LEGAL PROTECTION FOR CHILDREN AGAINST CLIMATE CHANGE IN THE SOUTHEAST ASIA REGION APROPOS OF TARGET 13.3 OF THE SUSTAINABLE DEVELOPMENT GOALS 2030 (SDG 2030)

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ABSTRACT

Objective: This article seeks to elucidate children's rights to protection from climate-related hazards in the Southeast Asia region and to highlight the effects of climate change on children's development rights. Further reference is made to Target 13.3 of SDG 2030, which aims to improve education, awareness-raising, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning as methods to combat climate change and its impacts.

Theoretical Reference: Paramount considerations in addressing the impacts of climate change on children revolve around two central principles: children's best interests and the intergenerational equity principle. These principles stress the importance of prioritizing children's well-being and rights in climate change policies. Furthermore, they underscore the significance of long-term thinking and decision-making to ensure a sustainable and habitable planet for future generations, in line with broader goals of sustainability and environmental responsibility.

Method: The study is based on doctrinal legal research, using reasoning to assess statutory provisions and legal precedents. Data from library research were analyzed through content analysis, primarily focusing on legal concepts, principles, and selected statutes.

Results and conclusion: The article reveals that climate change has the potential to negatively impact children's social status, safety, and health, resulting in stunted life potential and infringed development rights. In the Southeast Asia region, legal measures are in place to safeguard children's rights to a safe, clean, healthy, and sustainable environment, primarily through the promotion of climate change education. These legal protections are aligned with Target 13.3 of the SDG 2030 framework. However, for these protections to be effective, there is a need for international and national implementation. Therefore, it becomes crucial for the global community to prioritize the safeguarding and preparation of children for the climate change crisis. This involves increasing awareness, providing secure options, and encouraging active participation, particularly in the realm of children's education.

Research Implications: This study emphasizes the vital link between climate change and the welfare of children in Southeast Asia, highlighting the necessity for comprehensive,

International, and child-centric approaches to tackle the consequences of climate change on their rights and progress. It demands immediate action to safeguard the most susceptible individuals and guarantee every child’s safe and sustainable future.

Originality/Value: This study significantly increases comprehension of the complex correlation between climate change and child rights and provides a foundation for targeted actions and the development of policies.

Keywords: climate change, children’s rights, education rights, southeast Asia, sustainable development goals 2030 (SDG 2030).

PROTEÇÃO JURÍDICA DAS CRIANÇAS CONTRA AS ALTERAÇÕES CLIMÁTICAS NA REGIÃO DO SUDESTE ASIÁTICO PROPOSTA DA META 13.3 DOS OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL PARA 2030 (ODS 2030)

RESUMO

Objetivo: Este artigo procura elucidar os direitos das crianças à proteção contra riscos relacionados com o clima na região do Sudeste Asiático e destacar os efeitos das mudanças climáticas sobre os direitos das crianças ao desenvolvimento. Além disso, é feita referência à meta 13.3 do ODS 2030, que visa melhorar a educação, a sensibilização e a capacidade humana e institucional em matéria de atenuação das alterações climáticas, adaptação, redução do impacto e alerta precoce como métodos de combate às alterações climáticas e aos seus impactos.

Referência teórica: Considerações primordiais na abordagem dos impactos das mudanças climáticas nas crianças giram em torno de dois princípios centrais: o interesse superior das crianças e o princípio da equidade intergeracional. Estes princípios salientam a importância de dar prioridade ao bem-estar e aos direitos das crianças nas políticas relativas às alterações climáticas. Além disso, sublinham a importância do pensamento e da tomada de decisões a longo prazo para assegurar um planeta sustentável e habitável para as gerações futuras, em consonância com os objetivos mais amplos de sustentabilidade e responsabilidade ambiental.

Método: O estudo é baseado em pesquisa jurídica doutrinal, usando o raciocínio para avaliar disposições estatutárias e precedentes legais. Os dados da pesquisa da biblioteca foram analisados através da análise de conteúdo, concentrando-se principalmente em conceitos jurídicos, princípios e estatutos selecionados.

Resultados e conclusão: O artigo revela que as mudanças climáticas têm o potencial de afetar negativamente o status social, a segurança e a saúde das crianças, resultando em um potencial de vida atrofiado e violando os direitos de desenvolvimento. Na região do Sudeste Asiático, estão em vigor medidas legais para salvaguardar os direitos das crianças a um ambiente seguro, limpo, saudável e sustentável, principalmente através da promoção da educação sobre as alterações climáticas. Estas proteções legais estão alinhadas com a meta 13.3 do quadro ODS 2030. No entanto, para que estas proteções sejam eficazes, é necessária uma implementação internacional e nacional. Portanto, torna-se crucial para a comunidade global priorizar a proteção e a preparação das crianças para a crise das mudanças climáticas. Tal implica aumentar a sensibilização, proporcionar opções seguras e incentivar a participação ativa, em especial no domínio da educação das crianças.
Implicações da Pesquisa: Este estudo enfatiza o vínculo vital entre as mudanças climáticas e o bem-estar das crianças no Sudeste Asiático, destacando a necessidade de abordagens abrangentes, internacionais e centradas na criança para enfrentar as consequências das mudanças climáticas em seus direitos e progresso. Exige uma ação imediata para salvaguardar os indivíduos mais susceptíveis e garantir o futuro seguro e sustentável de cada criança.

Originalidade/valor: Este estudo aumenta significativamente a compreensão da complexa correlação entre mudanças climáticas e direitos da criança e fornece uma base para ações direcionadas e o desenvolvimento de políticas.

Palavras-chave: mudanças climáticas, direitos da criança, direitos educacionais, Sudeste Asiático, objetivos de desenvolvimento sustentável 2030 (ODS 2030).

1 INTRODUCTION

The terms ‘climate change’ and 'global warming' are used interchangeably, whereby climate change is a broader term that incorporates both global warming and other observed changes in climate (Matawal & Maton, 2013). Climate change refers to the long-term alterations in the Earth's climate that happen over extended periods. The primary cause is the rapid rise of greenhouse gases like carbon dioxide, methane, halocarbons, and nitrous oxide, emitted mainly from human activities like burning fossil fuels and deforestation. These gases create the greenhouse effect, trapping heat in the atmosphere. As a result, the Earth and oceans warm, leading to rising sea levels, extreme weather events, altered ocean currents, melting ice, and more. The consequences impact various aspects of our lives, including human health, infrastructure, agriculture, forests, freshwater supplies, coastlines, and marine ecosystems (Mann, 2009).

Sociologists find climate change intriguing due to its connection to human social activities. Everyday practices like eating, working, transportation, and heating homes emit greenhouse gases, fueling climate change. This raises concerns about social justice, as the causes and effects of climate change are unevenly distributed. Wealthier nations emit more greenhouse gases per person, while poorer countries are more vulnerable to its impacts. Proposed responses to climate change also have varying social impacts, creating disparities (Levy & Patz, 2014). Climate change presents a global social dilemma that has proven difficult to address politically across various governance levels. Scientists warn that its impacts will be devastating for natural and human systems, posing an existential threat to human civilization, starting from childhood and persisting into adulthood. Environmental degradation adversely affects children's growth, development, and well-being. They are particularly vulnerable to climate conflicts and weather-related disasters like floods, droughts, and forest fires, facing higher risks of exposure and lower tolerance
to environmental hazards (Sanson & Burke, 2019). Therefore, it is not an exaggeration to call climate change one of the children's rights crises, as it has had a significant impact on children's development rights.

Currently, there are about 2.3 billion children worldwide which is nearly a third of the total human population. Climate change alters the earth's systems in many ways, threatening children's physical and mental well-being (Currie & Deschenes, 2016). It poses a significant threat to children's health because children have unique metabolism, behavior, physiology, cognitive, and developmental characteristics compared to adults (Anderko et al., 2019; Xu et al., 2012). Through various direct or indirect pathways, climate change has also put additional stress on the availability of clean air, water, and nutritious food, which pose a significant threat to children's health. It has expanded the scope of infectious diseases, further amplifying this threat. The impacts of climate change can be divided into direct and indirect (Watt 2019; Bernstein & Myers 2011). An example of a direct impact is increased air pollution from local or transboundary sources. Among local air pollution sources are traffic-related air pollutants, industrial waste incinerators, land clearing, and open burning. Children are susceptible to air pollution and often suffer from respiratory diseases such as asthma, bronchitis, and severe respiratory distress in bad air conditions (Mathieu-Nolf, 2002).

As the surface temperatures rise, there will also be an increase in the replication of pathogens such as protozoa, bacteria, and viruses in the water. Contaminated water is the primary cause of malnutrition and diarrheal disease, which remain a leading cause of death in children under five. Most of the causes of mortality among children, including malaria, food and water-borne diseases, and malnutrition, are very sensitive to climatic conditions and are expected to worsen due to climate change (Ruwini Rupasinghe et al., 2022). Children suffer more severe outcomes than adults during weather-related disasters such as floods, droughts, forest fires, and cyclones. Health concerns are more frequent than in typical situations, and intense heat waves result in severe medical outcomes in children, especially the younger ones. They are more prone to suffer heat stress, hyperthermia, and children's renal disease. Such conditions can be debilitating, forcing children to miss school and their childhood activities. In a worst-case scenario, they may face long-lasting damage to their health and well-being. In addition, the United Nations Global Climate Summit in Glasgow, Scotland, 2021, mentioned that rising temperatures also put extra stress on a pregnant mother and fetus. Studies have shown an association
between high levels of air pollution and foetal loss, pre-term delivery, lower birth weight, and infertility (Cohen et al., 2022).

Children's exposure to heatwaves is a growing concern as global temperatures rise. Over one-third of children face high exposure, and this condition is expected to worsen with climate change. The global average temperature has increased by about one degree Celsius above pre-industrial levels, making it more likely that children will experience a world 1.5, 2, or 3 degrees Celsius warmer than before (Tschakert, 2015). Children exposed to prolonged heat and inadequate fluids are at risk of heat-related illnesses like heat rash, cramps, dehydration, and stroke, even facing death. Living in uncomfortable and poorly ventilated environments may affect their learning outcomes and future well-being. The environmental conditions they experience today will have a significant impact on their lives as they grow into adulthood (Yoko & Bryan, 2015). Health impacts jeopardize children's fundamental rights, like education, expression, association, and decision-making. Violations of their development rights will affect future governance and management. Human-induced climate change negatively affects human rights, including life, self-determination, development, food, health, water, and housing. Children's rights, like education, are affected by floods and droughts, hindering access to schools and healthcare. Relocation might also disrupt education for disadvantaged children (Kundzewicz et al., 2014). Climate change's impacts on children extend beyond physical barriers to education. Safety concerns during journeys, financial hardships, and children being required to work or help at home are common obstacles to school attendance. Furthermore, climate change diminishes children's resilience and adaptive abilities, making them more vulnerable to environmental hazards and deepening poverty. The most vulnerable children face heightened risks from life-threatening climate effects (Hayward & Ayeb-Karlsson, 2021).

In a nutshell, climate change negatively impacts children's rights, hindering their development and potential. Children's climate education is vital in safeguarding their rights, ensuring equal access to knowledge, and promoting climate justice. It empowers children to engage in environmental issues and fosters their responsibility. By equipping them with knowledge and agency, climate education promotes a sustainable future, aligning with child participation rights. The Sustainable Development Goals 2030 (SDG 2030) are the blueprint for achieving a better and more sustainable future for all. It addresses many global challenges, including poverty, inequality, climate change,

Goal 13 refers to climate change action with five (5) defined targets and eight (8) indicators. Target 13.1 focuses on deaths and injuries from natural disasters. It aims to boost stability and adaptive capability for all countries' climate-related hazards and natural disasters. The related indicators are mortality rates, internally displaced persons, missing persons, and total numbers affected by natural disasters. In addition, Target 13.1 is concerned with adopting and implementing national and local disaster risk reduction strategies. The UN will identify countries’ plans and actions in facing climate-related hazards and natural disasters through this target. The established process must align with the Sendai Framework for Disaster Risk Reduction. Next is Target 13.2, which is supposed to integrate climate change measures into national policies, strategies, and planning. The indicator is the number of countries signed on to multilateral agreements on climate change. However, it does not reflect the levels of operationalization or implementation of climate mitigation and adaptation action (Louman B. et al., 2019).

The primary reference for this article is Target 13.3, which intends to enhance education, awareness-raising, human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning. Target 13.3 focuses on education for combating climate change and its impacts. The main aim is to increase the number of governments incorporating mitigation, adaptation, impact reduction, and early warning into the primary, secondary, and tertiary curricula. Methods can be via teachers' education, syllabus, student assessment, or integration into national education policies. Since it involves education, this particular target is drafted for children and youth to play fair roles in contributing to SDG 2030. As mentioned in the Brundtland Report 1987, known as, Our Common Future, "sustainable development is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Hence, one of the purposes of SDG 2030 is to preserve and sustain the opportunity for the next generations to live at a certain standard that our community enjoys today. The elaboration proves the link between SDG 2030 and children, as they are entrusted as 'agents of change' in the World Agenda. Children will be called to contribute and participate actively in decision-making on matters that impact their lives.
Upon any decision made, children must first be occupied with knowledge and essential data before their personal opinions and experiences can be considered by adults, making education on climate change significant in Goal 13 (Louman B. et al., 2019; Abbie Raikes et al., 2017).

Target 13.3 is supported by Goal 4 of SDG 2030, which works on quality education. Other than promoting education at primary, secondary, and tertiary levels, most importantly, Target 4.7 aims to ensure that all learners acquire the knowledge and skills needed to promote sustainable development by 2030 through many channels, including education for sustainable development and lifestyles. It simply means that the current world needs to provide children with ideas and competencies to make the world's sustainability an achievable dream. The focus covers cognitive, social-emotional, and behavioural learning outcomes that will help children deal with any challenges addressed by SDG 2030. Hence, many world governments must incorporate the aspect of Target 4.7 in their education systems, starting from the preschool level to the tertiary phase (Boeren, 2019).

There are two additional targets related to Goal 13: 13.A and 13.B. Target 13.A emphasizes implementing the commitment of developed-country parties to the UNFCCC to mobilize $100 billion annually by 2020 from all sources. This funding aims to support developing countries in meaningful mitigation actions and ensure transparency in execution. The Green Climate Fund's operationalization is crucial in achieving this target. Acknowledging the UNFCCC as the primary international forum for climate change negotiations is vital for the effectiveness of Goal 13. The Paris Agreement and Kyoto Protocol are also under the UNFCCC, working to stabilize greenhouse gas concentrations and prevent harmful human interference with the climate system. Lastly, Target 13.B aims to enhance capacity for climate change planning and management in least developed countries and small island developing states, with a focus on women, youth, and marginalized communities. (Lofts et al., 2019).

Target 13.3 intensifies the importance of education since the early human ages in combating climate change and its impact. Knowledge will allow children to play active roles as agents of change and ultimately succeed in the sustainability plan. Education on climate change will form the foundation of social transformation to protect the world and its inhabitants. Hence, climate change education must be transdisciplinary. As the topic can be traced back to the early days of the industrial and scientific revolutions, it simply
indicates that education was predominantly siloed in disciplinary and pedagogical terms. It implies that the previous education system's failure to raise awareness of the dangers of climate change has caused environmental disputes today. Some investigations have demonstrated that less than half of the respondents surveyed have adopted climate change education. Moreover, most admit they are unclear about what climate change education is intended for. Such uncertainty is not surprising if one focuses on the structural barriers ahead. One is related to understanding present-day education, which is mainly economic-centric and industry-led. Education policies are primarily driven by economics at the planet's and people's expense. The situation has caused an almost unsurmountable imbalance in pursuing whole-change approaches to embed Education for Sustainable Development (ESD). Experiential education and indigenous understanding or knowledge ought to be nurtured at the community level. In other words, education must be reframed in holistic terms and output, considering the context of the 17 Sustainable Development Goals 2030, specifically Goal 13 (Boeren, 2019; Lofts et al., 2019).

2 THEORETICAL FRAMEWORK

Article 1 of the Convention on the Rights of the Child (CRC) defines a child as a person below 18 years under the law applicable to the child (Article 1, CRC). The CRC, an international treaty, had been adopted by 196 signatory parties and recognized as the world's most widely ratified international human rights agreement that came into force in 1989. All world leaders had to work hand in hand in making this historic agreement as a promise to protect and fulfill every child and their rights.

The CRC comprises four main principles, namely:- (i) non-discrimination; (ii) "the best interest of the child"; (iii) life, survival, and development; and lastly, (iv) inclusion and participation. The principle of non-discrimination guarantees that every child, without exception, can enjoy their rights without any distinction based on their background or any other family's reasons (Article 2, CRC). While "The best interest of the child" is the principle that ensures children's benefits become the primary consideration at all times, especially during the decision-making process (Article 3(1), CRC). The principle of life, survival, and development concern not only focusing on the right not to be killed but also guaranteeing their economic and social rights to the maximum extent possible. It includes, among others, rights to health, a safe and healthy environment, the right to education, the right to be equally treated, and many others.
(Article 6, CRC). Lastly, the principle of inclusion and participation allows children to gain knowledge and information on related issues to form and express their views on matters that will impact their lives. The rights are also extended as opinions and wishes will be heard, respected, and considered in decision-making (Article 12, CRC). All of these aforementioned rights are essential in ensuring that children are able to live in conditions that are protected from all threats of danger and social discrimination. There are various types of risks from social, economic, and environmental perspectives that can easily affect the implementation of these principles, including climate change (Mappong et al., 2023).

While, intergenerational equity in the context of climate change issue refers to the fair and just distribution of the burden and benefits of addressing climate change between present and future generations, or children. It acknowledges that the actions taken today to mitigate and adapt to climate change will have profound and lasting impacts on future generations. Therefore, it is essential to consider the needs and rights of future generations in climate policies and decision-making to ensure that they inherit a sustainable and habitable planet. Intergenerational equity emphasizes the responsibility of the current generation to act responsibly and make decisions that safeguard the well-being and rights of future generations, fostering a sense of intergenerational solidarity and ensuring a more equitable and sustainable future.

3 METHODOLOGY

The study uses reasoning to assess specific statute provisions and legal precedents, which is based on doctrinal legal research. The data were gathered via library research, and content analysis was used to examine them. The primary goal is to review connected legal ideas, principles, and particular statutory texts. All pieces of information are analyzed critically using the content analysis method and this study's top considerations are the child's best interests as well as the equality principle.

4 RESULTS AND DISCUSSION

Southeast Asia faces a high risk of climate-related disasters, affecting 85% of the region. Climate change has evident impacts on various human rights, including those of children. Children, due to their psychological, immunological, and cognitive differences, are more vulnerable to climate-related disasters than adults (Katsnelson, 2018). They are
also more likely to be exposed to smoke and haze from the region's seasonal forest fires, which can substantially increase the incidence of asthma and upper respiratory tract infections (Sahani et al., 2014). Children are the foundation of Southeast Asia's sustainable future; therefore, early attention and children's dedication to sustainability and environmental education are crucial. (Theda & Saputro, 2022). According to The Paris Agreement, 2015, climate change is a common concern of humankind. Hence, State Parties must consider the implications of human rights while deciding on climate change, especially towards vulnerable groups such as children.

The United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) reported that 33% of Southeast Asia's population was under 19 in 2019. Approximately one-third of the combined population of Southeast Asia consists of youth, constituting the highest cohort of ASEAN youth ever. By 2038, the region's adolescent population is projected to reach a peak of over 220 million. (ASEAN, 2023). Therefore, climate change is affecting many children's health and development progress. Climate change also threatens the child's fundamental rights, affecting their quality of life. Henceforth, relevant legal conventions, declarations, resolutions, or policy guidance meant to protect children from climate change and environmental risks are compiled in this section to analyze available legal protection in the Southeast Asia region. (Muhammad Muzaffar et al., 2020). It is significant to examine whether the existing legal provisions align with the requirements of Target 13.3. The data-content analysis can draw a conclusion on Southeast Asia region Member States' preparation and commitment to interpreting and implementing Target 13.3. All ASEAN Member States have made significant commitments to the protection of children's rights, including the ratification of three key Conventions: the Convention on the Rights of the Child (CRC), the Convention on the Elimination of Violence against Women (CEDAW), and the Convention on the Rights of Persons with Disabilities (CRPD).

4.1 CONVENTIONS, DECLARATIONS, AND RESOLUTIONS

The primary safeguard for children's rights lies in the Convention on the Rights of the Child 1989 (CRC), to which all Southeast Asian countries are parties. Article 24 of the CRC states that providing the highest attainable health standard and facilities for child health and rehabilitation is the responsibility of States Parties. Subsection (2)(c) specifically calls for measures to combat disease and malnutrition, including primary
health care, technology, nutritious foods, and clean water. This highlights the link between children's health and their environment. Maintaining a safe and healthy environment is vital for the well-being of children and all living beings on Earth, requiring long-term strategies and efforts such as awareness, knowledge, budgets, and many others. Article 29 highlights the importance of children's knowledge in protecting the environment. Article 29 (1) (e) of the CRC specifically mentions that the child's education should be directed toward developing respect for the natural environment.

ASEAN, an international organization that consists of ten Southeast Asian countries, namely Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Singapore, Thailand, and Vietnam, has adopted three declarations to enhance children's rights protection (Muhammad Muzaffar et al., 2020). There are the ASEAN Declaration on Human Rights, the Ha Noi Declaration on the Enhancement of Welfare and Development of ASEAN Women and Children, and the ASEAN Declaration on the Rights of Children in the Context of Migration. General Principle, 4 of the ASEAN Declaration on Human Rights states that every member must affirm the general principle that children's rights are an inalienable, integral, and indivisible part of human rights and fundamental freedoms. While Article 30 (2) further acknowledges children's rights by highlighting that they are entitled to special care and assistance. In addition, there are a few principles in the Declaration that state that every person has the right to a safe, clean, and sustainable environment (Article 28 (f)), including the right to adequate, affordable, safe, and nutritious food (Article 28 (a)). In addition, the right to development should also be fulfilled to meet the developmental and environmental needs of present and future generations equitably (Article 35).

Ha Noi Declaration on the Enhancement of Welfare and Development of ASEAN Women and Children encourages, among others, specific research on environmental problems such as climate change and its relation to children. Based on Article 5, members are encouraged to facilitate related studies, evaluations, and proposals to reduce the negative impacts of economic and environmental changes, including climate change, on women and children. The provision has pointed out concerns about climate change's impacts on vulnerable groups. Other than that, international cooperation on environmental issues or climate change conflicts in the ASEAN region is promoted under Article 11. According to that article, in order to strengthen family resilience as the basic unit of society and also the capacity of families to meet new challenges arising from rapid
social, economic, and environmental or climate changes through the establishment of an ASEAN network for family development and by engaging organisations working on issues of families, women, and children (Helen, 2008).

The ASEAN Declaration on the Rights of Children in the Context of Migration focuses on the environmental rights of migrant children. Article 7 mentioned access to cardinal services like sound health and a clean and safe environment. Vulnerable children must be treated equally and given the same access as ordinary children in all courses. Reference can be made to the Preamble, which mentions the deep concern for millions of children worldwide who are displaced from their homes, including by conflict, poverty, disaster, climate change, and environmental degradation, experiencing exploitation, deprivation, and discrimination in their journeys within and across borders. It further acknowledges the need for mechanisms to protect their rights and access to services in all world regions, including the ASEAN region. Article 7 of the same Declaration also explained the duty to provide access to essential services such as health, a clean and safe environment, and psychosocial support services for children in migration (Siow Yua Chia, 2013).

In addition, the World Declaration on the Survival, Protection, and Development of Children 1990 also highlighted that environmental degradation is one of the challenges that must be faced in many developing countries, particularly the least developed ones. Hence, the declaration highlights the commitment to work for standard measures to protect the environment so children can enjoy a safer and healthier future through 10-point programs. The 10-point programs include promoting the earliest possible ratification and implementation of the CRC and working on a solid effort of national and international action to enhance children's health. It includes promoting prenatal care, reducing infant and child mortality, and providing clean water and universal access to sanitation for all children. The program planned also supports optimal growth and development in childhood through measures to eradicate hunger, malnutrition, and famine (World Declaration on the Survival, Protection, and Development of Children, 1990).

Besides that, role and status of women and family roles must be strengthened to provide for children from the earliest stages of childhood through adolescence, especially the unique needs of children who are separated from their families. Other programs are meant to reduce illiteracy and provide educational prospects for productive employment.
and lifelong learning opportunities. Besides that, protection will be provided to children facing complex events and the scourge of war. Children must get the protection of the environment at all levels so that they can enjoy a safer and healthier future. Lastly, the program must work to eradicate poverty, which would immediately benefit children's welfare. The vulnerability and particular needs of the children in both developing countries and the least developed ones need to be prioritized. Therefore, all States must encourage growth and development through national action and international cooperation. That calls for transfers of appropriate additional resources to developing countries and improved trade terms, further trade liberalization, and measures for debt relief. It also implies structural adjustments that promote world economic growth, particularly in developing countries, while ensuring the well-being of the most vulnerable sectors of the population, in particular, the children. International cooperation and solidarity towards the objectives from different perspectives will help the world achieve economic growth and preserve the environment. Furthermore, these targets will ensure more significant social and economic justice (Miller et al., 2021).

The Declaration, known as "A World Fit for Children 2002," was adopted by the United Nations General Assembly on 10th May 2002 at the 27th Special Session. It describes countries' commitment to creating a sustainable world for children and rights to development. All children must be given equal opportunity to maximize their potential in every aspect to advance their quality of life. Hence, it is significant for children to have a healthy body and live in a safe, resourceful environment. In addition, one of the Declaration's objectives is to protect the Earth for children and minimize the impact of environmental degradation on them. Through this Declaration, children's roles in preserving mother nature are being highlighted, including their rights to enjoy a safe and healthy environment to maximize their potential as a human. They must be allowed to have the benefits of life and its sources as much as the current community does, or better. The Declaration was then extended and adopted by the United Nations General Assembly on 13th December 2007 United Nations General Assembly (Document No: A/RES/62/88). Declaration of the commemorative high-level plenary meeting devoted to the follow-up to the special session's outcome on children. Therefore, it adopts a few objectives like creating more educational opportunities, eradicating poverty, making more medicines available, and drafting more laws, policies, and plans to protect children from violence, abuse, and exploitation. The 2007 resolution reaffirmed the commitment
to fully implementing the Declaration and Plan of Action, "A World Fit for Children 2002". Besides advanced international cooperation and broader and more focused global, regional, and national partnerships, the affirmation includes children's active roles and participation rights (Kaspar, 2018).

Next is Resolution 32/33 on human rights and climate change, adopted in July 2016 by The Human Rights Council. Through this resolution, The Council urged Parties to integrate human rights in climate change mitigation and adaptation and called for a panel discussion on the adverse impact of climate change on the child's rights to a safe, clean, healthy, and sustainable environment. As a result, an analytical study was conducted to analyze the relationship between climate change and the full and effective enjoyment of the child's rights. Based on the study, 'Climate change and the full and effective enjoyment of the rights of the child' (A/HRC/35/13) that was submitted to the 35th session of the Council, children are disproportionately impacted by climate change due to their unique metabolism, physiology and developmental needs. Henceforth, the study points out the States' responsibilities under the CRC and the Paris Agreement to protect the rights and best interests of the child from the actual and foreseeable adverse effects of climate change. Breach of these obligations is considered a violation of human rights. Therefore, States are suggested to take a few actions, including empowering children with issues related to climate change, the environment, and disaster risk reduction through educational and consultative policies. Besides that, children must be included in climate policymaking (Donson, 2020).

The Human Rights Council also established the mandate for the Independent Expert on human rights and the environment in 2012 (Resolution 19/10). The first, United Nations Special Rapporteur on Human Rights, was conducted by Mr. John Knox on human rights obligations relating to the enjoyment of a safe, clean, healthy, and sustainable environment for a three-year term. In March 2018, such a mandate was extended whereby Mr. David R. Boyd was appointed as the Special Rapporteur for six years (Resolution 37/8 and Resolution 46/7). A few things are highlighted in the report he submitted to the Human Rights Council. There were:- (i) the effects of environmental harm on the rights of children; (ii) the human rights obligations related to the protection of children from environmental harm; and (iii) made a series of recommendations on how to ensure children's rights to a healthy environment which primarily are directed to States.
The Human Rights Council adopted a resolution on realizing the child's rights through a healthy environment (A/HRC/RES/45/30) on 7th October 2020. Based on this document, "A Call to Action for Human Rights" must create a suitable medium for children to participate in decision-making if it affects their future. It includes environmental protection, such as climate change-related curricula at all primary and secondary education levels. In addition, the States should respect, protect and fulfill human rights, including addressing issues related to environmental harm like climate change, child rights, additional measures for vulnerable groups, and many others. States must fulfill their obligations and commitments under international and national law. One after another, all resolutions drafted and adopted connect children, their rights, entitlement, and duties to preserve the environment they live in. Children must play their part very young, mainly in education. Awareness and knowledge are crucial to ensure they can carry the responsibilities in all adaptation, mitigation, and resilience process of climate change crises (Tschakert, 2015).

Another legal protection is available under the Convention on Biological Diversity, which seeks to conserve biological diversity. The sustainable use of its components and the fair and equitable sharing of the benefits arising out of the utilization of genetic resources, including by appropriate access to genetic resources and by appropriate transfer of relevant technologies, taking into account all rights over those resources and to technologies, and by appropriate funding. Next is the most important legal document for climate change issues which is the United Nations Framework Convention on Climate (UNFCCC); its function is to apply the precautionary principle and the principle of intergenerational equity in all efforts to mitigate and adapt to climate change, efforts to prevent and control environmental degradation and efforts to address the impacts of these processes on present and future children's health and safety. Lastly is, the Declaration on the Commitments for Children in ASEAN 2001 primary function is to protect children from all forms of violence and abuse in schools and communities and equally committing to protect those who assist children in defending their rights to a safe, clean, healthy and sustainable environment (Lofts et al., 2019).

Below is the summary of available children's legal protection against climate change in the Southeast Asia region that is in line with Target 13.3 of the SDG 2030:

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<tr>
<th>Document</th>
<th>Provision</th>
<th>Explanation</th>
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<tr>
<td><strong>The Paris Agreement</strong></td>
<td>&quot;...when taking action to address climate change, respect, promote and consider their respective obligations on human rights, the right to health, the rights of indigenous peoples, local communities, migrants, children, persons with disabilities and people in vulnerable situations and the right to development, as well as gender equality, empowerment of women and intergenerational equity.&quot;</td>
<td>The State Parties must consider the implications on human rights while deciding on climate change, especially towards vulnerable groups, including children.</td>
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<td><strong>The Convention on the Rights of the Child 1989 (CRC)</strong></td>
<td>Article 24 (2):- &quot;2. 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...&quot;</td>
<td>These two articles has linked between children's rights and the environment in the context of the risks that pollution creates for children's health and in the context of education. Article 29 especially had highlighted the importance of children's knowledge in protecting the environment.</td>
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<td>Article 29 (1) (e) 1. States Parties agree that the education of the child shall be directed to:- (e) The development of respect for the natural environment.&quot;</td>
<td>Affirmed the general principle that the rights of children are an inalienable, integral and indivisible part of human rights and fundamental freedoms.</td>
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<tr>
<td><strong>ASEAN Declaration on Human Rights</strong></td>
<td>General Principles 4 The rights of women, children, the elderly, persons with disabilities, migrant workers, and vulnerable and marginalised groups are an inalienable, integral and indivisible part of human rights and fundamental freedoms.&quot;</td>
<td>Affirmed that childhood is entitled to special care and assistance.</td>
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<td>Article 28 Every person has the right to an adequate standard of living for himself or herself and his or her family including: a. The right to adequate and affordable food, freedom from hunger and access to safe and nutritious food... f. The right to a safe, clean and sustainable environment.&quot;</td>
<td>The principles in this Declaration states that every person has the right to a safe, clean and sustainable environment (Article 28 (f)), including the right to adequate, affordable, safe and nutritious food (Article 28 (a)), and that the right to development should be fulfilled to meet equitably the developmental and environmental needs of present and future generations (Article 35).</td>
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<td>Article 30 (2) Special protection should be accorded to mothers during a reasonable period as determined by national laws and regulations before and after childbirth. During such period, working mothers should be accorded paid leave or leave with adequate social security benefits.&quot;</td>
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Table 1: Summary of children's legal protection against climate change in the Southeast Asia region in line with Target 13.3 of the SDG 2030
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<td><strong>Article 35</strong> The right to development is an inalienable human right by virtue of which every human person and the peoples of ASEAN are entitled to participate in, contribute to, enjoy and benefit equitably and sustainably from economic, social, cultural and political development. The right to development should be fulfilled so as to meet equitably the developmental and environmental needs of present and future generations. While development facilitates and is necessary for the enjoyment of all human rights, the lack of development may not be invoked to justify the violations of internationally recognised human rights.”</td>
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| **Ha Noi Declaration on the Enhancement of Welfare and Development of ASEAN Women and Children** |
| **Article 5** To encourage and facilitate related studies, evaluations and proposals to reduce the negative impacts of economic and environmental changes, including climate change, on women and children;” |

| **Article 11** To strengthen family resilience – as the basic units of society – and the capacity of families in meeting new challenges arising from rapid social economic and environmental/climate changes through the establishment of an ASEAN network for family development and by engaging organisations working on issues of families, women and children;” |

| **ASEAN Declaration on the Rights of Children in the Context of Migration** |
| **Preamble** “Noting with deep concern the millions of children worldwide who are displaced from their homes, including by conflict, poverty, disaster, climate change, and environmental degradation, experience exploitation, deprivation and discrimination on their journeys within and across borders, and acknowledging the need for mechanisms to ensure the protection of their rights and access to services in all regions of the world, including the ASEAN region…” |

| **Article 7** Resolve to provide access to basic services such as health, a clean and safe environment, and psychosocial support services for children in the context of migration; |

| **The World Declaration on the Survival, Protection and Development of Children 1990** |
| **Article 5** - The challenge Each day, millions of children suffer from the scourges of poverty and economic crisis - from hunger and homelessness, from epidemics and illiteracy, from degradation of the environment. They suffer from the grave effects of the problems of external |

| | **It encourages, among others, research works on environmental problems such as climate change and its relation with children.** |
| **It highlighted that environmental degradation is one of the challenges that need to be faced in many developing countries, particularly the least developed ones. Hence, the declaration highlights the commitment to work for standard measures to protect the environment so that children can** |
**indebtedness and also from the lack of sustained and sustainable growth in many developing countries, particularly the least developed ones.”**

*Article 9 - The opportunity*
Recent improvements in the international political climate can facilitate this task. Through international cooperation and solidarity it should now be possible to achieve concrete results in many fields - to revitalize economic growth and development, to protect the environment, to prevent the spread of fatal and crippling diseases and to achieve greater social and economic justice. The current moves towards disarmament also mean that significant resources could be released for purposes other than military ones. Improving the well-being of children must be a very high priority when these resources are reallocated.

**Article 20 (9) - The commitment**
We will work for common measures for the protection on the environment, at all levels, so that all children can enjoy a safer and healthier future.

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<tr>
<th>The Declaration &quot;A World Fit for Children&quot; 2002 (reaffirmed in 2007)</th>
<th>Article 7 (4) and (10)</th>
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<td>The Declaration was also extended and adopted on 2017 (Document No: A/RES/62/88).</td>
<td>(4) Care for every child. Children must get the best possible start in life. Their survival, protection, growth and development in good health and with proper nutrition is the essential foundation of human development. We will make concerted efforts to fight infectious diseases, tackle major causes of malnutrition and nurture children in a safe environment that enables them to be physically healthy, mentally alert, emotionally secure, socially competent and able to learn.”</td>
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<td>(10) Protect the Earth for children. We must safeguard our natural environment, with its diversity of life, its beauty and its resources, all of which enhance the quality of life, for present and future 17 generations. We will give every assistance to protect children and minimize the impact of natural disasters and environmental degradation on them.”</td>
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Plan of Action 2002 - A world fit for children is one in which all children get the best possible start in life and have access to a quality basic education, including primary education that is compulsory and available free to all...ample opportunity to develop their individual capacities in a safe and supportive environment. We will promote the physical, psychological, spiritual, social, emotional, cognitive and cultural development of children as a matter of national and global priorities. A number of

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The United Nations General Assembly first adopted the Declaration on 10th May 2022 at the 27th Special Session.

The Declaration was then extended, whereby the United Nations General Assembly adopted it on 13th December 2007 United Nations General Assembly (Document No: A/RES/62/88).

The Declaration describes countries' commitment to creating a sustainable world for children and rights to development. All children must be given equal opportunity to maximize their potential in every aspect to advance their quality of life. Hence, it is significant for children to have a healthy body and live in a safe, resourceful environment.

In addition, one of the Declaration's objectives is to protect the Earth for children and minimize the impact of environmental degradation on them. It adopts a few objectives: creating more educational opportunities, eradicating poverty, making more medicines available for children, and drafting more laws, policies, and
environmental problems and trends, such as global warming, ozone layer depletion, air pollution, hazardous wastes, exposure to hazardous chemicals and pesticides, inadequate sanitation, poor hygiene, unsafe drinking water and food and inadequate housing, need to be addressed to ensure the health and well-being of children...take measures to manage our natural resources and protect and conserve our environment in a sustainable manner...bearing in mind principles,...in view of different contributions to global and environmental degradation, States have common but differentiated responsibilities. We will help to educate all children and adults to respect the natural environment for their health and well-being.

In order to implement the present Plan of Action, we will strengthen our partnership with the following actors, who have unique contributions to make, and encourage the use of all avenues for participation to advance our common cause — the well-being of children and the promotion and protection of their rights: ...

(1) Children, including adolescents, must be enabled to exercise their right to express their views freely, according to their evolving capacity, and build self-esteem, acquire knowledge and skills, such as those for conflict resolution, decision-making and communication, to meet the challenges of life. The right of children, including adolescents, to express themselves freely must be respected and promoted and their views taken into account in all matters affecting them, the views of the child being given due weight in accordance with the age and maturity of the child. The energy and creativity of children and young people must be nurtured so that they can actively take part in shaping their environment, their societies and the world they will inherit. Disadvantaged and marginalized children, including adolescents in particular, need special attention and support to access essential services, build self-esteem, and to prepare them to take responsibility for their own lives. We will strive to develop and implement programmes to promote meaningful participation by children, including adolescents, in decision-making processes, families, and schools, and at the local and national levels. Develop legislation policies and programs, as appropriate, at the national level and enhance international cooperation to prevent, inter alia, the exposure of children to harmful environmental contaminants in the air, water, soil and food. Enhancing partnerships with business, trade unions and civil society at the national level in support of the goals of the Plan of Action. We urge the private sector to assess the impact of its policies and practices on children and to make the benefits of research and development in science, medical technology, health, food fortification, environmental protection, education and mass communication plans to protect children from violence, abuse, and exploitation. Besides advanced international cooperation and broader and more focused global, regional, and national partnerships, the affirmation also includes children's active roles and participation rights.
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<th>Title</th>
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<th>Description</th>
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<td>A resolution on human rights and climate change (Resolution 32/33)</td>
<td>-</td>
<td>The Human Rights Council adopted a resolution on human rights and climate change (Resolution 32/33) in July 2016. Through this resolution, the Council urged Parties to integrate human rights in climate change mitigation and adaptation and called for a panel discussion on the adverse impact of climate change on the child's rights to a safe, clean, healthy, and sustainable environment. As a result, an analytical study was conducted to analyze the relationship between climate change and the full and effective enjoyment of the child's rights.</td>
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<tr>
<td>A study - `Climate change and the full and effective enjoyment of the rights of the child, (A/HRC/35/13)</td>
<td>-</td>
<td>Climate change disproportionately impacts children due to their unique metabolism, physiology, and developmental needs. Henceforth, the study points out the States' responsibilities under the CRC and the Paris Agreement to protect the rights and best interests of the child from the actual and foreseeable adverse effects of climate change. Breach of these obligations is considered a violation of human rights. Therefore, States are suggested to take a few actions, including empowering children with issues related to climate change, the environment, and disaster risk reduction through educational and consultative policies. Besides that, children must be included in climate policymaking.</td>
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<tr>
<td>Report by United Nations Special</td>
<td>-</td>
<td>In 2012, the Human Rights Council established the mandate for the Independent Expert on human rights and the</td>
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Mr. John Knox served as the first United Nations Special Rapporteur on Human Rights, focusing on the enjoyment of a safe, clean, healthy, and sustainable environment. The mandate was later extended, and Mr. David R. Boyd was appointed as the Special Rapporteur for six years. The report submitted by Mr. Boyd to the Human Rights Council highlighted several key issues.

i. the effects of environmental harm on the rights of children;

ii. the human rights obligations related to the protection of children from environmental harm; and

iii. made a series of recommendations on ensuring children's rights to a healthy environment (most of which are directed to States).

| A resolution on realizing the rights of the child through a healthy environment (A/HRC/RES/45/30) on the 7th of October 2020. | - | The World must create a suitable medium for children to participate in the decision-making process, significantly if it will affect their future, including but not limited to environmental protection, such as climate change-related curricula at all levels of primary and secondary education. In addition, the States also must respect, protect and fulfill human rights, including addressing issues related to environmental harm like climate change, child rights, additional measures for vulnerable groups, and many others. States must fulfill their obligations and commitments under international and national law. |

| A report titled: "A Call to Action for Human Rights" | - | The pursuit includes conserving biological diversity, sustainably using its components, and ensuring fair and equitable sharing of benefits from genetic resources utilization, considering rights over resources, technologies, and funding. |

| The Convention on Biological Diversity | - | The application of precautionary and intergenerational equity principles is essential in mitigating and adapting to climate change, preventing environmental degradation, and |

<p>| The United Nations Framework | - |  |</p>
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<th>Convention on Climate</th>
<th>addressing their impacts on children’s health and safety, both now and in the future.</th>
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<td>The Declaration on the Commitments for Children in ASEAN 2001</td>
<td>-</td>
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<td>The primary function is to protect children from all forms of violence and abuse in schools and communities and equally commit to protecting those who defend their rights to a safe, clean, healthy, and sustainable environment.</td>
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Source: Prepared by the authors.
4.2 POLICY GUIDANCE

In the Southeast Asia region, there has been policy guidance for implementing the Principles for Children's Right to a safe, clean, healthy, and sustainable environment in various roles, including the states, businesses, children, civil society, and media. The guidance for states regarding rights to environmental education includes: (i) mandating environmental and climate education for all students, including early childhood education, through new laws or amendments; (ii) ensuring sufficient public investment in environmental education; (iii) incorporating outdoor activities and skills in the curriculum to enhance environmental learning and climate response abilities; (iv) integrating both online and offline education methods in environmental teaching; (v) monitoring climate and environmental threats to children and assessing policy effectiveness on their health and well-being; (vi) providing support and assistance to children affected by environmental harm through various sectors and professionals, including child protection networks; and (vii) implementing transboundary accountability mechanisms to protect children from the consequences of cross-border environmental harm. States must integrate these principles into their national education strategies for effective policy guidance (Kampan & Tanielian, 2014).


The guidance policy for children emphasizes a few methods to understand better the environment and their rights to a healthy atmosphere. For instance, they can consult
with their friends, parents, or other adults about the environment, spend more time outdoors, find possible ways to protect the environment and channel their complaints to available support groups. Furthermore, they can also get involved in regional and international campaigns and groups such as Children's Environmental Rights Initiative (CERI), ASEAN Youth Organization, United Nations Major Group on Children & Youth, Asia Pacific Regional Youth Caucus, United Nations Environment Programme Major Group on Children and Youth and many others. In addition, under the auspices of ASEAN cooperation on the environment, ASEAN Member States have taken concrete measures to include children in regional environmental initiatives and to empower them to care for the environment. In order to institutionalize ASEAN's commitment to environmental education and public participation, the ASEAN Working Group on Environmental Education (AWGEE) was established in 2008. AWGEE has developed the ASEAN Guidelines on Eco-Schools, which establish regional benchmarks for environmentally responsible school models. (Theda & Saputro, 2022).

Civil society plays a vital role in safeguarding children from environmental risks. This includes four key approaches: (i) facilitating children's participation in decision-making on environmental issues, allowing them to share their experiences and expertise; (ii) providing safe spaces for children and youth to create movements and support each other in advocating for their rights to a safe and sustainable environment; (iii) monitoring curriculum development to ensure adequate inclusion of environmental education; and (iv) volunteering to create and implement additional environmental education programs for out-of-school children in schools and communities (Kampan & Tanielian, 2014).

The media plays crucial roles in educating children in various ways. Firstly, by regularly publishing child-sensitive and accurate information about the environment and children's rights to a healthy environment. Secondly, producing protective and ethical reporting benchmarks for children who have experienced environmental harm and working to safeguard their rights. Additionally, the media can amplify children's voices and efforts to defend their environmental rights. They are responsible for investigating and accurately reporting events that violate children's rights, supporting advocacy for remedies. By promoting awareness of children's rights to a healthy environment, sustainable choices, and alternatives, the media indirectly encourages their adoption by individuals and society. Lastly, collaboration between media and educators can facilitate science-based environmental education, enhancing society's knowledge and pursuit of
sustainability (Ratna Juwita, 2020). The ASEAN member states have their own environmental education and engagement programs for children. As articulated in the CRC, the ASEAN Declaration on the Rights of Children in the Context of Migration, and the Joint Statement on Reaffirming Commitment to Advance the Rights of the Child in ASEAN, these actions demonstrate a strong commitment to assuring children's inclusion.

5 RECOMMENDATIONS

Climate change is a global crisis that impacts all humankind, including children. There are various negative impacts from a health, social, economic, and environmental point of view. Furthermore, the situation has a more crucial impact as it hinders children's development rights implementation. If this situation continues, the young generation will not have a bright chance to enjoy their lives well if the issue of climate change is not adequately addressed. The situation will become even more acute to the point that it may result in severe damage to human health or involve the loss of life. Therefore, in looking for a solution to this critical issue, the United Nations has already developed another sustainable development plan known as SDG 2030. The plan that started in 2015 continues the sustainability plan that started 28 years ago, namely the Brundtland Report 1987.

According to Goal 13, SDG 2030, all countries must address climate change issues. Target 13.3 intends to enhance education, awareness-raising, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning. Among other things, the focus on learning about climate change involves the role of children in fighting the adverse effects of the phenomenon. Besides that, it encourages children to practice their participation rights by acquiring substantive knowledge and related skills before expressing their opinions and needs. It also supports implementing children's education rights to prepare them in their earlier years to succeed in the sustainability plan for an extended period. In addition, children must develop an understanding of issues that arise, the elements that can influence their lives, and the social and cultural values that may prevent or facilitate their involvement as agents of change. The children must be equipped with essential knowledge and skills before actively materializing the SDG 2030 plan. Hence, the SDG plan requires the world to provide access to inclusive and equitable quality education for children at all levels, including early childhood (Strelnikova et al., 2023).
Other than that, a nurturing environment is necessary to ensure all children realize their rights and potential in life. In order to achieve this in the Southeast Asia region, it is necessary to implement the environmental education plans developed by ASEAN such as the AWGEE. ASEAN and its Member States should focus more on eco-school programs and environmental education with children in order to determine the effectiveness of environmental education. By taking these measures, ASEAN may help children become active, environmentally conscious citizens. Besides that, it is coherent to establish an ASEAN framework with common standards and guidance for children's environmental health rights, with the participation of children's and youth's organizations in ASEAN Member States, to identify, implement, and monitor common and transboundary issues and measures. ASEAN can also include environmental rights for children on the agendas of its regional meetings and summits to assure their commitments in this area.

6 CONCLUSION

The study has already listed and analysed the protection of children's rights to protection from climate-related hazards in the Southeast Asia region in more depth. Based on the international conventions, declarations, resolutions, and policy guidance, it can be concluded that the available legal protections align with Target 13.3 of SDG 2030, which aims to improve education, awareness-raising, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning as methods to combat climate change and its impacts. All listed provisions encourage early education related to climate change to be introduced to children and will increase early awareness among the younger generation about the issues that plague the world today. Through this awareness, children are expected to continue their efforts to preserve the earth, as the climate change phenomenon can affect children's social status, safety, and health conditions. It will then stunt their life potential, violating their development rights as a whole. Such continuous efforts are essential to guaranteeing children's rights and allowing all human groups to live in a safer and more comfortable situation. Even though the legal mechanism mentioned is considered adequate at the moment, it requires effective execution at both international and national levels to materialise Target 13.3. Children require sufficient knowledge of climate change to ensure they succeed in their new tasks and roles as agents of change. Eventually, the article suggests that every nation venture into every step, action, and measure to protect and equip youngsters for combating the
climate change crises by boosting awareness, securing possibilities, and fulfilling the targets outlined in the SDGs 2030.
REFERENCES


Convention on the Rights of the Child


