

**IN THE AFRICAN COURT ON HUMAN AND PEOPLES' RIGHTS  
ARUSHA, UNITED REPUBLIC OF TANZANIA**

**APPLICATION NO.: 001/2025**

In the matter of:

**A REQUEST BY THE PAN AFRICAN LAWYERS UNION FOR AN ADVISORY  
OPINION ON THE OBLIGATIONS OF STATES WITH RESPECT TO THE CLIMATE  
CRISIS**

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**ANNEXURE A**

**Article 12 Policy Working Group Contributions to the African Court's Advisory  
Opinion on State Obligations and the Climate Crisis**

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**9 June 2026**

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## **INTRODUCTION**

1. The Web Rangers Programme was established in 2022 by MMA, and is aimed at promoting online safety, enhancing digital literacy skills, and empowering young people to critically engage with content and identity disinformation. The Article 12 Policy Working Group (“the Article 12”), and initiative within the Web Rangers, is comprised of Web Ranger ambassadors who have been trained in digital literacy and have a special interest in policy work. All Article 12 Group members are children, ranging in age from 13 to 17 years old.
2. This submission was developed by the working with the Article 12 Group. The aim of this submission is to provide this Honourable Court with direct contributions on States obligations in upholding their rights from children themselves, who are most susceptible to the harms associated with the climate crisis and climate disinformation.

## **INPUT ON THE CLIMATE CRISIS**

3. As most African states have limited or no climate disaster management plans, climate disasters leave school-going children stranded and unprepared to deal with its effects on schooling.
4. Children have the right to accurate and reliable climate information. Articles 9 and 17 of the ACHPR<sup>1</sup> guarantees this right and African states must therefore:
  - 4.1. Build climate-resilient infrastructure (including stormwater drains and weather-resistant school structures) to prevent disruptions to children’s education.
  - 4.2. Partner with telecommunications providers to zero-rate credible climate information websites, and work with civil society and businesses to

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<sup>1</sup> African Charter on Human and Peoples Rights, 27 June 1981.

counter to debunk myths, harmful practices, and false narratives circulating on social media related to climate disasters.

- 4.3. Develop and distribute educational materials on climate disasters and resources that will help reduce its impact in communities. These resources must be made available to children in their indigenous languages, so they are easy to understand and share with other community members who have limited literacy levels.
  - 4.4. Invest in information and communication technology (ICT) infrastructures that will enable free & easy access to the internet, connecting schools and communities to early warning systems and climate resources.
5. Additionally, States must disseminate climate information through traditional media to ensure children who live in rural and peri-urban areas also have access to critical climate information.

## **INPUT ON CLIMATE DISINFORMATION**

6. The Internet and social media have become the main source of information for many children across the continent. But due to algorithms and echo chambers and their impact on diversity of information online, most children do not see climate information when browsing online. States must partner with social media companies to ensure that credible climate information sources prioritise content with critical climate information so it ranks higher and appears regularly on children and users feeds or searches.
7. States must also work with credible and reliable institutions in academia, civil society, and the technology sector to moderate climate information online to ensure that it is verifiable and accurate using the resources available to them.
8. Article 17 of the African Charter guarantees children the right to education, however, climate change and climate disaster matters are often difficult for young minds to fully understand.

9. States must therefore develop innovative and child-friendly educational resources such as comic books, animated cartoons, posters and infographics which are easy and fun for children to learn with and understand. Where possible, these must be developed in indigenous languages to protect and promote traditional African values.
  
10. African children have unique cultural values and practices; climate information shared with African children must be mindful of these cultural differences and protect and promote them where they are safe, equitable and beneficial to all members of the community; especially for vulnerable groups such as children and women. As such, States must:
  - 10.1. School curriculums and educational resources in subjects where climate issues are central must be updated to reflect current developments.
  
  - 10.2. States must ensure digital literacy education be compulsory for all children in grades 4 – 9 across the African continent.
  
11. To ensure that all children are included; educational resources for children and people living with disabilities must also be developed to ensure that the rights and needs of every African child are taken into consideration.

## **ADDITIONAL RECOMMENDATIONS**

12. In order to protect and advance the rights articulated in Articles 1,3, 13, 18, and 24 of the African Charter, States must additionally host bi-annual or quarterly community engagements sessions with the elderly community members who are often those responsible for nurturing and developing children in African communities, this will ensure that all members of the community are included in climate education.
  
13. Tech companies must also be responsible in their use of the environment for research and development. Artificial Intelligence companies have been found to

be using excessive water and electricity resources which have a significant negative environmental impact on rural and vulnerable communities.<sup>2</sup>

14. Technology companies and other industries such as mining and agriculture which have a significant carbon footprint must be held accountable by state actors and fined heavily where their businesses are found to be significantly harming the environment – these resources must then be redistributed to affected communities to ensure that they are able to recover or access alternative and safe living conditions.

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<sup>2</sup> Mills “Re-Architecting the AI Server: The Hidden Water Cost of Data Centers (Part II)” *Harvard Science Review* (28 February 2026). (Accessible [here](#).)