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(b) With regard to **education concerning the environment and climate change**:

(i) Knowledge: children and young people are aware of and understand:

- The adverse effects of the triple planetary crisis, comprising the climate emergency, the collapse of biodiversity and pervasive pollution, and other environmental challenges on the enjoyment of human rights;
- The link between the right to a clean, healthy and sustainable environment and other rights, such as the right to life, the right to health, the right to adequate standard of living and the right to education;
- **The impacts of mines on the environment and climate change, as well as on the exercise of human rights by the communities residing in mine-affected ecosystems;**
- That protecting the environment contributes to the fulfilment of human rights, and protecting human rights contributes to safeguarding the environment;
- The increasing interdependence of individuals, communities, societies, countries, natural resources and ecosystems and the resulting impacts;
- The principle of intergenerational equity, justice and solidarity and the interests of future generations whereby while the rights of children and young people who are present on Earth require immediate urgent attention, the children constantly arriving are also entitled to the realization of their human rights to the maximum extent;
- The intersectional and differential effects of environment-related harm on certain groups of children and youth, especially women and girls, those belonging to Indigenous Peoples and minority groups, those with disabilities and those living in disaster-prone or climate-vulnerable environments;
- The link between historical and ongoing patterns of inequity, such as colonialism, with the differing vulnerability of ecosystems and people to climate change.

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41. With regard to **environment and climate change**, a safe, healthy and resilient infrastructure is important to effective learning. This includes ensuring safe travel and transport to school; that schools and alternative learning facilities are located at safe distances from sources of pollution, flooding, landslides and other environmental hazards, including contaminated sites **such as mine- and UXO-polluted territories;** and the construction of buildings and classrooms with adequate heating and cooling and access to sufficient, safe and acceptable drinking water and sanitation facilities. It is also important to ensure, through regular inspections, that the educational infrastructure is safe and resilient enough to withstand disasters and that adequate resources are dedicated to the protection of students and educators from the impacts of climate change and disasters. States should also ensure the right to education in emergencies, including natural disasters and other climate impacts, by putting in place plans and structures for continuity at all levels – from early childhood education through to secondary and tertiary education – and through different phases of an emergency, with particular regard to children and youth in situations of exclusion or vulnerability. Environmentally friendly school facilities, such as those with lighting and heating sourced from renewable energy and edible gardens, can benefit learners.