



PROMOTING GREATER CAPACITY,  
SELF-CONFIDENCE AND HOPE FOR  
THE PRESENT AND THE FUTURE

#MYCHOICE  
#MYACTION  
#MYFUTURE

# FutureLife-Now!

Child and youth agency framework Webinar:  
Webinar: 23 June 2022  
Patricia Martin





# Act Now!

On the CSTL mandate to strengthen education systems to build human capital for sustainable development by enriching the curriculum for agency

# How to enrich curriculum for agency to address climate change, using the CYAF?

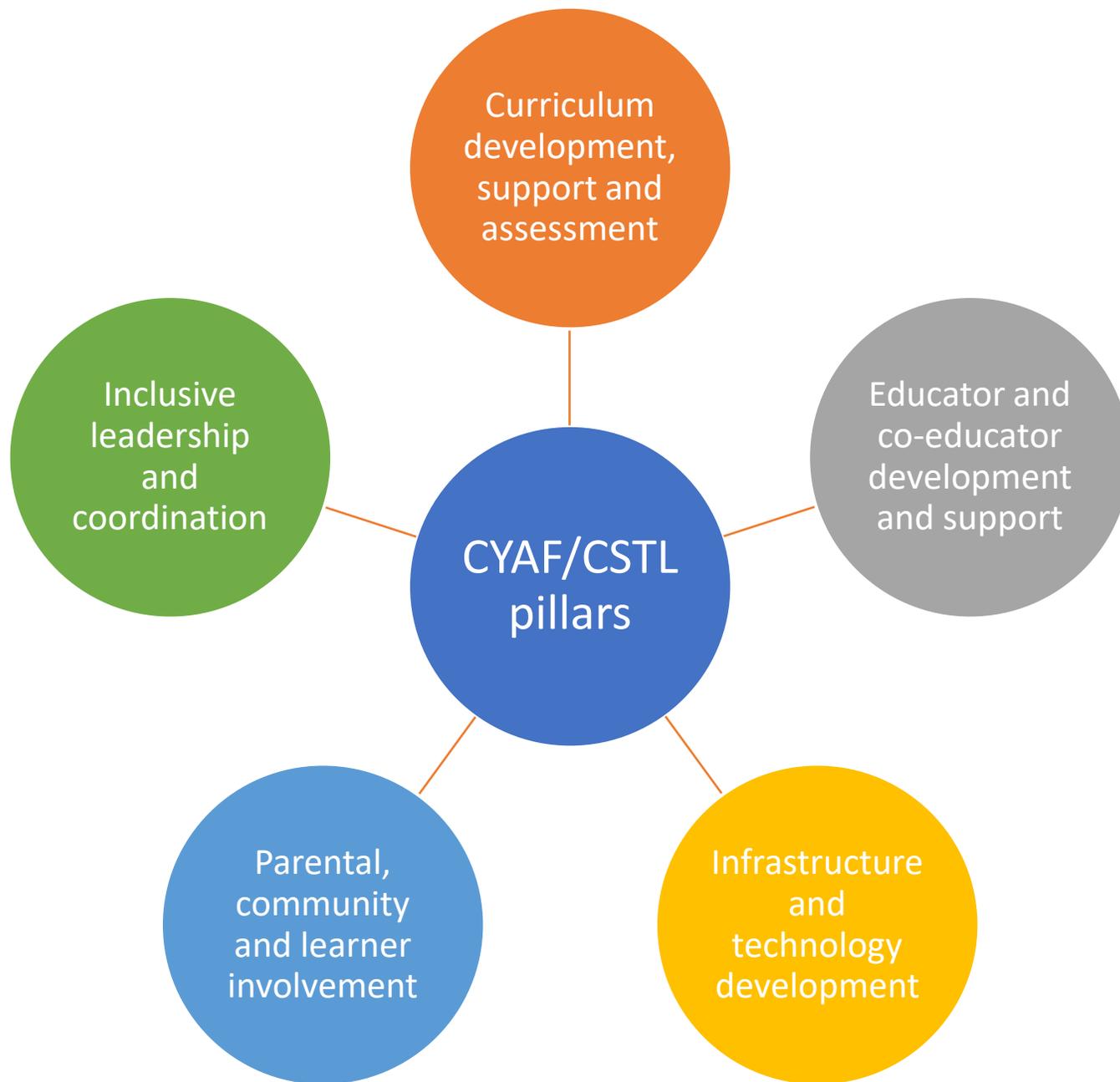
Map out possible opportunities to exercise agency to address climate change at a local, community, national, regional and global level

- Now
- In the future

Refocus: Support provision of results-focused education

Design of the curriculum to prepare the learner to make informed, constructive and responsible use of the opportunity

Across the CYAF pillars – to establish the school as a hub of an educational eco-system – to Act Now using critical climate change opportunities



United Nations  
Committee on the  
Rights the Child  
development of

**Draft general  
comment No. 26 on  
children's rights and  
the environment  
with a special focus  
on climate change**

A current critical  
opportunity to act

# What is this process and why are we targeting it?

Committee regularly meets with children, and they raise climate change issues

Recognised that global and national response will fall short if responsibilities are not implemented with full knowledge and to advance children's risks and rights

The Committee resolved to prepare its next General Comment 26 on "Children's rights and the environment with a special focus on climate change".

Through a deliberate and sustained children's participatory process

General  
Comment  
26 will be  
CO-  
developed  
with  
children

The Committee has developed an ongoing consultative process to co-develop a responsive General Comment No 26

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Between now and 2023 – when it is expected to be completed

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A concept note has been developed by the committee

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It can be viewed here:

<https://www.ohchr.org/en/treaty-bodies/crc/concept-note-general-comment-childrens-rights-and-environment-special-focus-climate-change>

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Provides the reason and proposed structure of the GC



# Purpose of the GC

To ensure state action to address climate change  
through a child-rights lens

Ensure government adopt a child rights-based approach to addressing the environmental and climate crisis.

Provide authoritative guidance to State Parties on the legal, administrative, programme development, budgeting and monitoring steps is must take

To address environmental issues and climate change within a child rights approach

Prescribes that governments address climate change through a child rights governance process

A process of governance – that is making laws, decisions, allocating budgets, monitoring and reporting – that takes into account the rights of children at every step and makes decisions that will advance these rights

Once developed, governments must fulfil the stated implementation measures and outcomes

And are accountable for the results, and must report against them when they submit their periodic reports on implementation of the CRC to the UN

# The consultation process

From December 2021 – 2023

A series of offline and online consultations and workshops With children and young people, to inform content and shape the draft of the General Comment

To enable children to co-create the legal and accountability framework for governments, businesses, communities and schools to address climate change through a child rights governance approach

# What will the process look like?

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- **2 online consultations:**

- Children's questionnaire on a broad set of topics on children's rights and the environment that will inform the creation of the General Comment first draft.
- The second will request feedback on the first draft of the General Comment.

- **Thematic workshops:** To discuss specific topics to inform the content of the first draft of the General Comment. Including intergenerational equity, the right to a healthy environment and climate change.

- **Regional workshops:** Once the first draft of the General Comment is developed workshops will be held in each region to provide region specific feedback.

# Timeline

## 1. ONLINE CONSULTATION

- **31 March 2022 – 30 June 2022:** Children and Young People complete an online questionnaire
- Every child can complete it online at: <https://childrightsenvironment.org/get-involved/>
- **By 30 June 2022**

## 2. CONSULTATIONS ON DRAFT 1

- Online consultations and regional workshops will seek your comments on the draft 1

## 3. LAUNCH

- **2023:** General Comment No. 26 Launch

# Critical opportunity to Act Now!

To develop agency to address climate change – now and in the future

If learners understand and are equipped to participate, they will know about the UN and its processes, and know how to use these for addressing all development issues

Will contribute to wider education for agency

And will enable a working knowledge and the capacity for action to address climate change in their own countries

- Now as children and youth
- As future leaders, businesspeople, educators and development practitioners

UN process should be  
built into curriculum to  
develop agency



**We are asking all Member States to fulfil their mandate**

**Universalise CSTL schools to provide inclusive education for agency**

**By integrating this and other opportunities into their teaching and learning to enrich their curriculum for agency**

# By actioning the CYAF pillars

- Support your schools to know and act on the CSTL and CYAFs
- Ensure schools have support of ministries
- To establish schools as the hubs of an educational eco-system to prepare learners to use this opportunity
- By taking the following steps
- With the support of the MiET team
- And UN publications
  - Sign up for their newsletter here:  
<https://childrightsenvironment.org/consultation/>



# Establish inclusive leadership and coordination structures



Identify, strengthen and  
mandate existing structures

To include learners  
To oversee the review,  
implementation and monitoring of  
the curriculum enrichment



Identify co-educators and beneficiaries



Bring them together for a briefing



Secure commitments



Establish MOUs / Terms of reference



Develop an implementation plan



A monitoring and assessment framework



Implement, monitor, report



# Curriculum review and enrichment

Across the 3 pillars  
of education for  
agency

Identify what information is required and plan to provide it

What is the impact of climate change on rights and development

Key concepts: intergenerational inequality, vulnerable groups, implementation

What is the UN

What is a General Comment

What is treaty ratification and what duties does it create

What is child rights governance

What are governance processes

What is the national law-making process

What are children's rights to participate – nationally and globally

What are the UN processes available for advocacy and change and how to use them

# What capacities, competencies and skills required to participate throughout and plan to develop them

Research skills

Developing evidence-based submissions

Use of the media and technology for change

Advocacy skills to exercise civil and political rights responsibly

Communications for change

Self-confidence

Oral presentation skills

Writing skills

Map out the opportunities to participate

Identify and keep abreast of the entry points

Support learners (and co-educators) to participate at all entry points

# Develop an assessment framework

Make

Development of  
agency a measurable  
outcome of the  
curriculum

Identify

Assessment criteria  
and procedures

- Includes participation in  
the process as an  
examinable result

Assess, record  
and report

On progress

# Identify and support capacity of co-educators

## Not just responsibility of teachers

- Parents
- Peers
- Development partners
- NGOs
- Government role players

## Bring them together as co-educators with agreed responsibilities and implementation plan for co-education

- In person
- Online
- Via publications

## Develop capacity (with support of MiET)

- Lesson plans
- Use of technology
- Etc.
- Communities of practice

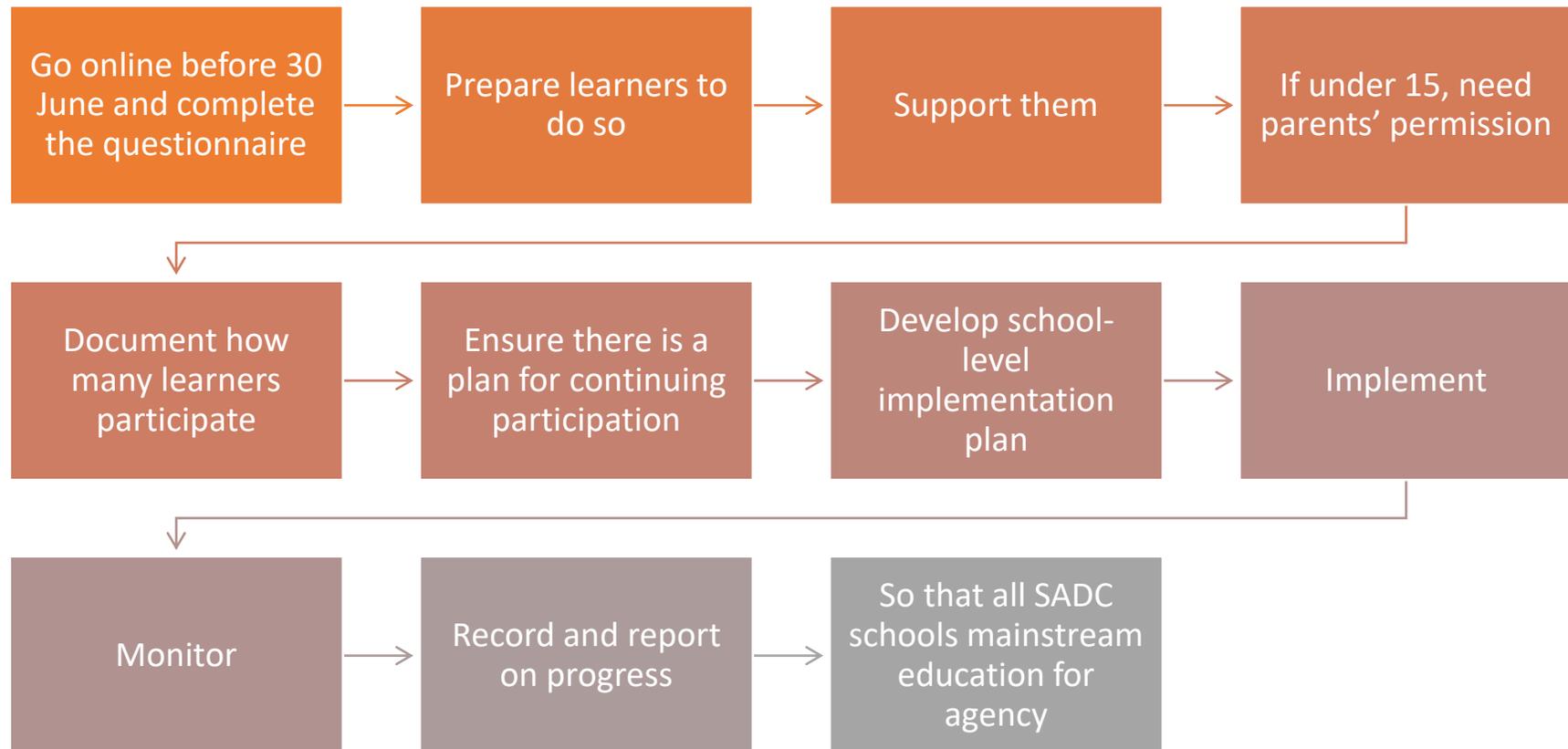


# Learning and teaching materials and technology

- Develop a portfolio of teaching and learning materials
  - UN comics
  - Newsletters
  - Fact sheets
  - Etc.
- Make these accessible via different platforms
  - Online
  - Radio
  - Etc.
- Make technology available for access to processes

# Mobilise schools and learners to Act now!

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# Thank you

## How to find out more

For more information about the FutureLife-Now!  
Programme or to contact one of our In-Country  
Coordinators, email [bashni@miet.co.za](mailto:bashni@miet.co.za)

[www.mietafrica.com](http://www.mietafrica.com)  
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