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
Curriculum development, support and assessment

Educator and co-educator development and support

Inclusive leadership and coordination

Parental, community and learner involvement

Infrastructure and technology development

CYAF/CSTL pillars
A current critical opportunity to act

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

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

A concept note has been developed by the committee


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 lense
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?

• **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.
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/](https://childrightsenvironment.org/consultation/)
Establish inclusive leadership and coordination structures

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<tr>
<th>Task</th>
<th>Description</th>
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<td>Identify, strengthen and mandate existing structures</td>
<td>To include learners To oversee the review, implementation and monitoring of the curriculum enrichment</td>
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<td>Identify co-educators and beneficiaries</td>
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<td>Bring them together for a briefing</td>
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<td>Secure commitments</td>
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<td>Establish MOUs / Terms of reference</td>
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<td>Develop an implementation plan</td>
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<td>A monitoring and assessment framework</td>
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<td>Implement, monitor, report</td>
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Curriculum review and enrichment
Across the 3 pillars of education for agency
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<th>Identify what information is required and plan to provide it</th>
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<td>What is the impact of climate change on rights and development</td>
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<td>Key concepts: intergenerational inequality, vulnerable groups, implementation</td>
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<td>What is the UN</td>
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<td>What is a General Comment</td>
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<td>What is treaty ratification and what duties does it create</td>
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<td>What is child rights governance</td>
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<td>What are governance processes</td>
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<td>What is the national law-making process</td>
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<td>What are children’s rights to participate – nationally and globally</td>
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<td>What are the UN processes available for advocacy and change and how to use them</td>
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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!

Go online before 30 June and complete the questionnaire ➔ Prepare learners to do so ➔ Support them ➔ If under 15, need parents’ permission

Document how many learners participate ➔ Ensure there is a plan for continuing participation ➔ Develop school-level implementation plan ➔ Implement

Monitor ➔ Record and report on progress ➔ So that all SADC schools mainstream education for agency

Ensure there is a plan for continuing participation ➔ Develop school-level implementation plan ➔ Implement

So that all SADC schools mainstream education for agency
Thank you