

CHILD PARTICIPATION AT THE GLOBAL CAMPUS

Strengthening Child and Youth Leadership Worldwide



Global Campus of Human Rights
Child Leadership Team



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Child Participation at the Global Campus

Editor: GC Children's Rights Department & Manuela Pegoraro
Design and layout: Carlotta Brunetta

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Global Campus of Human Rights
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Foreword

by Jon Warmington-Lundström, Right Livelihood

Youth participation is too often treated as an afterthought—valued in principle, but only when it serves pre-existing agendas or audiences. Youth contributions are frequently tokenised, overlooked or excluded from formal decision-making spaces.

This publication challenges that approach.

Meaningful youth engagement is not optional. It is a fundamental pillar of any inclusive, forward-thinking and effective rights-based response to the crises we face. Young people bring urgency, creativity and a readiness to question entrenched systems. They remind us that the consequences of today's decisions will be borne most heavily by future generations and that accountability must reflect this reality.

The projects featured here demonstrate that young people have both the capacity and the determination to define their own priorities, develop solutions that respond to their lived realities and deliver outcomes that are both meaningful and impactful. Their knowledge and experience are not supplementary, they are essential to driving lasting, positive change.

This publication is both a recognition of that work and a call to action. Genuine participation requires more than inviting young people to the table. It demands a redistribution of power, resources and trust. It calls on us to recognise young people as equal partners, to listen with intent and to act with courage, ensuring that youth are not only included but empowered to lead.

Introduction

The starting point was a space full of ideas—and the feeling that they shouldn't end there.

At an international child-led conference in January 2022, originally planned as an in-person event but held online due to the COVID-19 pandemic, children and young people came together to share their views, experiences and ideas. When the event ended, they did not want the exchange to stop. They wanted to stay connected, to keep working together and to turn their ideas into action. From that moment, the Global Campus Child Leadership Team (CLT) began to take shape.

Since then, something remarkable has grown. Across regions and contexts, national Child Leadership Teams, under the umbrella of the global CLT, have developed into a community of children aged 12-17 who are identifying the issues that matter to them, creating their own projects and advocating for change in their communities and beyond.

This publication is an attempt to capture a part of that journey. It takes the form of a tree. The branches represent the different themes the CLTs are working on, while the leaves show some of the many projects that have grown from them. Each leaf reflects an idea brought to life—shaped and led by children and young people themselves. Like the work it represents, this publication is not finished. It is a living tree. New leaves will be added as new projects emerge, and we hope to continue shaping and improving it over time, including through the feedback we receive.

What stands out most is the energy and commitment of the children and young people involved. They are not just participating—they are taking initiative, setting priorities and creating spaces for change. Alongside them are the people who support and accompany this work in different ways, helping to create the conditions for participation and growth.

There is a great deal to learn from what is being built together. At the same time, this work is still evolving. We are constantly learning about the challenges and constraints that come with enabling meaningful child participation, and about how we can do better. Being open about this, and continuing the dialogue with the children and young people involved in the CLTs and the Youth Advisory Group (YAG), is an essential part of the process.

We hope this publication offers something to everyone who reads it - child or adult. We hope it sparks ideas, raises questions and shows what is possible when children are supported to take the lead. And we hope it invites you to learn more about the work that continues to grow from here.

Part of the creation

by Nina Gavrilović

Former member of the GC Southeast Europe Child Leadership Team and current member of the GC Youth Advisory Group

I remember the first time I became a part of the Child Leadership Team (CLT). I was very excited to finally have been given the opportunity to work on issues I was passionate about. We started as a small group of children ready to change the world, and that sounded perfect. But, what was in the back of my mind the whole time? I was afraid that our role was going to turn into a ceremonial one as the CLT developed—that we were going to be there to take some pictures and not be asked any difficult questions. Thankfully, that intrusive thought proved to be wrong. Over the years, I have often thought about that: how did the CLT manage to become, and, more importantly, stay a pillar of meaningful child participation? And I think I have an answer—and yes, it seems simple and obvious, but many organisations and initiatives overlook it: we have been part of the creation. We were the ones guiding its development towards what it is today. This wasn't something grown-ups set up and then asked us to join. We were there on day one, and then day two, and then every other day when decisions were being made. We built the system that has us in mind. It seems quite obvious that when you want to build something, you ask the people it is meant for for input. The reality is, that is a rare occurrence.

I am proud to be here today and to look back on the whole journey. What began as a room full of children is now a global network of young change-makers. And you know what else? With real impact as a proof. What I am sure of now is that child participation is a very important part of every conversation and should be treated as such, without question. We, as young people, deserve a seat at every table where discussions are happening, especially when they concern us.

After a few years, we grew up a bit, but so did our motivation to change systems that aren't working. That is exactly why the Youth Advisory Group was created. It was like a natural continuation in a way, and we were given another platform to work on pressing issues. Now we contribute in a different way: we make sure that children's voices are heard. We write projects. We do research. But, one thing hasn't changed, and I don't think it ever will. We are still those same children, with the same eyes full of passion, and the pure wish to make this world a better place. As cliché as that sounds, over the years I realised that it actually is possible, and I am so excited to see what the future holds.

If there is someone who still has a seed of doubt about that, I invite them to turn the next page and see for themselves: we are not out here sitting and dreaming. We are doing.

Finding my voice: a reflection on the Child Leadership Team

by Azwikonisaho Ramavhuya

Former member of the GC Africa Child Leadership Team and current member of the GC Youth Advisory Group

Growing up in a rural town in South Africa, I was taught a child's role in society was to be seen and not heard. That speaking only when spoken to was the golden rule of life. To me, success looked like conforming to this status quo. That all changed in 2022 when I was invited as a member of the GC Africa Child Leadership Team (CLT) to participate in an international online conference on mental health. This meant that, for the first time in my life, I would get to realise the power and weight that my voice holds. I was given an opportunity to represent issues I had seen in my community and share those marginalised experiences on a global platform.

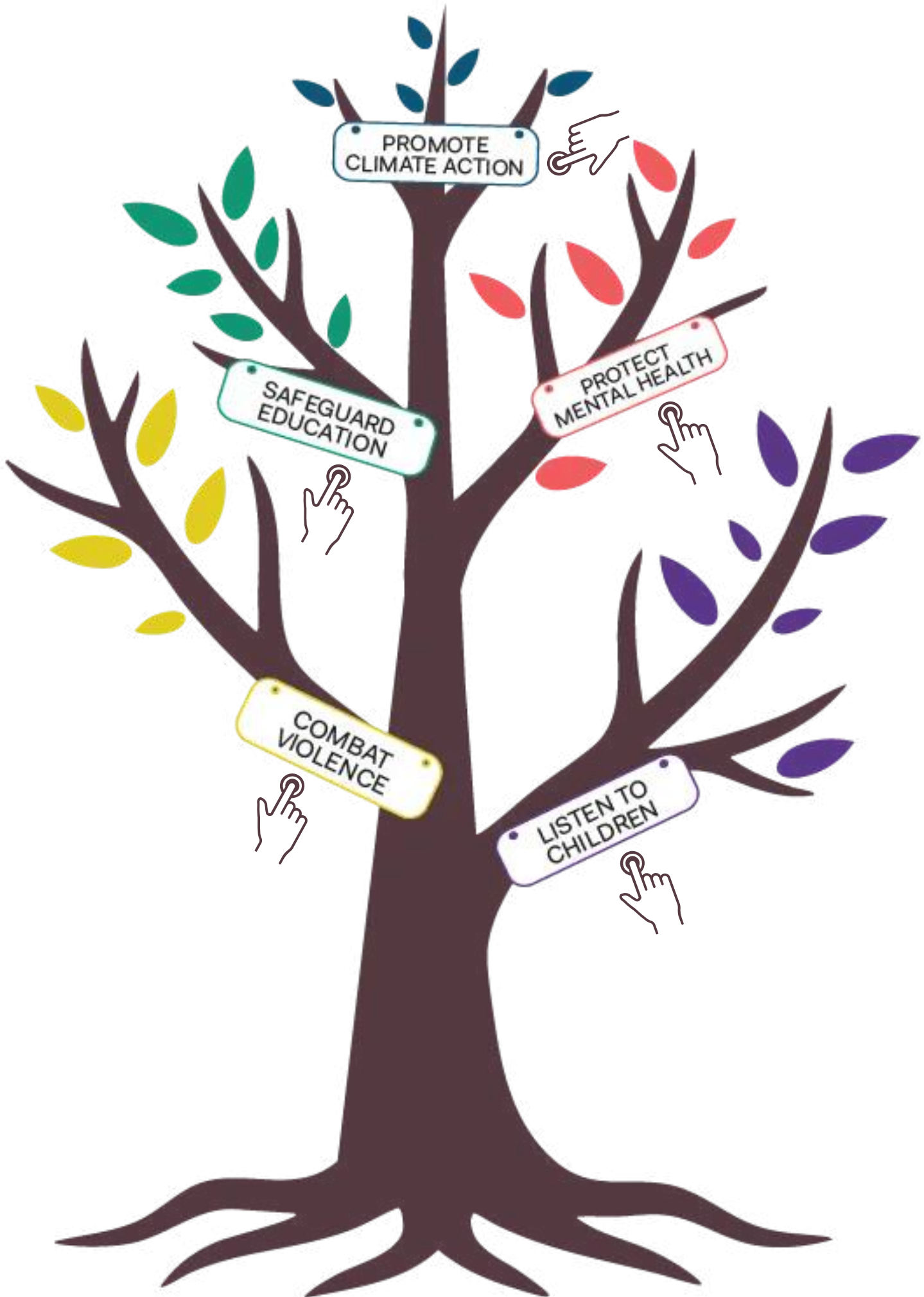
Of course, at first I was overcome by thoughts of self-doubt, but that all went away when I realised that I had the Global Campus Child Rights Regional Experts guiding me and affirming my ideas every step of the way. Suddenly, the thought of having a chance to change the world no longer seemed impossible. Suddenly, my dreams felt like they were in arm's reach as confidence in myself grew. What first seemed like just another conference became a turning point in my life. For the first time, I saw youth voices at the forefront of change, and that empowered me to start a youth-led grassroots movement to mobilise education for girls here in marginalised areas of South Africa.

Feeling inspired from hearing from my peers at the conference, I gathered some friends from my high school and founded a charity organisation called Vessels of Kindness. Today Vessels of Kindness has supported over 50 children all across South Africa. These are 50 lives that will be forever changed. It amazes me to think that the charity might have never existed had I not joined the CLT and seen the infinite possibilities that exist when young voices like mine are amplified. I have now made it my mission to serve and empower children in leadership positions in hopes that they too can transform their different communities. It has been an honour to witness the growth of the CLT from 2022 to the present day where the impact created goes beyond what is measurable.

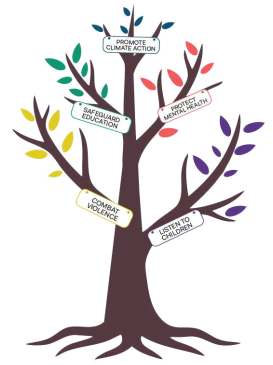
The project outcomes from each time the child leaders gather has been astonishing. Since outgrowing the CLT and transiting to a Youth Advisory Group (YAG) member, I have been fortunate to get a front row seat to witness the development of the child leaders. Over the next couple of pages, you will be able to see from first-hand experience just how much change can come from giving children a platform. I hope that every story from every chapter in this publication will help you feel inspired and will give you peace knowing that the future rests in safe hands because of the leadership the children of today hold.

Acknowledgements

This publication is the result of a shared commitment to ensuring that children and young people are not only heard but recognised as leaders and partners in shaping the realisation of their rights. We gratefully acknowledge our longstanding cooperation with Right Livelihood, whose support has been instrumental in making this work possible. This partnership, rooted in the momentum of the UN Global Study on Children Deprived of Liberty (2019) led by our Secretary General Manfred Nowak, has placed meaningful child participation at the heart of our joint efforts from the outset. We extend our sincere thanks to the Global Campus regional hubs and, in particular, to the Child Rights Regional Experts whose dedication, care and expertise sustain the Child Leadership Team across diverse contexts. Their ability to accompany, mentor and learn alongside children and young people is at the heart of what this work represents. We also wish to recognise all colleagues, partners and contributors who, in different ways, have supported research, advocacy and programme development, helping to create the conditions in which child-led initiatives can grow and flourish. This includes the members of the Youth Advisory Group, whose continued engagement and support help strengthen and sustain this work across generations. Above all, we thank the children and young people who are at the core of this publication. Through their ideas, leadership and commitment, they have shaped the Child Leadership Team, defined priorities and led projects that respond to the realities of their peers and communities. This publication reflects their voices, their agency and their vision for change. As this is a living publication, we look forward to continuing this journey together—growing new branches, adding new leaves and learning from each step along the way.



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Global child-led online conference on mental health

In January 2022, **children and young people aged 10–18** from countries around the world—including Nepal, Brazil, Lebanon, Armenia, India, Chile, South Africa, Ecuador and Italy—came together for an **international online conference** organised by the Kathmandu School of Law (a Global Campus Asia-Pacific / APMA member) in Nepal under the theme **“Mental Health: Children’s Perspectives on Challenges and Ways Forward”**.

The project started with national and international consultations, ensuring that children from diverse backgrounds - including refugee and minority communities - could be heard. These led to a two-day, child-led conference bringing together **83 children, 19 experts and 333 participants, communicating across seven languages**.

What made this experience special was that **children didn’t just participate**—they decided on the conference theme, and acted as leaders and conference designers, taking responsibility for shaping both discussions and the action plan. One major focus was **transforming schools to make them truly supportive of the mental health of children**. The children emphasised the importance of having **psychologists and counsellors** in schools to help students right away when they’re upset or need support. They also highlighted the value of **training teachers** to notice when something is wrong and act with understanding. **Making every child feel safe** was another top priority. The children suggested peer support groups, safe spaces and even special helplines run for and by young people, ensuring that no one would have to face problems alone. When it came to education, the children proposed **rethinking traditional tests and high-pressure competition**. They imagined new ways of learning where every child’s individual talents are valued, and children have the chance to be proud of what makes them unique—even beyond academics.

The **action plan** following the conference covered a wide range of ideas, from digital mental health lessons and forming children’s clubs in rural areas, to helping young people become mentors for one another. Children participated in shaping learning plans for their schools and building their own support systems.

Beyond the conference itself, the experience showed what becomes possible when children are **trusted to take the lead**. It created connections, built confidence and sparked a shared motivation to continue working together - laying the groundwork for ongoing collaboration among the children involved.



Growing up well: children exploring development and mental health in Bhutan

Under the Global Campus Asia-Pacific (APMA) Child Leadership Team (CLT) initiative, Bhutan's CLT led "**Rights Rise: Empowering Bhutanese Children for Child Rights**" (2023-2025). At the core of the project were targeted activities linking child participation with mental health and child development in **Bhutanese educational settings**. 15 children from lower secondary (grades 6-8) to high school (grades 9-12) participated in workshops alongside educators, teachers, youth centres and college communities. Through guided discussions and group exercises, children actively identified mental health challenges and barriers, defined priorities and proposed shared goals and practical responses within their institutions.

In short, "Rights Rise" aimed to **embed child rights principles across Bhutan's education system**, targeting:

- **Children:** as advocates for their rights and peers
- **Teachers:** equipped for rights-based education
- **Youth centres:** strengthened as safe spaces

The project emphasised **structured reflection** and **self-assessment** to ensure outcomes aligned with children's original intentions. Overall, the initiative strengthened children's agency, built educator capacity and promoted a practical, participatory model for advancing mental health and child development within Bhutan's education system.



Well-being in Armenian schools: a child-led research

Picture school as more than just a place for tests and homework—a place where everyone’s well-being truly matters. That’s what the **child-led research** (2023-2024) by Yerevan State University (Global Campus Caucasus / CES coordinating university) explored, looking at what helps Armenian children’s mental health while at school, especially during big challenges like the pandemic and times of conflict. Children participating and co-leading the research did not just fill out surveys: they developed questionnaires, conducted interviews and had their say about what really works. They spoke up about needing kindness, safe spaces and programmes that teach social and emotional skills (like teamwork, resilience and understanding). They pushed for schools to listen to their ideas on what needs improving.

What Makes a School a “good place” according to the research?

- **Caring teachers:** students say they do best when teachers are friendly, fair and actually listen
- **No to bullying and discrimination:** when schools take clear steps against bullying, everyone feels safer and happier
- **Family and community ties:** when teachers and families support each other, children feel understood and protected
- **Open conversations:** Being able to share feelings, without fear or embarrassment, is a huge relief.

The [report](#) urges **embedding school psychologists as vital for mental health support**, calling for **communication campaigns** to explain their role and gain public backing, detailed regulatory documents on functions/training/monitoring, staff training on confidentiality and anti-bullying, community psycho-education, funding for professional development and collaborative efforts to reshape views on child rights and education. The report is a collaborative effort involving **adult psychologists, child rights advocates and members of the Armenian Child Leadership Team**, and is intended for use by school psychologists, education experts, child rights and child development specialists, teachers, school administrators, parents and children.





Children taking action for healthier school culture in Thailand

During 2023-2025, the Thai Child-Leadership Team focussed on promoting healthy education by creating inclusive, supportive learning environments through youth-led approaches and online engagement. Working in partnership with universities, educators and NGOs, children played a central role in **identifying systemic pressures within education and proposing solutions**, with adult mentors providing guidance.

In 2024, to raise awareness on the impact of such an unhealthy culture on children's physical and mental health, the Team organised three **national online forums** under themes like "Healthy Education Movements Thailand: What is Healthy Education?" and "Perspectives on Healthy Education from Scholars, Teachers, and Youth." These forums attracted wide participation and generated sustained interest in the initiative.

Key outcomes were:

- Over 150 students, teachers and educators engaged in open dialogue on healthy education
- Many students reported feeling **meaningfully heard by adults for the first time**
- Youth leaders built confidence, inter-provincial networks and clearer educational pathways, with several pursuing further studies aligned with education and community development

These outcomes demonstrate the long-term value of youth-led participation in shaping healthier education cultures and future leadership.



Child-led conference on mental health in schools in Africa

Inspired by an **increase in diagnosed mental disorders among children** across various institutions in Africa, a child-led conference on children's mental health in schools took place on 2 August 2023 at the Centre for Human Rights of the University of Pretoria (Global Campus Africa / HRDA coordinating university). The conference was attended by child representatives from Cameroon, Ethiopia, Democratic Republic of Congo, Kenya, South Africa, Malawi and Zimbabwe.

The conference prioritised the well-being of children, placing them **at the centre of the conversation and solutions** by providing a **platform for children's participation, experience sharing** and expert opinion. Designed to address different aspects of children's mental health, a diverse group of children participated in a panel and shared their experiences, enabling a deeper understanding of the challenges they face concerning mental health. This panel was reinforced by contributions from experts from South Africa and Kenya on topics including **neurodevelopmental learning disorders** (focussing on the career transition of learners with neurodevelopmental learning disorders) stages of development, **the impact of the environment** when dealing with children's mental health, and intersectionality between children's mental health and **substance abuse**. Lastly, participants from South Africa held a panel discussion on strategies adopted by high schools in the country to support children's mental health.





Child labour and mental health in Nepal

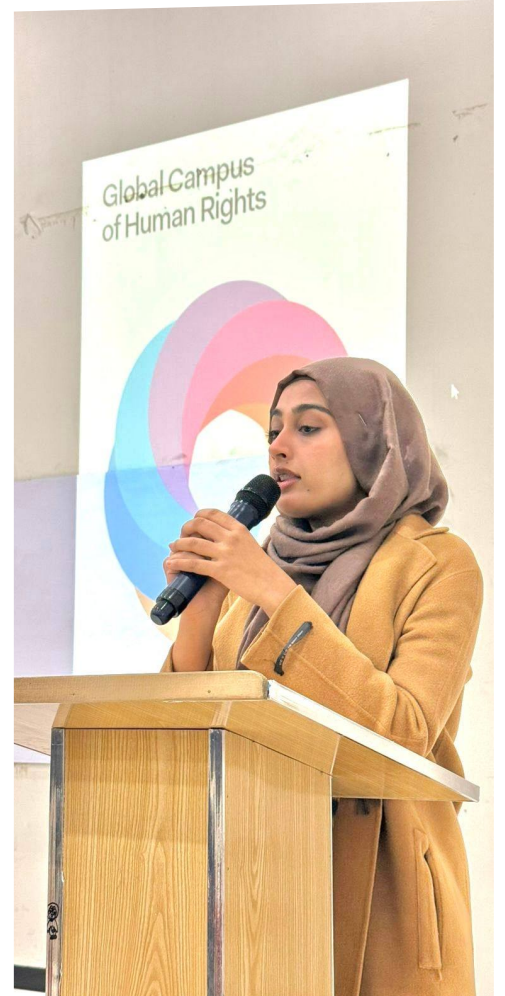
In Nepal, the Child Leadership Team project addressed **the intersection of child labour and mental health** through child-led workshops and consultations. Children were engaged from the outset to reflect on their rights, **analyse lived experiences of exploitative work** and identify mental health stressors affecting their well-being. Supported by teachers, NGOs and community actors, participants translated these concerns into actions focussed on **access to information, support networks and practical coping** strategies. Regular reflection sessions were used to review progress and adapt activities to local contexts.

Children also participated in national and international platforms. In April 2025, they **contributed to the Universal Periodic Review**, raising issues related to child labour, exploitation and violence against children and engaging with decision-makers through conferences and inter-ministerial meetings.

Child labour was a key issue in the **National Children's Consultation on Ending Violence Against Children** (August 2024), which brought together children from Nepal's seven provinces. Participants highlighted its prevalence in sectors such as agriculture, domestic work, brick kilns and small-scale industries and identified **contributing factors including poverty, weak law enforcement** and the absence of rehabilitation services. Recommendations included stronger **monitoring mechanisms, vocational education and targeted support** for vulnerable families, compiled into a "Call to Action" presented to policymakers.

Children also engaged in **dialogue with government representatives in national consultations** and preparatory events for global initiatives. Participation in reflection and leadership meetings supported children in sharing experiences from local initiatives, including awareness activities and engagement with policymakers, some linked to the World Day Against Child Labour.





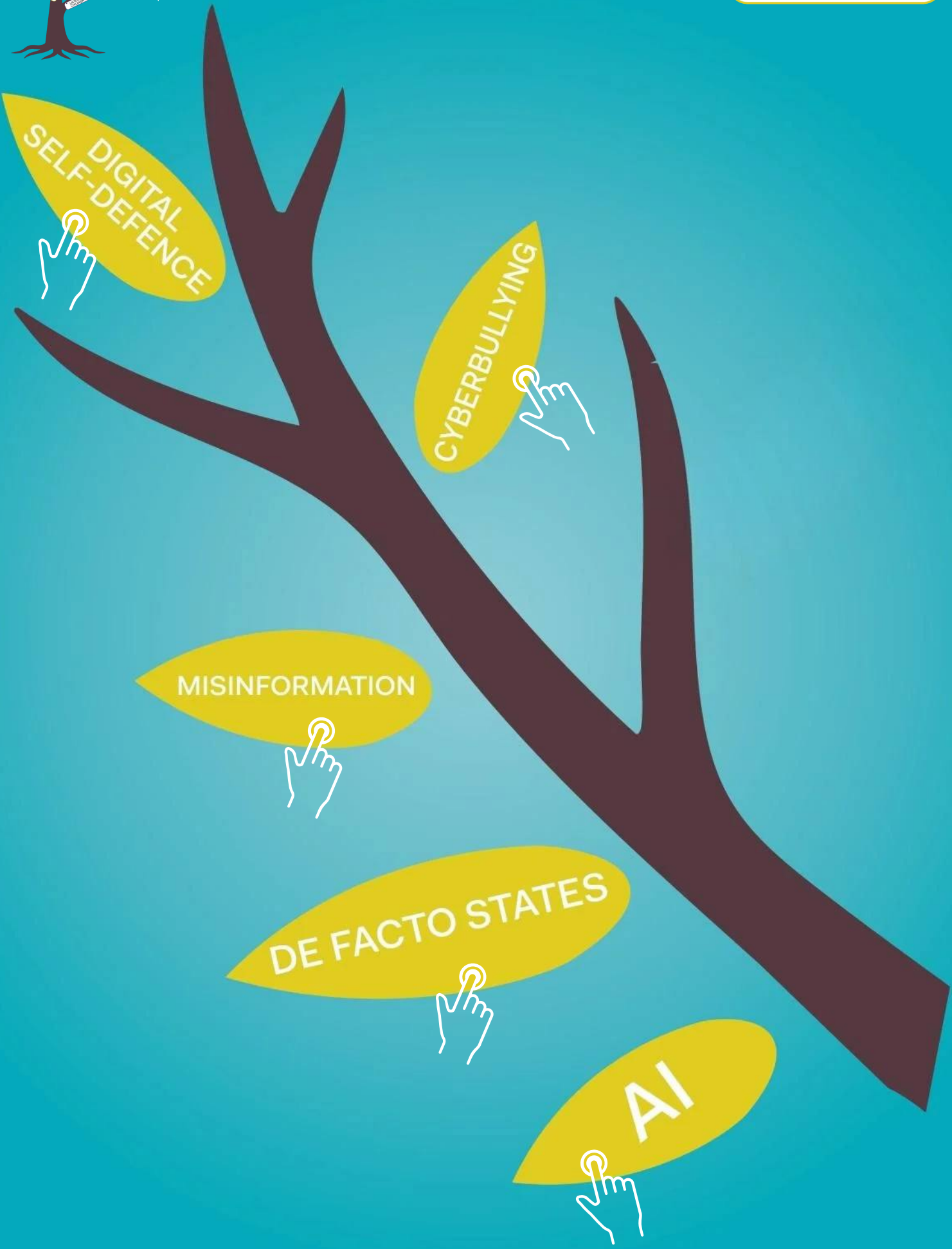
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I believe that many adults have an “old-fashioned” mindset and often do not care enough about the mental health of children and young people—or even their own. They often say things like, “What could be wrong with you? You’re young and healthy—you’re just imagining things or seeking attention.” This creates distance between parents and children and leads to insecurity and fear of expressing emotions. Mental health deserves much more attention, as it is one of the most important things a person can protect.



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COMBAT VIOLENCE



Cyberbullying in the Balkans: a call for change

The Child Leadership Teams coordinated by the Global Campus South East Europe (ERMA) have been taking on the complex challenge of cyberbullying, **turning online adversity into a call for change**. This initiative, presented at the [2024 Global State of Human Rights High-level Conference in Venice](#), reflects months of research, discussion and collaboration by ERMA's young leaders.

Cyberbullying is a widespread and often invisible problem that affects a large number of students in the region. Research from local authorities in Sarajevo shows that **more than two-thirds of secondary school students have experienced online harassment**, with some groups facing even more severe forms of targeting. Incidents range from exclusion in messaging groups to harmful fake profiles, leaving deep emotional impacts and eroding trust in adults and institutions.

The [cyberbullying.project](#) has focussed on more than just understanding these experiences, **helping children become researchers and advocates** who design solutions suited to their own communities. One of the key ideas was to organise **interactive workshops for both children and parents**, encouraging open conversations about the risks and realities of online life, including understanding how serious the problem is and to give children the confidence to respond and seek help. As one participant explained, "We need a lot of workshops for both parents and children so they understand what cyberbullying is." Another added that these sessions help adults see how serious the problem is and give children the confidence to respond and seek help.

The initiative does not just fight a negative trend: it nurtures a generation of **confident, informed and compassionate digital citizens** who are ready to **lead with empathy and resilience**. With young people taking the lead, the future of children's rights advocacy in Southeast Europe looks stronger.

The project is part of a broader ERMA effort to promote children's rights in the digital era, combining research, awareness campaigns and advocacy to create more supportive online environments. Teachers, counselors, parents and children all take part, united by the same goal: to make the internet a place of empowerment and connection rather than fear.



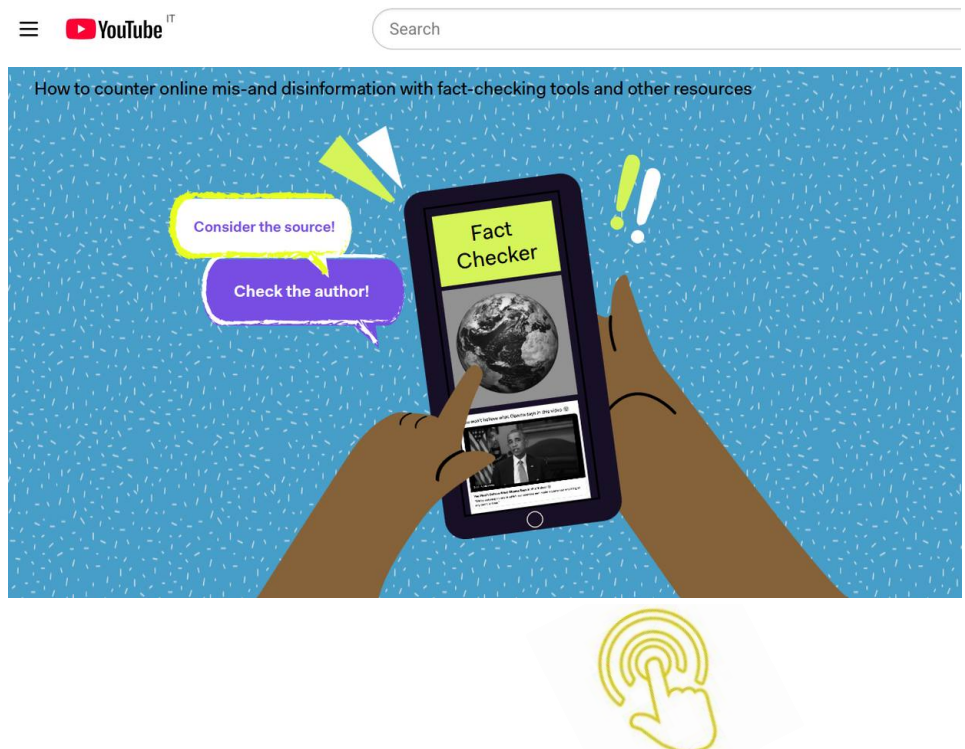


YouLead: empowering youth against online misinformation

The YouLead project (2021-2022) was an innovative digital literacy initiative designed specifically for **young people aged 15-18** and accessible online across multiple time zones and geographies. It tackled one of the most pressing challenges of our time: **how to navigate and counter the flood of misinformation and disinformation** in today's online world. Unlike many trainings that target adults or journalists, YouLead put young people in the driver's seat, arming them with **real, practical skills** to recognise fake news, understand algorithms and engage as fact-based digital citizens.

The training unfolded over three weekends and involved a mix of asynchronous learning (videos, podcasts, games and readings) and live workshops led by experts. These interactive sessions covered everything from the **psychology of misinformation** (why people share fake news) to **hands-on digital verification tools** like reverse image searches, timestamp analysis and satellite imagery mapping. Participants also learned the **art of counter-speech**: how to respond to misinformation online with empathy and effectiveness rather than conflict. What made YouLead especially memorable was its **peer-to-peer learning approach**. The young participants did not just absorb knowledge—they created. Small groups collaborated to produce **an advocacy video** aimed at young audiences, which was later animated and translated into multiple languages including English, French, Arabic and Spanish. They also designed humorous yet meaningful digital stickers and memes that could be used discreetly in chats, helping peers flag suspicious content without social pressure.

[YouLead](#) drew enthusiastic **participation from diverse corners of the globe**, reaching students from Egypt to Ireland, Kosovo to the Philippines. Over 80% expressed interest in sharing these new tools in their schools and communities post-training, signaling a ripple effect of digital literacy. YouLead didn't just teach skills; it cultivated a global network of **empowered young digital activists** ready to **combat misinformation with facts, kindness and creativity**.



AI in our lives: children explore its uses and risks in Southeast Europe

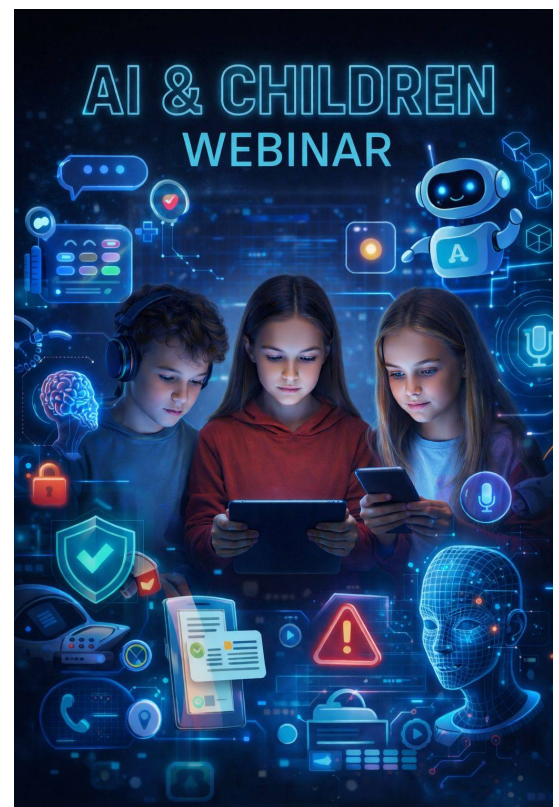
On 10 June 2025, the Global Campus Southeast Europe (ERMA) hosted an insightful webinar for members of the SEE Global Campus Child Leadership Team and the Youth Advisory Group, focussed on the critical topic of artificial intelligence (AI) and children. The session was organised in response to the **children and young people's own identification of AI as a key issue impacting their lives**. In an age where digital tools increasingly shape childhood experiences, the webinar aimed to provide a space to learn, reflect and discuss how AI intersects with children's rights.

Dr Ayca Attabey, an expert on digital technologies and child protection from the University of Edinburgh, led the webinar. With around 30 engaged participants, the session offered a valuable introduction to the forms of AI commonly used by or around children, **from social media platforms and blogs to educational tools and school websites**.

Participants explored:

- The **presence of AI** in digital spaces where children are active
- Risks of **misuse**, such as profiling, surveillance and exposure to harmful content
- **Opportunities to use AI responsibly**, with strong ethical and safeguarding considerations

The children and young people actively engaged in the discussion, sharing their reflections on how AI impacts their daily lives. The feedback was overwhelmingly positive; the participants found the session informative, empowering and highly relevant to their realities as digital natives.



Children in de facto states: Armenia

When a country doesn't officially exist, what happens to its children when war breaks out? After the conflict in and around Nagorno-Karabakh, many children from the **de facto Republic of Artsakh were displaced**, separated from their homes and forced to adjust to a new and uncertain reality.

The 'Children in De Facto State Armenia' project, developed in partnership with [Children's Rights Research](#), was created to understand and support these children, helping them share their stories and speak up about their rights in difficult circumstances.

When the fighting began again in 2020, thousands of families fled to Armenia, and children's lives changed overnight. The project started by **listening to their experiences of interrupted schooling**, loss and emotional distress. Many children **struggled to continue their education**, with limited access to formal classes, poor internet connections and transportation problems that kept them out of school for months.

From the beginning, the project focussed on keeping children safe and involved in shaping the work. With support from mentors, they helped gather stories and information about the challenges they faced, such as the **lack of crisis planning in education** and the **shortage of psychological support** for displaced children. Local organisations and volunteers offered non-formal lessons and basic materials, while the project worked to raise awareness about the need for stronger, more coordinated support systems. The project also brought attention to the difficulties many displaced children faced in their new schools, including **misunderstanding** and **prejudice from peers and even teachers** who didn't always recognise what these children had been through. By helping children **share their experiences directly with education authorities**, the project encouraged more inclusive school environments and greater understanding from adults.



Beyond education, the initiative highlighted the **deep uncertainty with which children in de facto states live with**, where responsibility for their protection is not always clear. Through learning about research, storytelling and advocacy, these children found **new ways to express themselves** and take part in **conversations about peace and recovery**. The project is ultimately about **resilience** and **voice**. It shows that even in the most complex situations, children can find strength in telling their stories and help to shape a safer, more hopeful future.

Artwork by Mariya (16), one of the project's participants

Digital self-defence in Southeast Europe

On 10 June 2025, the Centre for Interdisciplinary Studies at the University of Sarajevo (Global Campus South East Europe / ERMA coordinating university) organised an inspiring *Digital Self-Defence Workshop for Children and Youth* in Sarajevo. The workshop brought together 23 children, creating a safe and engaging space for them to learn **how to better protect themselves in the online world**. With children spending more time than ever in digital spaces, understanding digital safety has become essential—and this workshop provided just that: **practical tools, critical thinking and increased awareness**.

A unique aspect of the event was the active **involvement of SEE Youth Advisory Group members**, who worked alongside the lead professor to help co-facilitate the workshop. Their presence and contributions not only added peer-to-peer insight but also empowered the participants to connect more deeply with the content and each other.

Throughout the day, the children explored topics such as:

- Identifying **risks and threats** in digital spaces
- Recognising **manipulation** and **misinformation**
- Practising **safe digital habits** and **privacy** settings
- Understanding digital rights and **respectful online behaviour**

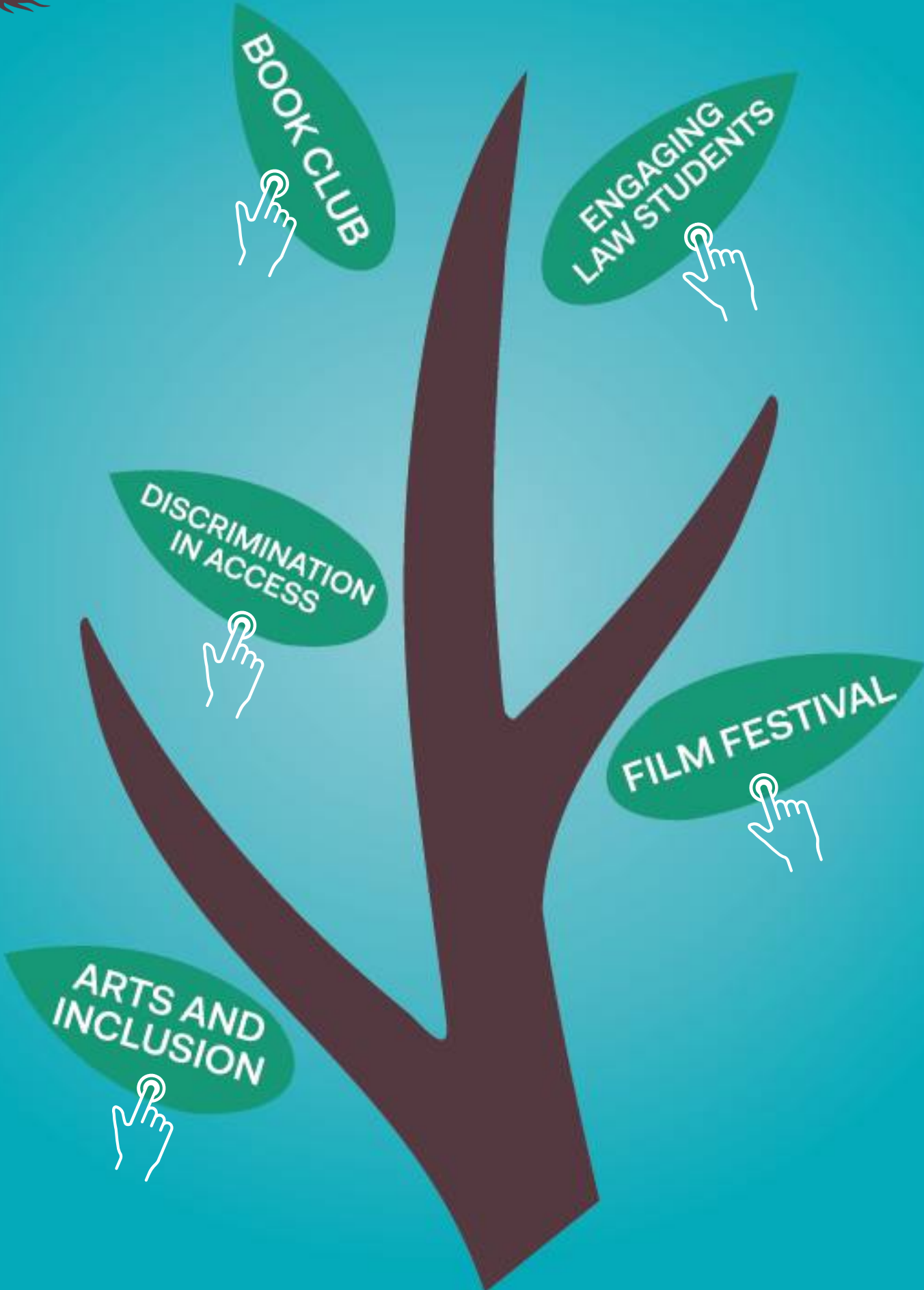


The workshop's atmosphere was one of curiosity, collaboration and fun. The feedback from participants was overwhelmingly positive; children said they felt more confident and informed about how to navigate the online world safely and responsibly.

The *Digital Self-Defence Workshop for Children and Youth* was part of a broader effort to equip children and young people with the knowledge and skills needed to safeguard their rights in the digital age, while **promoting youth leadership and meaningful participation**.



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Reading together: a children's book club in Kyrgyzstan

In the heart of Bishkek, Kyrgyzstan, the [Children's Rights Book Club](#) at the OSCE Academy (GC Central Asia - MAHRS coordinating university) has emerged as a vibrant hub for teens aged 14–16 to **explore global child rights through literature**. Launched in May 2025 as part of the OSCE Academy's [Children's Rights Initiative](#) and Global Campus Central Asia efforts, the monthly gatherings have transformed reading into action—debating themes like **child labour, education access, free expression and protection from exploitation** via real-life stories.

The inaugural session on 27 May 2025 kicked off with dynamic **discussions, quizzes, role-plays and creative projects**, fostering empathy and critical thinking in 90-minute in-person meetups. Books, often with translated excerpts, connected participants' lives to broader issues, **building communication skills** and a supportive community.

By late 2025, sessions evolved to tackle timely topics like war and displacement, encouraging reflection on personal and community impacts. In small groups, participants also **created short “news reports” from the perspectives of refugees**, journalists and humanitarian workers—showcasing impressive creativity, empathy and critical thinking.

The activities of the Children's Rights Book Club in Kyrgyzstan have raised rights awareness, empowered young voices and positioned literature as a tool for change—proving books can inspire Central Asia's next generation of advocates.





Speaking up for equal and inclusive education in Pakistan

The Child Leadership Team of Pakistan, organised by GC Asia Pacific (APMA), developed a project to address **barriers to education** faced by **children in under-resourced and marginalised communities**, particularly **girls** and **internally-displaced children**. Eight child leaders, selected through schools and a local child welfare organisation, developed and led awareness and advocacy activities focussed on the Right to Education (Haq-e-Taleem) and meaningful child participation.

Through online consultations and selected in-person workshops, children **deepened their understanding** of education as a right and developed **confidence to voice concerns** within their communities. Creative and **participatory methods**, including Model United Nations **simulations** and **storytelling**, strengthened engagement—although broader institutional uptake remained limited. Despite challenges such as connectivity constraints and academic schedules, the project fostered strong commitment among participants.

As current members of the Pakistan Child Leadership Team turn 18, several are moving into the Global Campus Youth Advisory Group. At the same time, new Child Leadership Team members are being identified to consolidate these gains through continued mentorship, community advocacy and targeted support for girls and displaced children.





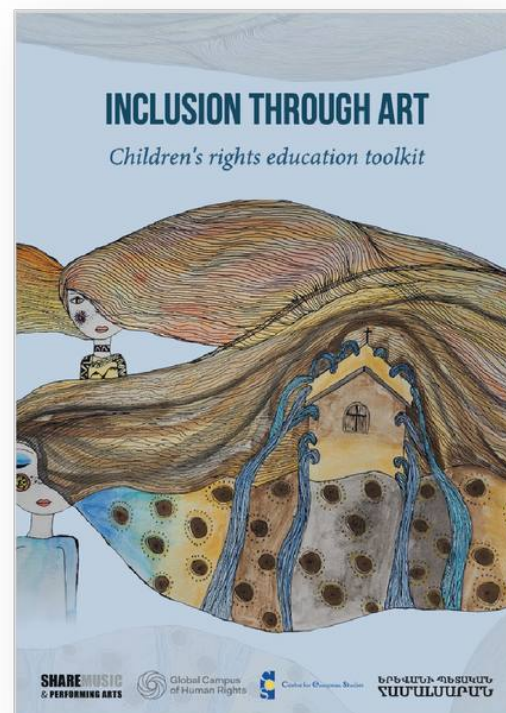
Inclusion through the arts in Armenia: a toolkit

What happens when children’s rights, performing arts and a creative toolkit come together? The [“Inclusion through Arts” toolkit](#) is the result of that combination, bringing together **Armenian and international artists, educators and activists** with a shared aim: to make classrooms more open, expressive and welcoming, especially for **children with disabilities**.

The toolkit is not a dry set of lesson plans. Instead, it is filled with **activities, games and hands-on art exercises** designed to help teachers integrate key concepts—such as **empathy, participation and diversity**—into **music, painting and drama** classes. It offers practical approaches for teachers and community leaders to spark conversations about belonging, fairness, and rights, while engaging children through creative expression. In particular, it supports art teachers in achieving substantive learning outcomes through structured activities grounded in child rights. It is aimed primarily at teachers in public schools, as well as other professionals interested in **inclusive and rights-based education**.

The toolkit **builds on a series of experiences** involving the Armenian Child Leadership Team, including student-led initiatives; the “My Convention” project—a live performance that brought the UN Convention on the Rights of the Child to the stage, making human rights something to experience rather than memorise; and interactive workshops with teachers, where participants explored practical ways to create safe classroom spaces that encourage expression, experimentation, and mutual understanding.

The toolkit was developed by the Centre for European Studies at Yerevan State University (Global Campus Caucasus coordinator) within the framework of the “Performing Arts Exchange-2” project, implemented in cooperation with [ShareMusic & Performing Arts](#) – Swedish Knowledge Centre for Artistic Development and Inclusion, the [Henrik Igityan National Centre for Aesthetics](#), and Yerevan State University (Global Campus Caucasus /CES coordinating university). It is available in both English and Armenian.





Bhutanese children and university law students: a collaboration

Within the Global Campus Asia-Pacific (APMA) Child Leadership Team (CLT) project “Rights Rise: Empowering Bhutanese Children for Child Rights”, a very prominent component combined **child-led outreach with legal expertise from law students** at the Jigme Singye Wangchuck School of Law. Through a structured partnership, law students supported CLT members by contributing legal knowledge, programme design input and policy perspectives via a Youth Advisory Group.

The project delivered awareness programmes at the Changjiji Youth Center and Paro College of Education, reaching children and young adults from secondary to university levels. Interactive sessions engaged approximately 160 students aged 17–22, strengthening their understanding of child rights and pathways for advocacy.

The initiative demonstrated the value of cross-sector collaboration, embedding child rights awareness within educational institutions while equipping young people with both rights literacy and leadership skills.





The right to play through film and dialogue: an experience in Venice

The 15th edition of the [Global Campus Europe \(EMA\) Human Rights Film Festival](#) organised in December 2025 by EMA students in Venice, focussed on the **right to play as a fundamental human right**. Under the theme “Un, Due, Tre... Stella!”, the festival featured film screenings, workshops, talks and performances that explored the role of play in our society and how play shapes children’s development, well-being and sense of belonging.

An important component of the festival was the **direct involvement of children** from the Dante Alighieri school complex in Venice. In the lead-up to the event, EMA students organised a **workshop** in which the school’s pupils engaged with the concept of rights through creative activities and discussion reflecting on their everyday experiences. This session provided a space for children to express their views and interpretations in their own terms.

The outcomes of this workshop were then brought into the festival itself. Children’s drawings and contributions were exhibited, and their perspectives were further captured in a **documentary** produced by an EMA student. A few pupils visited the festival and engaged with the audience in an intergenerational discussion on the right to play and children’s rights more generally. This discussion ensured that children were not only participants in preparatory activities but remained visible within the public dimension of the festival.

After the festival, a screening of the documentary was organised for 80 pupils at the school, ensuring even more children were included in reflections on children’s rights and the right to play. Altogether, the workshop, film festival and screening **connected artistic expression with children’s lived experiences, while centring their voice in conversations on the right to play.**



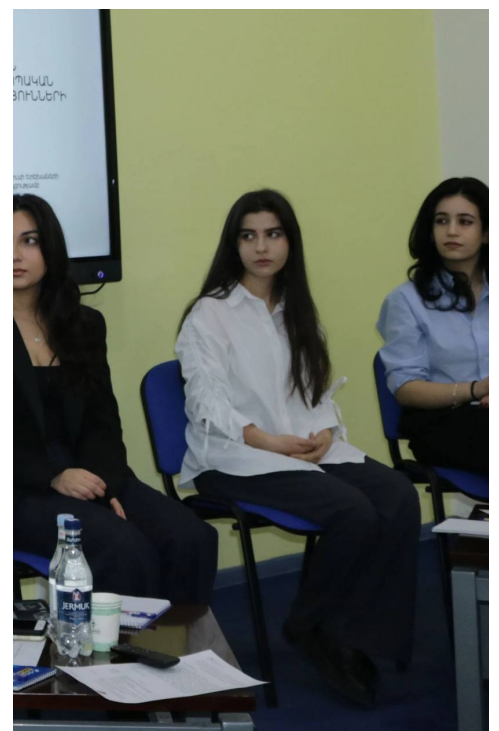


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There is a good saying: 'It is better to act than just talk'. In the Child Leadership Team, we do not only talk about our problems but also produce solutions to them.

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Walking into a room full of adults, decision-makers and academics and being asked to make the case for a project that you have helped create is not a small thing. It requires preparation, clarity and confidence. It requires knowing that what you have to say is worth hearing. We presented from our own perspectives, grounding the proposal in lived experience. We persuaded the room that this was a necessary project, that children's voices had to be at the centre of it and that the time to act was now. The project was accepted.





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Child participation in decision-making in Serbia and Bosnia and Herzegovina

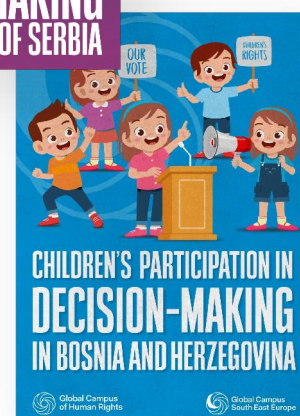
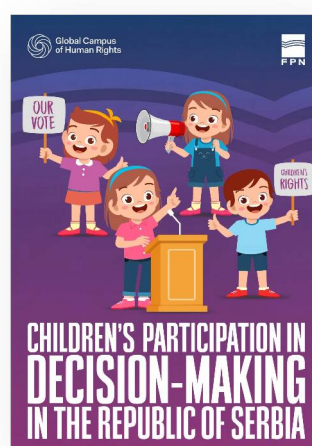
The publications "[Children's Participation in Decision-Making in Serbia](#)" and "[Children's Participation in Decision-Making in Bosnia and Herzegovina](#)" explore what it truly means to include children in shaping the decisions that affect their lives. Together, the studies show how **legal and institutional frameworks in both countries are evolving to support children's right to be heard**, while also pointing out the ongoing gap between formal commitments and real practice.

Both pieces of research centre on children's own voices, collected through questionnaires and focus groups, and reveal the everyday **challenges they face in being taken seriously by adults** in families, schools and communities. The findings make it clear that meaningful participation requires more than simply asking for children's opinions, it **depends on knowledge, opportunity and consistent support**. Children need access to clear information, safe and respectful spaces to speak, and adults who are willing to listen and include their views in real decisions.

In Serbia, the study highlights that while awareness of child participation is growing, **adults often still filter or dismiss children's perspectives**. It emphasises that true participation means moving beyond tokenism toward shared decision-making, where children are recognised as active contributors rather than passive observers. In Bosnia and Herzegovina, the research identifies similar patterns but also points to promising collaborations.

The study was developed in partnership with the [Children's Parliament of the Municipality of Novi Grad Sarajevo](#) and other child rights organisations, which helped establish the Southeast Europe Child Leadership Team (CLT) following the Global Campus CLT model. This initiative builds on existing engagement structures, giving children a stronger platform to express their views and connect with peers and decision-makers.

Across both Serbia and Bosnia and Herzegovina, the message is clear: creating environments where **children's opinions are genuinely valued is essential for developing democratic, inclusive societies**. When children are supported to participate meaningfully, they grow into active, confident citizens ready to help shape their communities and futures.





Children's perspectives on the impact of waste disposal on education in Buenos Aires

On 1 March 2023, the Global Campus Latin America & Caribbean (LATMA) coordinating university—the Universidad Nacional de San Martín (UNSAM)—organised a [consultation with adolescents at the UNSAM Technical High School](#). The school, located in the Reconquista area of San Martín municipality, Buenos Aires Province, Argentina, was established in 2014 in response to social movements advocating for access to education for children and adolescents excluded from the national system due to low performance, absenteeism and broader social challenges. The school reflects UNSAM's commitment to educational equity and social transformation. Many of its students come from **families involved in informal waste collection** and live in conditions of **economic hardship** near large sites of disposed inorganic waste. Their participation was therefore particularly relevant to discussions on environmental justice, education and children's rights.

The consultations aimed to amplify young voices in shaping children's rights, sustainable environment and the Rights of Future Generations. The workshop also prioritised the promotion of inter-generational and multicultural dialogue between local youth, students and representatives of the Global Campus. The activity formed part of the GC's global effort to promote Art. 12 of the UN Convention on the Rights of the Child, ensuring that children's voices are heard in matters affecting them.

The session brought together about 25 students (15–18-year-olds) from the school, facilitators (including GC Latin America & Caribbean alumni), translators, note-takers and designated safeguarding focal points to ensure a safe, inclusive environment. In the plenary, children shared key concerns affecting their lives, including **access to education, environmental health and employment opportunities** for youth. Their reflections revealed strong **awareness of rights and the challenges of growing up in marginalised communities**.



This consultation highlighted the Global Campus's dedication to child participation as a key aspect of human rights education. It showed how educational institutions can empower youth from disadvantaged backgrounds to voice their opinions and engage in decision-making on global issues like environmental justice and equality.



Celebrating World Children's Day

Since 2023, the Global Campus Child Leadership Team has marked World Children's Day with a global online gathering, bringing together children and young people from all the Global Campus regions. These annual moments focus on **amplifying children's voices and creating space to discuss the issues that matter most to them**. The first commemoration in 2023 brought together CLT members from different regions, with the participation of **Right Livelihood Laureates [Marthe Wandou](#) and [Dickens Kamugisha](#)** (Africa Institute for Energy Governance – [AFIEGO](#)), who engaged in discussions with children and shared their experiences in advancing human and children's rights.

The 2024 commemoration (16 November), connected participants from Global Campus Africa, Asia Pacific, the Caucasus, Southeast Europe, the Arab World and Central Asia. The 2024 World Children's Day theme, "**Listen to the Future**," highlighted the importance of genuinely hearing children and recognising them as active contributors to decisions that shape their world. The meeting opened with remarks from Manfred Nowak, Secretary General of the Global Campus, who reminded participants that November 20 marks **landmark moments for children's rights**, including the 1959 Declaration of the Rights of the Child and the adoption of the UN Convention on the Rights of the Child in 1989.

Children from refugee camps, city classrooms and other settings shared their experiences and challenges. Refugee children in Bangladesh described life in overcrowded shelters, **the lack of schools and absence of legal identity**. Others reflected on the **privilege of having state protection and access to education**, encouraging peers to understand the differences in children's experiences worldwide. The discussions also highlighted the **importance of child rights education from an early age**, using creative, child-friendly methods such as cartoons and storybooks. **Mental health,**

inequality, child labour and violence were among the key issues discussed, with participants stressing the **need for open conversations among educators, parents and youth themselves**.

More than a yearly event, the Global Campus Child Leadership Team meeting on World Children's Day has become a space for connection, reflection, and action. It is a moment to celebrate children's agency and a reminder that listening to children helps guide the world toward a better tomorrow.



From voices to action: knowledge fair and expert panel in Sarajevo

Organised by **UNICEF Bosnia and Herzegovina** as part of its commemoration of World Children’s Day on 20 November 2025, members of the Global Campus Child Leadership Team and the Youth Advisory Group in Southeast Europe took part in the programme under the theme “Growing Together: From Voices to Action.” The event highlighted the **importance of meaningful participation of children and young people in decision-making processes** and reinforced the collective commitment to advancing the rights of every child in Bosnia and Herzegovina.

Children and youth contributed to the event in two main segments. First, they attended and engaged in a panel discussion alongside experts, focusing on the **role of knowledge, education and research in promoting children’s rights**. This participation provided an opportunity to **engage with professional perspectives** and reflect on key issues related to the implementation of the Convention on the Rights of the Child.

Second, children actively participated in the Knowledge Fair, where Child Leadership Team members **presented their work and achievements**, alongside the activities of the Youth Advisory Group, to visitors. Through this interactive format, they shared their experiences, explained their initiatives and engaged directly with the wider public.



Child participation in development frameworks in Africa: a study

According to a joint [UNICEF and World Bank Report](#) (September, 2025), about 321 million children in Africa live in poverty. In many parts of this continent, **children lack access to basic needs**: quality education, adequate healthcare, cultural expression or an equal share in economic progress. The underlying problem isn't just about missing services or insufficient laws; it is also about whose voices are amplified and whose are overlooked. Too often, **children are seen as passive recipients instead of active participants** in shaping the policies and practices that shape their futures.

Recent research underscores the vital **difference between mere inclusion**, where children are politely asked for opinions with little real impact, and **genuine participation**, where **children are empowered to set priorities** and bring unique, lived perspectives that adults might miss or undervalue. The "Child Participation in Development Frameworks in Africa (2022)" publication **draws on participation theories** to examine how **children's social, economic and cultural rights** can be advanced through **shared decision-making** within families, schools, communities and governments.

What makes this research urgent and important is its insistence on **treating children as partners in solving real problems**. It demonstrates how supporting children to share their opinions, especially about the challenges they face, leads to more effective, inclusive solutions. When policymakers, educators and caregivers truly listen, **children can highlight issues adults overlook, propose creative fixes and flag cultural or economic barriers** unique to their communities. This approach not only honours children's rights, but it also creates stronger protections, better outcomes and fairer policies for everyone involved. By promoting real dialogue and partnership, the research challenges old habits of adult-centred decision-making and shows that **respecting children's voices is key to building healthier, more resilient communities**. In a region as diverse and dynamic as Africa, amplifying the voices of the youngest citizens is not just the right thing to do—it's the smartest way forward.

This study has guided various workshops aimed at creating a more inclusive environment where children's voices are heard and considered throughout developmental processes. The study was formed the basis of four workshops which have been conducted in Kenya, Malawi, Zambia and Lesotho.



Reels contest in Kyrgyzstan

Launched by GC Central Asia at the OSCE Academy in Bishkek, the [“My Rights” Reels Contest](#) invited teenagers to explore children’s rights through short videos addressing themes such as education, equality, protection from violence and freedom of expression. Designed as a creative digital storytelling initiative, the contest encouraged young people to reflect on how rights are experienced in everyday life and to translate those reflections into short, accessible public messages.

The initiative created space for teenagers to use digital tools in a meaningful and expressive way, combining rights awareness with creativity and peer-led communication. Participants developed short reels that addressed issues affecting children and adolescents in their communities, using video as a medium to communicate both personal experience and wider social concerns. In doing so, the contest offered a practical and accessible format for young people to voice concerns, raise awareness and engage others in conversations about rights and justice.

Three videos were recognised for their impact. The most touching video focussed on the daily responsibilities placed on a young girl and the ways in which these burdens undermine her right to childhood. The most motivating video called for equal access to education and highlighted the importance of ensuring that all children are given the same opportunities to learn and thrive. The most creative video explored how children and young people can help foster more collaborative, inclusive and respectful environments in their communities. Together, the selected reels illustrated the range of concerns young people chose to highlight and the originality with which they approached them.

By combining children’s rights education with digital storytelling, the contest demonstrated how





Youth for democracy in Southeast Europe and Caucasus

This project "Youth for Democracy" united **alumni** from Global Campus Master's programmes in Southeast Europe and the Caucasus with **young people** from Armenia and Bosnia and Herzegovina. The idea stemmed from a simple but powerful observation: in both countries, **political discussions are often stuck in the past**, focussed on conflict and division, while the needs and voices of young people, who represent the future, are frequently overlooked.

"Youth for Democracy" set out to change this perspective by creating space for youth to reflect together on the changes they want to see and how they can contribute. Specifically, it sought to **encourage active youth participation in public and political life**. Many young people feel excluded, unheard and powerless when it comes to decision-making in their countries. The aim was to show them they are not alone and that they can connect, express themselves and make a difference. **Safe spaces** were created for them to speak freely, be listened to and discover that **politics** is not reserved for others; it's **everyone's business**.

The project consisted of three workshops, designed and led by Global Campus graduates: one for youth in Bosnia and Herzegovina, one for youth in Armenia and a final joint session.

Each workshop tackled key themes, including:

- **Barriers** to youth participation in decision-making
- **Strategies** to include marginalised youth
- **Examples** of successful youth-led initiatives
- The **role of civil society** and social movements
- **Why** youth engagement matters

With the support of two youth leaders active in civil society, participants **reflected on their personal experiences and the challenges** they face in everyday life. They also worked together to identify solutions and ways to overcome those obstacles. At the end of the process, participants created a **multimedia project** to express their views on topics they believe essential to be tackled in politics, using their own voice and creativity to deliver a message that matters. While a modest initiative, the workshops left a lasting impression. Both participants and facilitators described feeling more empowered, energised and motivated. They recognised the value of **mutual support** and saw how even small-scale projects like this one can plant the seeds of change.





The Global Campus Youth Advisory Group

The Global Campus Youth Advisory Group (YAG) serves as a vital **platform for young people (18–24-year-olds)** to contribute their perspectives, experiences and leadership within the Global Campus–Right Livelihood cooperation. It was created in response to a simple but important reality: many young people who had been part of the Child Leadership Team (CLT) did not want their engagement to end once they reached adulthood. Instead, they wanted to stay involved, continue contributing and support their younger peers.

The YAG plays an important role in **supporting and advising the child-led initiatives of the CLT** while also contributing to the Global Campus' wider work on children's rights, including advocacy, research and education. Its members engage with national CLT groups, collaborate with internal and external partners and help strengthen connections across local, regional and global levels. YAG members actively **participate in international workshops and exchanges**. In 2025 and 2026, they joined the annual gatherings of the Global Campus Child Rights Regional Experts in Venice and Sarajevo, contributing to discussions on CLT projects and the Global Campus' work on children's rights. These exchanges also created space to reflect on the broader context in which children and young people live, including political developments, their impact on children's rights and the role of youth movements in responding to injustice.

Between October and December 2025, CLT and YAG members contributed to **global consultations organised with the [Global Commission on Drug Policy](#) and [Youth RISE](#)**, helping to shape a draft document advocating for child-centred reforms in global drug policy. They are currently involved in a joint project with the Right to Education Initiative, focussed on training young climate activists and developing tools to monitor the impact of climate change on children's right to education. In addition, YAG members are involved in an awareness campaign on human rights education with the Office of the United Nations High Commissioner for Human Rights (OHCHR).

At its core, the YAG reflects continuity. It shows that participation does not end at a certain age, but evolves—allowing young people to remain engaged, share their experience and continue working for change alongside and in support of their younger peers.



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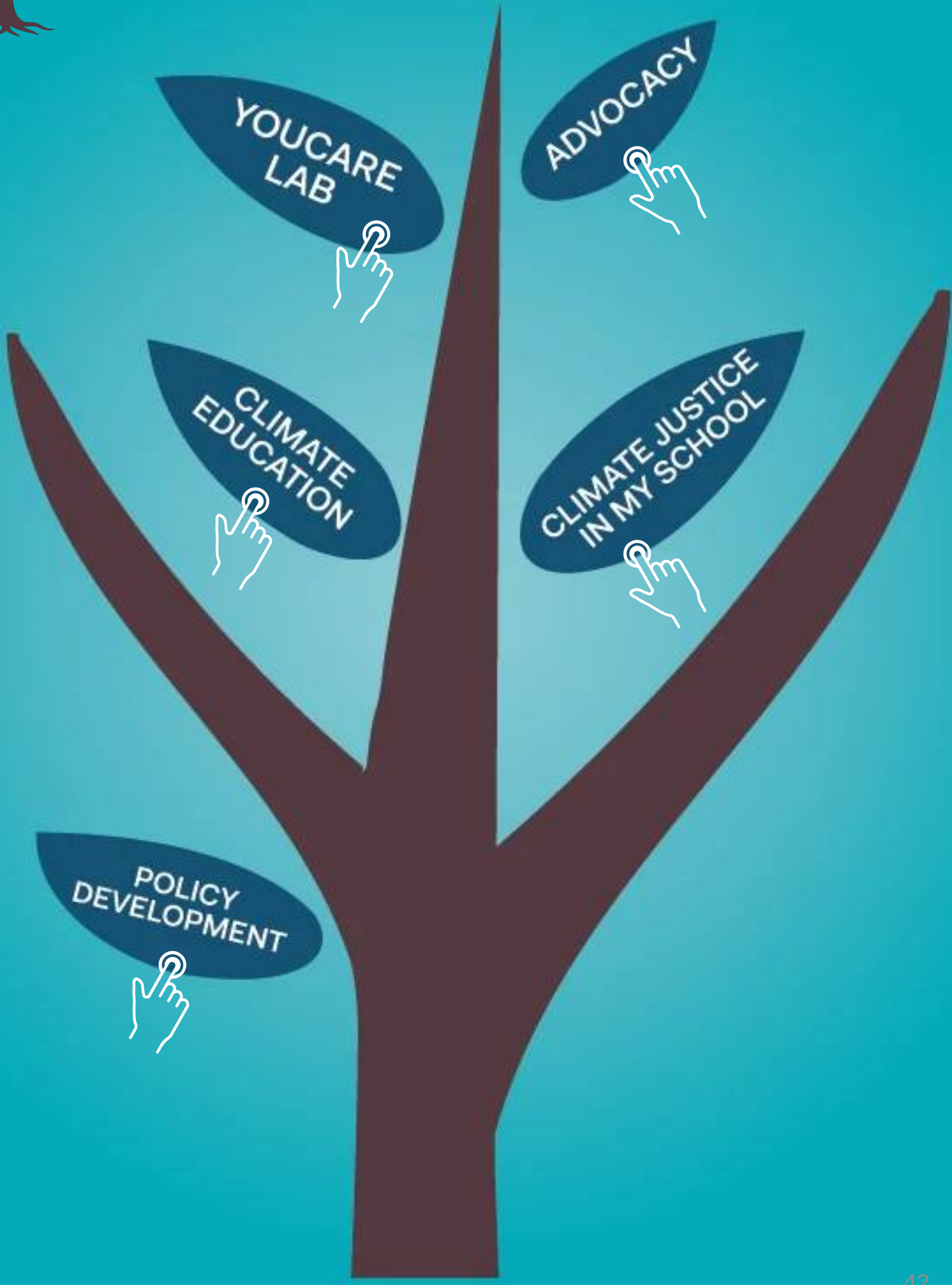
Electronic violence is an increasingly common problem among children and often remains invisible to adults. It is important to talk about its impact on mental health, as many young people suffer in silence. Children can do a lot for each other by being friends rather than bystanders. Supporting peers, informing trusted adults and setting positive examples online can make a real difference. I wish electronic violence were discussed more in schools and at home.





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PROMOTE
CLIMATE ACTION





Child-centred climate justice in Africa

The project supported climate justice efforts in Africa by **placing children's rights and perspectives at the centre** of discussions on climate change. It brought together young people, experts, policymakers and civil society actors to examine how environmental changes affect children's well-being and how governments and communities can address these impacts. A core aim was to create **structured opportunities for children to articulate their concerns**, share lived experiences and contribute to the development of responses that affect their lives directly.

A key component was a [child-led conference held in Lilongwe, Malawi](#) in June 2025, with participation from children from Kenya, Zambia, Lesotho and Malawi, coordinated by the Global Campus Africa (HRDA) Youth Advisory Group. Over several workshops and discussions, participants examined **how climate change influences education, health and exposure to extreme weather events** across different countries. They presented group findings and recommendations on community-level interventions, emphasising the need for **practical measures** that local and national authorities can adopt. The conference also encouraged cross-country learning among the young delegates.

The project further engaged with the [ACERWC Working Group on Climate Change](#), where children's views were presented alongside those of government and civil society representatives. These exchanges highlighted the need for child-focussed planning, budgeting and integration of children's rights into climate policies. The ACERWC "1.1 Degrees Too High" Campaign contributed additional analysis on how climate measures affect children's health, education and safety.

Beyond events and consultations, the project **strengthened children's skills in research, advocacy and decision-making**. It facilitated direct engagement between young people and key stakeholders and supported the creation and consolidation of youth-led structures such as the **Child Leadership**

Team in Lesotho, enabling sustained participation and peer support.

Overall, the project underscored that climate justice requires protecting children's rights and that ensuring their input is reflected in policy and programmatic decisions. Through its activities, it contributed to building a cohort of young people equipped to understand and address both the scientific and social dimensions of climate change across Africa.





Linking education and a safe environment: refugee children's perspectives from Bangladesh

Under the Global Campus Asia-Pacific (APMA) Child Leadership Team (CLT) initiative, Bangladesh's CLT addressed the combined impacts of climate change on education and **children's rights in host communities and among Rohingya refugees** in Cox's Bazar, a town on the southeast coast of Bangladesh. Through child-led meetings, awareness campaigns and peer education, children analysed climate-related disruptions to schooling, health and safety.

A key outcome was the development of a **child-authored petition** submitted to school administrators and community leaders, calling for **action on education continuity and environmental safety**. This advocacy contributed to increased dialogue within schools, greater parental engagement and more practical, context-based learning approaches. Complementary activities included **tree-planting, literacy rallies, girls' education consultations, and the Each-One-Teach-One peer learning** initiative. Despite resource and space constraints, children proposed locally grounded solutions, reinforcing the link between climate resilience and the right to education.





YouCARE: climate change, the right to education and child-led action

The [YouCARE Lab](#)—Climate Change and the Right to Education Lab for Youth—was created to support children and young people in understanding **how climate change affects their right to education** and in developing **responses grounded in their own lived realities**. Bringing together 20 members of the Child Leadership Team and Youth Advisory Group from Africa, Asia-Pacific, the Caucasus, Southeast Europe and the Arab World, the initiative created a shared space for reflection, exchange and **action on the risks, barriers and inequalities** climate change creates for children's access to education.

Designed as both a learning and action-oriented process, the Lab enabled participants to **document local experiences, identify shared challenges and explore how climate change intersects with human rights**, particularly the right to education. Through reciprocal exchange, children and youth **compared regional realities**, reflected on responsibilities and considered how communities, institutions and decision-makers can better respond to climate-related disruption.

The project was delivered through four online workshops combining **practical training, real-life case studies and collaborative discussion**. Participants developed knowledge and skills across four core areas: information, documentation, empowerment and advocacy.

The YouCARE Lab demonstrated the **value of child- and youth-led learning in linking climate justice** to concrete rights-based action. In 2026, the initiative continues through the co-design of a **virtual photo exhibition**, a digital **monitoring guide** and a community-based **advocacy campaign**, further strengthening applied learning and locally grounded responses. At its core, YouCARE reaffirmed that children are not only affected by the climate crisis but are already shaping the demand for more just, inclusive and accountable futures.





Child-led climate justice initiatives in India

The Climate Justice project, implemented by the GC Child Leadership Team (CLT) in India, engaged children, schools and communities through sustained, **school-based action**. Ten core CLT members facilitated 20 meetings involving students, teachers, parents and non-teaching staff, fostering **collective responsibility** for environmental awareness.

Activities combined **creative expression**, such as posters and poetry, with **experiential learning** through **plantation drives** and **simple science experiments**. Schools reported **higher student engagement** and **stronger connections between curriculum content and real-world climate challenges**. The project strengthened partnerships with schools and encouraged interest in forming Eco Clubs to sustain momentum.

Going forward, the initiative will focus on structured follow-up, expanded learning activities and documentation to assess longer-term impact on environmental attitudes and practices.





Turning climate knowledge into practice in primary schools in Argentina

In Argentina, climate education was brought into primary school classrooms not as a technical lesson but as a **practical exercise in children's rights**, participation and **agency**. Specifically, the activity invited children to take an active role in **understanding climate justice and its impact on their daily lives**, while equipping them to reflect, respond and speak up.

The approach began from a simple premise: **children should be involved from the start**. Using clear language, familiar examples and a safe, inclusive environment, the activity encouraged children to **explore climate change through their own experiences**—hotter summers, mosquito invasions, polluted rivers and waste in public spaces. Rather than treating children as passive recipients of information, the sessions were designed to support leadership, value children's opinions and **strengthen their confidence in discussing** environmental change as a matter of rights and responsibility.

Through a series of interactive exercises, children moved **from observation to analysis**. A **knowledge survey** invited them to share how they perceived climate change in their own surroundings, followed by a child-friendly introductory video and discussion on what climate change was and who bore responsibility for environmental harm. In the **"Responsibility Thermometer"** exercise, children debated the respective roles of governments, companies and individuals, assigning responsibility and proposing practical responses. The activity closed with a reflective exercise using **Minecraft**, where students identified healthy and polluted environments and **connected environmental choices to the digital worlds** they built themselves.

Combining **child-friendly materials**, **participatory tools** and **critical pedagogy**, the activity offered a practical model for meaningful child participation in climate education. By grounding climate justice in everyday experience and giving children the space to reflect, question and propose solutions, it helped turn abstract environmental concerns into concrete learning—and into **early forms of civic engagement**.



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Electronic violence is an increasingly common problem among children and often remains invisible to adults. It is important to talk about its impact on mental health, as many young people suffer in silence. Children can do a lot for each other by being friends rather than bystanders. Supporting peers, informing trusted adults and setting positive examples online can make a real difference. I wish electronic violence were discussed more in schools and at home.



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If literacy is so important, why are so many of our friends still outside [school]?



Shaping a shared identity: the story behind the GC–CLT logo

by John Paul P. A. Amah, GC Children's Rights Department

In November 2024, the Global Campus launched a logo design initiative, inviting members of the Child Leadership Team (CLT) from across all regions to share their ideas for a visual identity that would represent their collective work. Children and young people responded with creativity and enthusiasm, submitting drawings and concepts that reflected what the CLT means to them - child rights, inclusion, participation and connection across regions. Using the Global Campus visual identity as a starting point, they were encouraged to express their ideas freely, drawing on their own experiences and perspectives. The process saw strong engagement across the network, with particularly active contributions and collaboration from CLT members in Bangladesh and India.

Building on this input, a graphic designer translated the ideas and themes emerging from the children's submissions into a set of logo proposals, taking into account the technical requirements for a shared visual identity. These proposals were then shared with CLT members worldwide for a collective vote.

The response was remarkable, with a high level of participation across regions. One of the proposed designs received overwhelming support and was subsequently adopted as the official GC–CLT logo in June 2025.

The result is a logo that reflects a truly collaborative process - shaped by the ideas of children and young people, developed through creative exchange and chosen by the community it represents. Today, it is already being used across regions, symbolising the shared identity, energy and commitment of the CLTs worldwide.



Global Campus of Human Rights
Child Leadership Team

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I would like children to know about their rights, that they have rights, that they are heard, that they are not neglected. ... in the Child Leadership Team there are so many people who share my ideas, that you are finally heard here, you are able to discuss those issues that you've never been able to discuss with others.



Child participation is not a photograph for a report, or a token appearance on a panel, or a brief consultation at the end of a process that has already been decided.

Real child participation means involving children and young people from the very beginning, in the very substance of the work, and ensuring that their contributions genuinely shape outcomes.

It requires patience, flexibility, and a genuine belief that children have something valuable to offer, not because it is charming to include us, but because our perspectives are substantively different and irreplaceable when the topic at hand directly concerns our lives.

Global Campus Child Leadership Team member

