**General Comment no.26**

**Children and Young People 2nd Consultation in Chiang Mai, Thailand.**

**Part 1: Participants’ Information**

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| Date | 21 - 22 January 2023 |
| Location (town/city/region/country) | Chiang Mai Province, Northern Thailand |
| Description of participating children (school group, community group, climate activists etc.) | - Youths from Indigenous Youth Network (TKN) and Child Rights Youth Activists Network (CRYA) from Om-koi and Fang Districts of Chiang Mai, and Pangmapah district of Maehongson, upper northern region of Thailand. All participants are ethnic, indigenous, and migrant children who have wide range of experiences conducting campaign activities claiming for their rights to live in healthy environment. |
| Number of participating children | 17 persons |
| Age (please state the number of children by each age) | 12 = 4 persons, 13 = 1 person, 14 = 3 persons, 15 = 1 person, 16 = 4 persons,  17 = 4 persons |
| Breakdown of gender (please state the number of children by gender) | Girl: 10 persons  Boy: 7 persons  Other: \_  I don’t want to say |
| Disability / medical condition | None |
| Participating children’s environment (urban, rural, other) | Remote, high hills areas |
| Facilitators’ names, organization and contact details | Facilitators:  1.Mr. Thanandon Na Chiangmai 2.Ms. Sukontikar Jinapengkas  The Life Skills Development foundation (TLSDF) [tlsdfrd2021@gmail.com](mailto:tlsdfrd2021@gmail.com), [kkcmdoou@gmail.com](mailto:kkcmdoou@gmail.com), [noomlife@gmail.com](mailto:noomlife@gmail.com) |

**Part 2: Recording children’s views**

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| **ACTIVITY 1** |
| **1.1 What do you think about what your government is doing (or not doing) to protect the environment, slow down climate change, and help your country adapt to the current and future impacts of climate change?**  - Waste problem: Non-hygienic waste disposal and waste disposal by burning that caused bad smelling and air pollution (not doing in the right way to protect environment – causing global warming).  - Water problem: Lack of water facility. Non-clean and contaminated water. Sometimes water is cut due to the leaf and stick scraps are blocking water pipes (from the stream).  - Air pollution from agricultural chemicals use at orange orchards: The youths used to raise a problem of environmental hazard from chemical use and community people also agreed with them (that they faced that problem). But there was no action by government sectors to manage and solve problem of the toxins from those orchards (Fang District). |
| **1.2 What kinds of things should governments and businesses think about when considering the impact their plans and decisions will have on children’s right to enjoy a healthy environment?**  - Waste problem: Schools should launch a campaign of garbage sorting at schools by letting students to run such campaign. Also, local governments should manage to have garbage trucks to pick up the waste around villages at least once a week. (Local) Governments should build a landfill in community to stop air pollution (from waste burning).  - Water problem: Community leaders should manage to get cooperation from community people to clean leaves and sticks that block water pipes then water will flow regularly. Use clean fabric to filter water every time before using. (Local) Government should build water tanks for community in order to have enough water facility for consumption.  - Drought and Flood problem: Local organizations should provide bigger water pipes to let water flow easily.  - Air pollution problem: They, community leaders and local authorities should educate about chemicals use for orange orchard owners and community people in order to reduce pollution. Reduce garbage burning e.g. tree leaves and branches. Reduce vehicle use to reduce combustion (of fossil fuel). Community leaders should lead villagers to make firebreaks to prevent forest fire.  - They, government should take actions and run businesses by considering the impacts air pollution hampering to community people. |
| **1.3 When governments or businesses do not respect their responsibilities, what do you think they should be made to do?**  - Waste problem: Government organizations should manage to have a campaign to educate about waste management and increase number of garbage trucks (to suit the amount of waste).  - Water problem: We want the relevant organizations to support with water-well building or purchase water tanks for emergency use.  - Community people should realize the local problems that are not solved yet. Then propose such problems to government organizations and businesses to clarify about the happening impacts.  - Inform community leaders that they should not ignore those problems.  - Submit the request to related organizations or have a public opinions in community then submit the offers to related organizations. |
| **ACTIVITY 2** |
| **2.1 What challenges do children face with finding information and learning about the environment and climate change?**  - Have a difficult time to reach the information on internet while searching and doing research. In some areas where the youth leaders are living still have no internet signal or internet signal is weak. So the internet speed is not stable, and the signal is on and off so often. Also, there is a usual problem of brownout.  - There are different dialects to communicate with ethnic and indigenous peoples in these communities. So it is difficult to communicate with each other.  - Community people should be educated and understood about climate change such as why heavy rain during summer, and what causes of all-the-time climate change are.  We want the relevant organizations to give information to community people. So they will have better understanding about those issues. |
| **2.2 What are (or could be) the best ways for children to find information about:**  **A. their rights**  - Search for information on internet and look through different media (primary sources).  - Have the educational training for youths and community people.  - Ask for information from the (children) rights experts.  **B. the impact of environmental damage and climate change on their lives and communities**  - Participate in relevant activities e.g. educational trainings, activity camps.  - Some communities get the direct impacts so they could see effects of environmental problems in their community such as bad smelling of garbage and smoke from waste burning that irritates the eyes.  **C. government and businesses’ responsibilities to protect children’s rights to a healthy environment**  - Have the field site visits to ask for information from children, youths, and local people.  - Government should advise and support with various (environmental) knowledge, and try to solve environmental problems by not letting the same problems happen again and again.  - Village heads invite villagers to clean up the water pipes (water facility problems).  - Sub-district Administration Organizations have garbage trucks to pick up waste for once a week.  **D. how to get help if their rights are not being respected**  - Complain to Child Rights relevant organizations to solve or have policy to protect and prevent the Child Rights.  - Ask for help from the mentioned organizations by having campaign and making complaints. If it does not work, we will go for the next level of action e.g. protesting and proposing complaints in order to get our rights back that had been ignored by having the responsible organizations to compensate us.  - Make complaints to government organizations, especial local government organizations. Ask them to help and solve problems with more effective ways and get solutions direct to the point. |
| **2.3 What do you think children should learn in school about the environment and climate change and how should this be taught?**  - Garbage sorting: Through operational learning organized by lecturers and teachers, or learn through campaigns and activities.  - Global warming: Learn through campaigns, activities and Public Relations. Provide programs about global warming for students during school class. There is Ethic class activity on every Friday evening at some schools.  - Smoke and haze problems: Learn through experiment and demonstration to see the impacts toward community environment. This method is to find out the best way to make us able to reach into such information and knowledge. |
| **ACTIVITY 3** |
| **3.1 How can (or could) children share their views and ideas when governments and businesses are making plans and decisions that impact the environment and/or climate change?**  Share ideas and views:  - Brainstorm youth ideas and do a project to make posters in order to give information to adults through the community monthly meeting such as to emphasize on reuse and reduce plastic bags usage, and garbage sorting before disposal.  - For problems of dirty water and lack of water facility for consumption due to the scraps blocking water pipes and making the water not clean enough for usage, we had proposed an idea to have water filter in household to make water more clean.  - For clean air and air pollution issues, we should review and begin (to solve problem and have clean air) from our side before asking for help from government sectors such as reducing field crops burning.  - Participate in different community activities to express our opinions, ideas, and take actions (in possible way) in relevant to occurred problems such as water and waste problems.  - Gather youth group to propose to community leaders to launch a campaign of forest tree planting, and raise awareness of No Deforestation to prevent flood (and water facility shortage).  \* Message from youths to adults and everyone:  **“Nature can give you love. At the same time, Nature can harm you if you do not love and take care of it”.**  Use ideas and views to design campaigns:  **- A campaign (once a month) to pick up and dispose garbage at the right places together in order to keep the community clean. This can help to reduce global warming also. Prepare waste disposal spots, and increase number of waste bins throughout community**  **- A campaign of “Say No to Plastic Bag” in community.**  **- A campaign to stop garbage burning to reduce pollution, store waste at the right places for better living condition of community people.**  **- Making signs with message of “No Deforestation”. If possible, make it as a community rule and there will be a punishment if people violate this rule.**  **- A campaign to solve problem of logged water and grass covered areas as they are the mosquito breeding places.**  **- A campaign of “No Forest and No Garbage Burning” because these will cause pollutions and global warming.**  **- A campaign of becoming the volunteer to pick up garbage in the village.**  **- A campaign to solve problem of mosquito larva which causes malaria by planning together with adults.** |
| **3.2 How can (or could) children be involved in reviewing government and businesses’ decisions which impact the environment and/or climate change?**  - Ask for cooperation from community leaders to have voice over announcement in order to make villagers keep the villages clean. Suggest to have volunteers to monitor, take care, and manage the waste.  - Propose to Sub-district Administration Organizations to have garbage trucks to pick up waste in the villages (some villages do not have this service).  - Suggest an idea to have campaign of waste management at school.  -Join with several organizations to be part of planting trees in the forest and no deforestation campaign.  - Join a meeting with community people to suggest ideas to have water filter, and to present the water facility problems to community people.  - Propose to village heads to make plan to take care and maintain water pipes and water storage tanks. |
| **3.3 What do governments need to do to keep children safe and well when they are expressing their views, standing up for their rights, or taking action?**  - Listen to children’s opinions then make plans to solve problems related to environment and climate conditions for the bright world of everyone!  - Encourage community people to participate in trees planting in the forest (let them select kinds of tree, and planting locations) through a campaign of gaining more “Green Space”.  - They should pay more attention to the mosquito breeding places, and educate people about the breeding place elimination or using mosquito elimination herbs.  - Government should have the space for children to express their opinions in regard to such problems. They should also inspect the environmental problems and situations of children who live in remote areas e.g. their living conditions and demands in those areas.  - Leader of each community should participate in waste reduction campaign and have proper waste disposal spots throughout the community.  - Government should participate in forest tree planting by supporting community people with seeding, and inviting them to plant more trees.  - Schools should listen to children’s opinions, and take those opinions to implement along with community to prevent flood problem causing by deforestation in the community. |