights and the environment grows, the world’s Governments are under increasing pressure to do more for the protection of the environment, including by setting effective standards[[2]](#footnote-2).
2. The World Health Organisation estimates that about a quarter of the global burden of disease can be attributed to modifiable environmental factors. 26% of the 6.6 million under-5 child deaths every year are associated with environment-related causes and conditions.[[3]](#footnote-3) Children are, furthermore, increasingly at risk of living with chronic non-communicable diseases initiated by exposure to environmental toxicants (e.g. toxic waste) in early life.[[4]](#footnote-4) Exposure levels are often higher for children born into poor or otherwise marginalized communities.[[5]](#footnote-5)
3. Air pollution alone killed seven million people in 2012 (one in eight of total global deaths), including approximately 600,000 children under the age of five, almost all in low- and middle income countries (e.g. from cooking stoves).[[6]](#footnote-6) This finding more than doubles previous estimates.[[7]](#footnote-7) Children’s health, including their brain and physical development, is greatly affected by air pollution from a very early age and its impact cumulates over life.[[8]](#footnote-8)
4. According to WHO and UNICEF, 32 per cent of the world’s population – 2.4 billion people – lacked improved sanitation facilities and 663 million people still used unimproved drinking water sources in 2015. A child’s well-being is highly dependent on the availability, quality and accessibility of water and sanitation. Childhood diarrhoea, which is closely associated with insufficient water supply, inadequate sanitation, contaminated water and poor hygiene practices, is estimated to cause 20% of all deaths in children under five years of age.[[9]](#footnote-9) Freshwater scarcity is a particular threat to sustainable development of human society. At least two-thirds of the global population, over 4 billion people, live with severe water scarcity for at least one month every year.[[10]](#footnote-10)
5. Currently, more than 50% of the world’s population lives in cities and it will be 70% in 2050. By 2020, 1.4 billion people will live in informal settlements or slums. Today’s megacities are already crippled by extreme freshwater shortages, dirty air, industrial pollution and waste issues. Urbanization is having a major impact on children’s lives, including their opportunities to experience, interact with and play in natural environments. Children in poor urban areas are most likely to lack adequate access to green spaces sufficiently free from waste, pollution, traffic and other physical hazards.[[11]](#footnote-11)
6. *“There may be no greater, growing threat facing the world’s children – and their children – than climate change”.*[[12]](#footnote-12)In 2014, 86% of all disasters were climate-related, occurring overwhelmingly in developing countries.[[13]](#footnote-13) While climate change will ultimately impact every child, children living in fragile environments face some of the most immediate risks. Today, hundreds of millions of children live in disaster-prone zones[[14]](#footnote-14), which often overlap with areas of high poverty.[[15]](#footnote-15) Climate change will make access to productive land and freshwater more difficult, threatening to aggravate existing inequalities by disproportionately affecting the most vulnerable children, in particular girls, and exacerbating the factors that lead to conflict. Climate change will also force children and their families, especially those living in the least developed countries, to leave their homes, which will mean a conscious move to new places to survive.

Relevance of the DGD

1. Although children bear the brunt of growing environmental problems, the impact on their lives is rarely addressed as a rights issue. The relationship between children’s rights and the environment is still less well-known than it should be. Those concerned with children’s rights and those concerned with environmental protection often focus on one to the exclusion of the other. States scarcely address environmental issues in their periodic reports to the CRC, which regularly urges them to collect and submit more information on the matter.
2. The environment and children’s rights: Policy-makers typically lack a holistic understanding of the environment’s role in the fulfilment of children’s rights, including the challenges arising from different kinds of environmental problems and the various ways in which environmental harm can adversely affect children. Children – before and after birth until the completion of adolescence – are often differently affected by and at an increased risk from environmental hazards compared to adults, a fact that is not always duly considered in policy-relevant assessments, standard setting and the identification of priority concerns.[[16]](#footnote-16) For example, statistics usually fail to capture the long-term effects of exposure to environmental toxins that occur at a young age, but do not manifest themselves as disease until years later. There is, furthermore, a particular need to draw attention to matters beyond the immediate health impact of environmental degradation. Lack of access to nature, for example, has profound implications for children’s psycho-social, cognitive, spiritual, aesthetic and moral development, including “*the development of respect for the natural environment”.* [[17]](#footnote-17)Nature as a whole needs future generations to be willing and equipped to look after her, and vice versa.
3. While environmental risk factors act in concert with, and are exacerbated by, adverse social and economic conditions, particularly poverty, the inequitable distribution of environmental risks and benefits does not receive enough attention. Not all children suffer from environmental problems in the same way, nor do they have equal access to clean, safe and healthy environments. However, environmental decision-making is rarely informed by disaggregated data capturing vulnerabilities and marginalization of specific groups of children, which is scarce.[[18]](#footnote-18)
4. Children’s rights and the environment: Although the interdependence between children’s rights and the environment may seem self-evident, States’ duties relating to the protection of the environment require further clarification. The CRC is often overlooked in setting and implementing environmental policies and standards.[[19]](#footnote-19) Environmental harm is mainly treated as a matter merely of cost-benefit analysis, while children’s rights require duty bearers to consider the harm in light of its effect on the rights of the individual child to grow up in dignity and freedom.[[20]](#footnote-20) Moreover, childhood is a unique period of development and violations of children’s rights stemming from environmental damage can have lifelong, irreversible and even transgenerational consequences. This potentially makes the application of relevant environmental policy principles such as prevention, precaution[[21]](#footnote-21) and sustainability[[22]](#footnote-22) essential for realizing children’s rights (e.g. the right to life, survival and development).
5. The Rio Declaration on Environment and Development (1992) historically recognized that all concerned citizens should be able to participate in decision-making processes and have access to relevant information and justice, including redress and remedy, in environmental matters (Principle 10).[[23]](#footnote-23) The so-called “access rights” are also protected by many human rights instruments, including the CRC.[[24]](#footnote-24) In the last two decades, much progress has been made in further defining and implementing Principle 10.[[25]](#footnote-25) What is not well understood, however, is the importance of children’s access or participation rights in the context of the environment. Most children lack access to proper environmental education, cannot find out basic facts about environmental risks in their communities, and can therefore not make informed decisions or choices about the air they breathe or the food they eat. Furthermore, they are excluded from environmental decision-making.[[26]](#footnote-26) This means an incredible loss of experiential knowledge, creativity, courage and legitimacy for this policy area. Children also lack access to timely and effective remedies and reparation even for severe child rights violations caused by environmental harm.
6. In 2015, the world’s Governments adopted new policy frameworks in the areas of sustainable development, climate change and disaster risk reduction: the Paris Climate Change Agreement, the 2030 Agenda for Sustainable Development and the Sendai Framework on Disaster Risk Reduction. 2016 will probably see a “New Urban Agenda” and renewed commitment to humanitarian action.[[27]](#footnote-27) However, despite the pronouncements by world leaders on protecting the planet for our children and future generations, children’s rights are at best only partly reflected in the said negotiation processes and agreements.[[28]](#footnote-28) The potential of the CRC must be harnessed to inform and strengthen these policy frameworks as they relate to children’s rights and the environment (e.g. when implementing national action plans on climate change). Conversely, the realignment of international environmental and sustainability policy provides an opportunity to address issues such as climate change that are important to children but were not included in the Convention.
   1. **THE CRC AND THE ENVIRONMENT**
7. The relationship between human rights and the environment is gaining increasing international legal recognition.[[29]](#footnote-29) Even if global human rights treaties do not refer to a specific right to a healthy environment, there is no doubt that human rights law sets out obligations on States that are relevant to the enjoyment of a safe, clean, healthy and sustainable environment, as the UN Human Rights Council recognized in its March 2014 resolution on human rights and the environment.[[30]](#footnote-30) The Paris Agreement, which includes “the strongest language on human rights of any global environmental treaty”[[31]](#footnote-31) yet and makes explicit mention of children’s rights, signals that the shift is occurring in the environmental field, too.
8. The CRC is one of the very few universal human rights instruments that explicitly require States to take steps to protect the environment.

Article 24 (2) of the CRC 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: […] (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water*, taking into consideration the dangers and risks of environmental pollution* [emphasis added]”

Article 29 (1) of the CRC on the aims of education provides that:

“States Parties agree that the education of the child shall be directed to: […] (e) *The development of respect for the natural environment* [emphasis added].”

1. In its interpretations of the CRC, the Committee has also linked environmental concerns with other rights, including the rights to life, survival and development[[32]](#footnote-32), to rest, leisure, play, recreational activities, cultural life and the arts[[33]](#footnote-33), to protection from all forms of violence[[34]](#footnote-34), to an adequate standard of living[[35]](#footnote-35), to freedom from economic exploitation[[36]](#footnote-36), to be heard and taken seriously[[37]](#footnote-37), to effective remedies and reparation[[38]](#footnote-38), non-discrimination[[39]](#footnote-39) and the best interests of the child[[40]](#footnote-40). The Committee has, furthermore, raised environmental concerns in relation to the rights of specific groups of children, including children with disabilities[[41]](#footnote-41), indigenous children[[42]](#footnote-42) and children working in hazardous conditions[[43]](#footnote-43).
2. Many of the Committee’s General Comments include references to the environment, signifying the overall relevance of the topic in the context of the CRC:

* (Draft) General Comment No.19 on public spending[[44]](#footnote-44).
* General Comment No.17 on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts.
* General Comment No.16 on State obligations regarding the impact of the Business Sector on Children’s rights.
* General Comment No.15 on the rights of the child to the enjoyment of the highest attainable standard of health[[45]](#footnote-45).
* General Comment No.14 on the right of the child to have his or her best interests taken as a primary consideration.
* General Comment No.13 on the right of the child to freedom from all forms of violence.
* General Comment No.11 on indigenous children and their rights under the Convention.
* General Comment No.9 on the rights of children with disabilities.
* General Comment No.7 on implementing the child rights in early childhood.
* General Comment No.1 on the aims of education[[46]](#footnote-46).

1. Furthermore, the Committee increasingly mentions environmental concerns in its review of States’ reports and covers such issues in its Concluding Observations, which now sometimes include a rubric on “environmental health” or “children’s rights and the environment” and even on “climate change and children’s rights”.[[47]](#footnote-47) The Committee has recognized a wide variety of issues related to the environment: local and specific[[48]](#footnote-48) as well as comprehensive and global ones, including issues that impede the overall implementation of the Convention[[49]](#footnote-49). The majority of references relate to pollution in the context of children’s right to health, thus reflecting the explicit provision on the environment in Article 24 of the CRC. Moreover, the Committee regularly emphasizes the need to regulate and assess the environmental impact of the business sector on children’s rights.[[50]](#footnote-50)
2. The connection between children’s rights and the environment is thus becoming more evident in the work of the Committee. At the same time, key aspects of this relationship are yet to be explored, including the precise contours of States’ obligations to protect children’s rights from environmental harm and the role of the business sector. The purpose of the 2016 DGD is, therefore, to foster a deeper and more systematic understanding of the contents and implications of the Convention as they relate to environmental issues.
   1. **STRUCTURE OF THE 2016 DGD**
3. To facilitate discussions during the DGD, the event will begin and conclude in full plenary. The opening plenary will introduce participants to the issue of children’s rights and the environment and the priority concerns for the day. The concluding plenary will consider the main findings arising from discussions and follow-up steps to the DGD. In order to facilitate the exchange of views, the Day will have two working groups focusing on the following issues:

**Working Group 1 – Children’s exposure to environmental toxicants**

*Hazardous substances from human activity, including industrial emissions and accidents, mining, the use of pesticides in agriculture, energy production, waste disposal etc., are found in the food children eat, the water they drink and the air they breathe, as well as the consumer products they use. They are found in homes, at schools, in play areas and places where children work. Even before they are born, children have hundreds of toxic environmental chemicals in their bodies. This working group will examine the role of children’s rights in addressing the impact of environmental exposure.*

**Working Group 2 – Children and the effects of environmental degradation**

*Humans are part of the natural environment. Environmental degradation that affects land, water, plants, animals and the weather, including in urban environments, therefore ultimately also impacts the health and livelihoods of local communities in which children grow up, and their ways of living. Examples of this are the burning of fossil fuels that causes climate change, pollution that degrades the quality of soils, large-scale projects like dams or deforestation that damage ecosystems and their services, and the resultant loss of biodiversity and aggravation of existing inequalities in the use of and access to productive land and freshwater. This working group will examine the role of children’s rights in addressing the diverse effects of environmental degradation. The morning session will focus on climate change and the afternoon session will focus on the deterioration of the environment through depletion of resources, the destruction of ecosystems, and loss of biodiversity.*

(See Guidelines for Submissions to the 2016 CRC DGD for further details).

* 1. **EXPECTED OUTCOMES**

1. At the end of the 74th session, the Committee will issue a report of its 2016 DGD with the aim of promoting understanding of the relationship between children’s rights and the environment, including by providing governments and other actors with guidance on how to integrate a comprehensive child rights-based approach into environment-related laws, policies and practices, for example in the context of the 2030 Agenda for Sustainable Development or the Climate Agreement. Good practices will be examined to see if and how they could be adapted for implementation at the national level. By learning more about what other States are doing, each State will be better able to fulfil its own duties to protect the rights of children from the effects of e.g. climate change. The Committee’s report will be informed by discussions at the DGD and the recommendations proposed by the working groups, as well as the written contributions submitted to the Committee. The outcomes of the DGD will enable the Committee in its review of States to consider in depth the impact of environmental issues on the rights enshrined in the CRC - by drawing on relevant data and reports - and to assess the effectiveness of measures taken to respond to them. Potential recommendations can also inform much needed research, including the collection of disaggregated data, regarding the effects of environmental damage on children. Follow-up measures will ensure that recommendations are brought to the attention of all relevant actors concerned with the protection of children’s rights and the environment.

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1. See analytical study on the relationship between human rights and the environment of the UN High Commissioner for Human Rights (2011), A/HRC/19/34, para. 79. [↑](#footnote-ref-1)
2. See, for example, the signing of the UN Climate Change Paris Agreement: http://unfccc.int/2860.php. [↑](#footnote-ref-2)
3. See Prüss-Üstün, A., Wolf, J., Corvalán, C., Bos, R., Neira, M (2016), Preventing disease through healthy environments. A global assessment of the burden of disease from environmental risks, Geneva: WHO. Available from: http://apps.who.int/iris/bitstream/10665/204585/1/9789241565196\_eng.pdf?ua=1 and http://www.who.int/features/factfiles/children\_environmental\_health/en/. [↑](#footnote-ref-3)
4. See Peter Sly et al. (March 2014), Networking to advance progress in children’s environmental health, *The Lancet*, Vol. 2 (<http://dx.doi.org/10.1016/S2214-109X(14)70004-X>). [↑](#footnote-ref-4)
5. See, for example, Di Renzo GC, et al (2015), International Federation of Gynecology and Obstetrics opinion on reproductive health impacts of exposure to toxic environmental chemicals, Int J Gynecol Obstet (http://dx.doi.org/10.1016/j.ijgo.2015.09.002). [↑](#footnote-ref-5)
6. <http://www.who.int/phe/health_topics/outdoorair/databases/en/>. [↑](#footnote-ref-6)
7. The sparse coverage of official data means many cities are not even monitored. See: <http://www.theguardian.com/cities/2015/dec/02/where-world-most-polluted-city-air-pollution>. [↑](#footnote-ref-7)
8. See, for example, Sunyer J, Esnaola M, Alvarez-Pedrerol M, Forns J, Rivas I, López-Vicente M, et al. (2015), Association between Traffic-Related Air Pollution in Schools and Cognitive Development in Primary School Children: A Prospective Cohort Study (<http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1001792>). [↑](#footnote-ref-8)
9. <http://www.unicef.org/publications/files/Progress_on_Sanitation_and_Drinking_Water_2015_Update_.pdf> or <http://www.who.int/ceh/risks/cehwater/en/>. [↑](#footnote-ref-9)
10. See Mekonnen, Mesfin M. and Hoekstra, Arjen Y. (2016), Four billion people facing severe water scarcity, Science Advances, Vol.2 (<http://dx.doi.org/10.1126/sciadv.1500323>). [↑](#footnote-ref-10)
11. CRC Committee, ‘General Comment No. 17 on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts’ UN Doc. CRC/C/GC/17, paras. 32 and 40. [↑](#footnote-ref-11)
12. UNICEF (2015), Unless we act now: The impact of climate change on children, page 6 (<http://www.unicef.org/publications/index_86337.html>). [↑](#footnote-ref-12)
13. <http://www.unisdr.org/archive/42862>. [↑](#footnote-ref-13)
14. According to UNICEF, “[t]oday, over half a billion children live in extremely high flood occurrence zones [and] nearly 160 million live in high or extremely high drought severity zones.” See UNICEF (2015), Unless we act now: The impact of climate change on children, page 8 (<http://www.unicef.org/publications/index_86337.html>). [↑](#footnote-ref-14)
15. According to the World Food Programme, 80% of hungry people live in disaster-prone and degraded areas. See: <http://documents.wfp.org/stellent/groups/public/documents/communications/wfp279245.pdf>. [↑](#footnote-ref-15)
16. See Footnotes 3 and 4. [↑](#footnote-ref-16)
17. See Article 29(e) UNCRC on the aims of education. [↑](#footnote-ref-17)
18. See report of the UN Special Rapporteur on the implications for human rights of the environmentally sound management and disposal of hazardous substances and wastes on the right to information on hazardous substances and waste, A/HRC/30/40. [↑](#footnote-ref-18)
19. See Good Practices Report of the UN Special Rapporteur on human rights and the environment, A/HRC/28/61, para. 95. [↑](#footnote-ref-19)
20. See Report of the UN Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health on his Mission to Japan (15-26 November 2012) in the wake of the nuclear accident at Fukushima, A/HRC/23/41/Add.3, para. 47. [↑](#footnote-ref-20)
21. See, for example, Articles 2 and 15 of the Rio Declaration on development and the environment, contained in the Report of the UN Conference on Environment and Development, A/CONF.151/26 (Vol. I). [↑](#footnote-ref-21)
22. See report of the Special Rapporteur on the human rights to safe drinking water and sanitation focusing on sustainability in the realization of the human rights to water and sanitation, A/HRC/24/44, paras. 18-23 and 85. [↑](#footnote-ref-22)
23. See Footnote 19. [↑](#footnote-ref-23)
24. See Articles 13 and 17 of the UNCRC on access to information and Article 12 on the right of the child to be heard. Children’s right to effective remedies is an implicit requirement of the Convention, see CRC Committee, ‘General Comment No. 5 on the general measures of implementation of the UNCRC’ UN Doc. CRC/GC/2003/5, para. 24. [↑](#footnote-ref-24)
25. See, for example, the Bali Guidelines for the Development of National Legislation on Access to Information, Public Participation and Access to Justices in Environmental Matters or the United Nations Economic Commission for Europe (“Aarhus”) Convention on access to information, public participation in decision-making and access to justice in environmental matters. Available from: <http://www.unep.org/civil-society/Implementation/Principle10/tabid/105013/Default.aspx>. [↑](#footnote-ref-25)
26. See, for example, UNICEF report on “The Challenges of Climate Change: Children on the Front Line” (<http://www.unicef-irc.org/publications/pdf/ccc_final_2014.pdf>). [↑](#footnote-ref-26)
27. For more information, see HABITAT III UN Conference on Housing and Sustainable Urban Development (<https://www.habitat3.org/>) and the World Humanitarian Summit (<https://www.worldhumanitariansummit.org/>). [↑](#footnote-ref-27)
28. See: <http://www.theguardian.com/global-development-professionals-network/2015/nov/27/childrens-rights-must-be-at-the-heart-of-the-paris-climate-agreement>. [↑](#footnote-ref-28)
29. See annual reports of the UN Special Rapporteur on human rights and the environment, including his individual report on the UNCRC, available from: <http://srenvironment.org>. [↑](#footnote-ref-29)
30. Human Rights Council Res. A/HRC/25/L.31. [↑](#footnote-ref-30)
31. Statement by John Knox, UN Special Rapporteur on human rights and the environment, in his *Newsletter No. 16 (9 February 2016)*, available from: <http://srenvironment.org/2016/02/10/february-2016-newsletter/>. [↑](#footnote-ref-31)
32. CRC Committee, ‘General Comment No. 7 on implementing child rights in early childhood’ UN Doc. CRC/C/GC/7/Rev.1, para.10. [↑](#footnote-ref-32)
33. CRC Committee, ‘General Comment No. 17 on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts’ UN Doc. CRC/C/GC/17, para.32. [↑](#footnote-ref-33)
34. CRC Committee, ‘General Comment No.13 on the right of the child to freedom from all forms of violence’ UN Doc. CRC/C/GC/13, para. 72(g). [↑](#footnote-ref-34)
35. See, for example, Concluding Observations on the reports of Iraq UN Doc. CRC/C/IRQ/CO/2-4, para. 71(b), Sao Tome and Principe UN Doc. CRC/C/STP/CO/2-4, paras. 52-5, and Israel UN Doc. CRC/C/ISR/CO/1, para. 59(b). [↑](#footnote-ref-35)
36. See Article 32 (1) of the UNCRC on the right of the child to be protected from exploitation. See also the individual report of the UN Special Rapporteur on human rights and the environment on the UNCRC, paras. 53-55. Available from: <http://srenvironment.org>. [↑](#footnote-ref-36)
37. See, for example, Concluding Observations on the report of Rwanda UN Doc. CRC/C/RWA/CO/3-4, para. 24. [↑](#footnote-ref-37)
38. CRC Committee, ‘General Comment No.16 regarding the impact of the business sector on children’s rights UN Doc. CRC/C/GC/16, paras. 30-31. [↑](#footnote-ref-38)
39. See, for example, Concluding Observations on the report of Kazakhstan UN Doc. CRC/C/KAZ/CO/4, para. 20. [↑](#footnote-ref-39)
40. CRC Committee, ‘General Comment No.14 on the right of the child to have his or her best interests taken as a primary consideration’ UN Doc. CRC/C/GC/14, para.19. [↑](#footnote-ref-40)
41. CRC Committee, ‘General Comment No.9 on rights of children with disabilities’ UN Doc. CRC/C/GC/9, para. 54. [↑](#footnote-ref-41)
42. CRC Committee, ‘General Comment No.11 on indigenous children and their rights’ UN Doc. CRC/C/GC/11, para. 35, or the Concluding Observations on the report of Mexico UN Doc. CRC/C/MEX/CO/4-5, para. 61. [↑](#footnote-ref-42)
43. See Footnote 33. [↑](#footnote-ref-43)
44. CRC Committee, ‘Draft General Comment No.19 on public spending and the rights of the child’ UN Doc. CRC/C/GC/19, para. 99. Footnotes were only included for those General Comments that are not mentioned elsewhere in the text. [↑](#footnote-ref-44)
45. CRC Committee, ‘General Comment No.15 on the right of the child to the enjoyment of the highest attainable standard of health’ UN Doc. CRC/C/GC/15, paras. 50-51. [↑](#footnote-ref-45)
46. CRC Committee, ‘General Comment No.1 on the aims of education’ UN Doc. CRC/GC/2001/1, para.13 [↑](#footnote-ref-46)
47. See, for example, Concluding Observations on the report of Brazil UN Doc. CRC/C/BRA/CO/2-4, paras. 65-66, and Chile UN Doc. CRC/C/CHL/CO/4-5, para. 64. [↑](#footnote-ref-47)
48. For example, problems related to a specific mine or nuclear test site, or the use of pesticides. See Concluding Observations on the reports of Kazakhstan UN Doc. CRC/C/KAZ/CO/4, paras. 48-49, Mexico UN Doc. CRC/C/MEX/CO/4-5, para. 52(b), Colombia UN Doc. CRC/C/COL/CO/4-5, paras. 17-18 and 49, and Brazil UN Doc. CRC/C/BRA/CO/2-4, paras.65-66. [↑](#footnote-ref-48)
49. The impact of climate change on the rights of the child, for example. See Concluding Observation on the reports of Jamaica UN Doc. CRC/C/JAM/CO/3-4,paras. 50-51, Mauritius UN Doc. CRC/C/MUS/CO/3-5, paras. 57-58, and Tuvalu UN Doc. CRC/C/TUV/CO/1,para. 7. [↑](#footnote-ref-49)
50. See, for example, Concluding Observation on the report of Zambia UN Doc. CRC/C/ZMB/CO/2-4, paras.21-22. [↑](#footnote-ref-50)