**Comments from:**

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**C. The right to education (arts. 28 and 29 (1) (e))**

33. A rights-based environmental education should be child-centred, child-friendly and empowering9 and pursue the development of the child’s personality, talents and abilities, in line with article 29(1) (a) of the Convention. **Schools should give the opportunity to children to fall in love with the natural world, bond with her, care for her and implement practices that restores life and protects her.** School curricula should be tailored to children’s specific environmental, social, economic, and cultural contexts and promote understanding of the contexts of other children affected by environmental impacts. Curricula should reflect changing environments and new environmental science. Teaching materials should provide accurate, updated and age- and developmentally-appropriate environmental information. All children should be equipped with the skills necessary to face expected environmental challenges in life such as disaster risks, including the ability to critically reflect upon such challenges, solve problems, make well-balanced decisions and assume environmental responsibility in accordance with their evolving capacities.

36. States are obliged to build physically safe, healthy and resilient infrastructure for effective learning. This includes ensuring the availability of walking and biking routes and public transport to school; that schools are located at safe distances from sources of pollution and other environmental hazards, including contaminated sites; **that schools have green within and a special area (open classroom) where children can have direct and regular contact with nature and regenerate life and biodiversity for people and the planet;** and the construction of buildings and classrooms with adequate heating and cooling; access to sufficient, safe, and acceptable drinking water11 and sanitation facilities, especially for girls. Environmentally- friendly school facilities, such as lighting and heating sourced from rooftop photovoltaic systems, can benefit children and ensure compliance by States with their environmental obligations.

**F. The right of indigenous children (art. 30)**

49. Indigenous children are disproportionately affected as a result of environmental degradation, pollution and climate change. States parties should closely consider the impact of environmental harm for the significance of traditional land and the quality of the natural environment while ensuring the right to life, survival and development of indigenous children. States should also undertake measures to engage with indigenous children and their families in responding to climate change by integrating, as appropriate, indigenous cultures and knowledge in mitigation and adaptation measures. **As part of these measures, Mother Earth recognition and inclusion as a teacher should be promoted in indigenous and non-indigenous schools.**

**VI. Climate change
State obligations, implementation and accountability**

**B. Adaptation**

105. Adaptation measures, including disaster risk reduction, preparedness, response and recovery, **and restoration of life and biodiversity in schools** should take into account the views of children. Children should be able to understand the effects of climate actions on their rights,…