

NARRATIVE REPORT
GLOBAL CAMPUS – RIGHT LIVELIHOOD
PARTNERSHIP ACTIVITIES 2023 - 2024



Global Campus
of Human Rights

Europe
South East Europe
Latin America-Caribbean
Asia-Pacific

Central Asia
Caucasus
Arab World
Africa

Right
Livelihood

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List of Acronyms and Abbreviations

ACRiSL	Advancing Child Right Strategic Litigation
APMA	Master’s Programme in Human Rights and Democratization in Asia Pacific
ARDF	African Regional Development Frameworks
ArMA	Arab Master’s Programme in Democracy and Human Rights
AU	African Union
CCL	Centre for Child Law
CES	Master’s Programme in Human Rights and Democratization in the Caucasus
CHR	Centre for Human Rights
CLT	Child Leadership Team
CRIN	Child Rights International Network
CRRO	Child Rights Regional Officer
CRSL	Child Rights Strategic Litigation
CSO	Civil Society Organization
ECCHR	European Center for Constitutional and Human Rights
EMA	European Master’s Programme in Human Rights and Democratization
ERMA	European Regional Master’s Programme in Democracy and Human Rights in South-East Europe
GC	Global Campus
GS	Global Study
HRDA	Master’s Programme in Human Rights and Democratization in Africa
IHRP	Institute of Human Rights and Peace Studies (Mahidol University)
LATMA	Master’s Programme in Human Rights and Democratization in Latin America and the Caribbean
MAHRS	Master of Arts in Human Rights and Sustainability in Central Asia
SCC	Secure Care Centres
SDGs	Sustainable Development Goals
UNTL	National University of Timor Leste
YAG	Youth Advisory Group

I. INTRODUCTION

The 2023-24 reporting period marks the conclusion of the first five-year cycle of the partnership between the Global Campus of Human Rights (GC) and Right Livelihood. This pivotal year saw the wrap-up of numerous impactful projects from the initial cycle, alongside preparations for the next phase of partnership. A new project selection process was established, paving the way for a 2024-29 cycle focused on the thematic priority areas of Artificial Intelligence, Climate Justice, and Deprivation of Liberty, in the light of their impact and relevance to children's rights. The underlying pillars (guiding principle and transversal priorities) of all our work are Child Participation, Future Generations, Global Inequalities and Institutional Initiatives.

Regional hubs played a vital role, proposing innovative initiatives and continuing to integrate children's rights into academic programmes and outreach efforts. Initiatives like the Global Campus Child Leadership Teams showcased our commitment to amplifying children's voices. As we reflect on this transformative period, we are energized by the progress made and look forward to building on this foundation in the years ahead.

II. OBJECTIVES AND PROJECT ACTIVITIES 2023-2024

OBJECTIVE 1: THE COOPERATION IS POSITIONED AS A NETWORK IN ACTION THAT SEEKS TO ADVANCE CHILDREN'S RIGHTS THROUGH INNOVATIVE RESEARCH, EDUCATION AND ADVOCACY.

Under this objective, a wide range of activities were conducted, such as:

1.1 Promoting Children's Rights Education at the National University of Timor Leste

This interesting project, initiated in 2021, came to an end in 2024. The project built on the previous creation of the UNTL Human Rights Centre in Dili with the support of the European Union (2029-20) and aimed to develop capacities to establish a new specialised curricular subject on children's rights for selected Faculties (Education, Law and Medicine). The project mainly involved training for lecturers, development of curriculum and teaching tools, outreach and awareness-raising activities.

Recognizing that Timor-Leste has a strong record in human rights but still experiences severe difficulties in the protection of children's rights (malnutrition, lack of access to education, child labour...) the university committed to training qualified human resources to address this pressing issue.



A main focus during this last year of the project was the implementation of a newly developed Child Rights Course, which took place between January and June 2024. Overall, 435 students (25% M and 75% F) were enrolled in this course as part of the mandatory teaching plan of their respective undergraduate degrees. They were taught by lecturers who had been trained in ToT activities in the previous year, and who were supported by the UNTL Human Rights Centre team.

1.2 Promoting Human and Children's Rights Education at the State University of Moldova (MSU)

This project aimed at contributing to the promotion and protection of human rights, democracy, and sustainable development in the Republic of Moldova through setting up innovative human rights education activities at Moldova State University, with a particular focus on addressing the rights of children, youth, and future generations. The main result of the project is the introduction of two Human Rights Education subjects within the MSU Faculty of Law. Child Rights have been included as a new thematic subject, determining a permanent policy change (curriculum revision) that will foster new cohorts of graduates with an increased understanding

of children’s rights. The work conducted under this project allowed for the integration of MSU within the GC Caucasus programme, and its membership in the GC.

For more information on the Spring School on Climate Justice held at MSU with the participation of Right Livelihood Laureate Vladimir Sliviyak please refer to section 11.6 below.

1.3 Global Campus Alumni Activities

The [Global Campus Alumni \(GCA\) community](#) is a network of currently seven alumni regional associations gathering more than 4,600 human rights professionals spread throughout the world, all alumni who graduated from one of the master’s programmes of the Global Campus.



One of the most energizing alumni activities undertaken during the reporting period brought together alumni from all Global Campus regions to confront the critical challenges of climate justice and its impact on future generations.

Beginning in 2023 with the creation of a small dedicated task force of regional alumni representatives, the initiative reached a high point in April 2024 with a [three-day gathering in Athens](#). This event, the largest in-person alumni meeting in years, saw over 50 participants from across continents come together to

exchange ideas and strengthen their collective mission to unite for climate justice and the rights of future generations.

The seven Alumni regional teams implemented a great variety of formats targeting very different audiences: a podcast series exploring the gender dimension of climate justice and [climate disinformation in the Western Balkans](#); a social media campaign for ‘[climate justice beginners](#)’ demystifying climate concepts and terms that are used often as mere slogans; [podcast series on children’s rights and climate emergency in Africa](#); an analysis of the current state of environmental education in Latin America; educational activities introducing middle-school students to the concept of climate responsibility; a research project on [CSOs in the Arab World](#) working at the intersection of climate change and human rights. Other creative and educational contributions included the Water Crises Game, piloted by alumni at the Athens gathering and later implemented in youth camps in Kyrgyzstan; a child-friendly booklet, *Tales of children and Asia and the Pacific*; and the photo gallery titled *Worth Protection* in the Caucasus region. Research efforts also explored climate policies and expert organisations in Asia, providing valuable insights for advocacy and action.

For information about the GC Alumni Association’s skills transfer programme with renowned Right Livelihood Laureates please refer to section 11.3.

1.4 Global Campus Policy Observatory

The Global Campus [Policy Observatory](#) aims to coordinate research initiatives within the Global Campus and its regional members that respond to urgent human rights issues.

The 2024 edition of the Observatory focused on the **digitalisation of education systems and its impact on human rights, especially the right to education**. It presented a multidisciplinary study combining qualitative and quantitative analysis across various regions (Southeast Asia, Europe and South-East Europe, Caucasus, Latin America, Africa, and MENA). It delved into how digital technologies affect the right to education, outlined emerging trends and practices, and offered integrated recommendations for policies and practices, grounded in a human rights-based approach.

Project outputs include: [eight policy briefs](#) addressing various issues concerning children; workshop presentations; advocacy plans; and digital tools (infographics, [webinars](#)) developed in cooperation with the GC E-learning Department.

This project was implemented with co-funding by the European Union and the Italian Ministry of Foreign Affairs and International Cooperation (MAECI).

1.5 Human Rights Preparedness Blog

The GC [Human Rights Preparedness Blog](#) is a platform for expert insights and debate on safeguarding human rights in times of crisis, strengthening resilience, and advancing justice worldwide. The blog has also proved to be a valuable platform for innovative and inclusive conversations on children’s rights. For example, between September 2023 and October 2023 a curated series on [Children’s Rights Issues](#) in South-East Europe was published in the blog, drawing on the Migration in South-East Europe project which was supported by the cooperation between 2020 and 2023.

1.6 5th Annual Steering Group Meeting

One of the yearly highlights of the GC-Right Livelihood Cooperation is the opportunity for its eight Steering Group members – highly respected experts in their fields – as well as a number of Right Livelihood and Global Campus staff members, to get together for lively, thought-provoking and inspiring discussions. The starting point for these discussions were the project proposals that had been received for the upcoming 5-year cycle of the cooperation, roughly divided into the thematic areas of Artificial Intelligence, Climate Justice, and Deprivation of Liberty of Children, in addition to projects addressing more than one thematic area.

Project Proposals received for the 2024-2029 cycle of the GC Right Livelihood Cooperation	
Special fund project proposals	Total # of proposals received: 15 (out of which 11 were accepted) Split by thematic area: Artificial Intelligence & Neurorights: 6 (5 accepted) Climate Justice: 3 (2 accepted) Deprivation of Liberty of Children: 2 (1 accepted)

	Cross-cutting proposals (addressing more than one topic): 4 (3 accepted)
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Additionally, for the first time the Steering Group were joined in some of their sessions by two representatives of the Global Campus Child Leadership team, 15-year-old Una from Bosnia and 13-year-old Marta from Serbia. They shared their perspective on challenges they are facing in their daily lives, particularly in the digital environment, and presented projects that had been put forward by the different national Child Leadership teams for implementation in the new cycle.

CLT project proposals	<p>Total # of proposals received: 5 (all accepted, some with revisions)</p> <p>Geographic split: 22 countries & 5 regional hubs represented</p> <p>APMA: 1 proposal with different activities being implemented in Thailand, Pakistan, Nepal, Bhutan, Bangladesh and India</p> <p>ArMA: 1 proposal covering 10 countries (Lebanon, Palestine, Jordan, Iraq, Yemen, Egypt, Algeria, Tunisia, Morocco, and Mauritania)</p> <p>CES: 1 proposal from the Armenian CLT</p> <p>ERMA: 1 proposal covering Bosnia & Herzegovina and Serbia</p> <p>HRDA: 1 proposal covering CLT activities in Kenya, Malawi and South Africa</p>
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Please find more information about the accepted Special Funds Project Proposals [here](#). For more information about the Child Leadership Team Proposals please refer to section 10.1.

1.7 Child Rights Regional Officers Planning Workshop in Yerevan, Armenia

Between March 4th and 6th 2024, the Child Rights Regional Officers workshop “Looking into the next five-year cycle of the GC-Right Livelihood Cooperation” was held in Yerevan, Armenia. The workshop featured panels to discuss the overall context and future outlook of the Global Campus cooperation with Right Livelihood, presentations on Right Livelihood Laureates and their selection process, and in-depth discussions on AI and neuro-rights, deprivation of liberty of children, climate justice and child-rights programming.

Members of the Armenian Child Leadership team gave presentations of the work they had undertaken so far, and impressed all participants with their drive, professionalism and dedication.

OBJECTIVE 2: CHILDREN'S RIGHTS WITHIN THE 8 REGIONAL MASTER PROGRAMMES AND OTHER ACTIVITIES OF THE GLOBAL CAMPUS ARE MAINSTREAMED.

In each of the GC's 8 regional hubs, a wide range of child rights mainstreaming activities are being carried out each year. The focal points for these child rights mainstreaming activities in each hub are the child rights regional officers, who are coordinated and supported by the Child Rights Department at GC HQ in Venice. While the concrete set-up and support structure in each regional hub is different, depending on the local context and the individual needs in the regional hub, all of them share an unwavering commitment to advancing children's rights.



2.1 APMA: Global Campus Asia-Pacific Hub (Bangkok)

The Asia Pacific regional hub is a trailblazer when it comes to promoting practical applications of child rights research, collaborating with numerous NGOs to apply research findings in real-world settings, improving the lives of children.

For example, the Child Rights team at the Institute of Human Rights and Peace Studies (IHRP) of Mahidol University assisted the organization World Vision in developing a strategic framework to transition its child trafficking programming over to a rights-based safe migration approach. Similarly, the team advised ECPAT International (a global network fighting against the sexual exploitation of children) on how to successfully integrate academic approaches into the research activities of the network.

Another core component of the work at the regional hub is to promote and support child rights-related research and enhance academic research skills, particularly on ethical research with children.

Our APMA hub is also the home of vibrant child participation activities: currently there are 6 national Child Leadership Teams who coordinate with each other on a regional level and also engage with children from the other regional hubs in global activities.

For further information on the child rights activities undertaken in this regional hub please [click here](#).

2.2 ArMA: Global Campus Arab World (Beirut)

The GC ArMA regional hub operated under particularly challenging conditions: In light of the ongoing conflicts, especially in Gaza, the programme focused this year heavily on strengthening the Child Rights focus within the regional master's programme and enhancing the knowledge of Child Rights in the Arab region. This was done through activities such as webinars and research activities targeting university students and a broader public. Of particular note is a series of webinars and round tables on international laws and the protection of children in armed conflict, bringing in Human Rights and a Humanitarian Law perspectives.

Important strides were made with regards to building partnerships with organizations like the Manara Network, who are now a partner in the GC Arab World's Child Leadership Team Project.

Another interesting development was the expansion of the GC Arab World's seminar on Child Justice into an Advanced Course, held in partnership with Terre des Hommes, offering specialized training for practitioners and students. Additionally, the hub has been proactive in fostering cross-regional exchanges, for example collaborating with GC Africa to further develop a child rights clinic within the GC Arab World programme. GC Africa's organizational model of the Child Rights Unit at Pretoria University has also been an inspiration for the GC Arab World, who started laying the groundwork for a Child Rights Unit within its own programme.



For further information on the child rights activities undertaken in this regional hub please [click here](#).

2.3 CES: Global Campus Caucasus (Yerevan)

2023-2024 has been an eventful year at the Global Campus Caucasus hub in Yerevan. The region, known for its remarkable work with regards to child participation, facilitated child-led research on children's mental health and the impact of the school environment, and supported the active involvement of children in a research collaboration with Maastricht University on "Realizing Children's Development Rights in De Facto States".



Members of the Armenian Child Leadership team were keen to increase the visibility of the topics of children's rights in the country and participated – with the guidance and support of the Child Rights Regional Officer - in a series of talk shows and a radio podcast, sharing their experiences and advocating for an increased respect for children's rights.

Additionally, the partnership between the GC Caucasus Hub, Moldova State University and the GC Capacity Development department led to the successful inclusion of two new master's courses on children's rights at Moldova State University, supported by a capacity-building programme. The "[Inclusion through Arts](#)" initiative was another major achievement, culminating in a conference and [toolkit presentation](#) in March 2024.

For further information on the child rights activities undertaken in this regional hub please [click here](#).

2.4 EMA: Global Campus Europe (Venice)

At the Global Campus Europe hub, child rights mainstreaming was advanced through expert-led teaching, academic research, and regional partnerships. 11 master's theses focused on children's rights were supported, and the programme expanded child rights discussions beyond its designated thematic week, integrating them across various teaching modules.

An important achievement was the 5th edition of the Global Campus Policy Observatory, which focused its research this year on 'The digitalisation of education systems and its impact on human rights, with particular attention to the right to education'. It involved a team of seven policy analysts selected among alumni of GC regional programmes.

For more information on this project please refer to section 1.4.

Information about the Human Rights Preparedness Blog, a platform for innovative and inclusive conversations on children's rights, can be found in section 1.5.

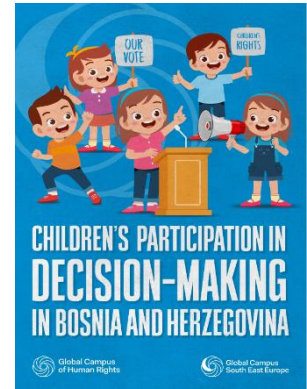
Another highlight was the annual student-organized EMA Human Rights Film Festival. During this year the festival coincided with the 75th anniversary of the adoption of the Universal Declaration of Human Rights. The central theme of the festival revolved around children's rights, addressing crucial aspects of their well-being and protection. A specially designed space welcomed children and their parents or guardians to watch films together, ask questions, or engage in drawing activities.

For further information on the child rights activities undertaken in this regional hub please [click here](#).



2.5 ERMA: Global Campus South-East Europe (Sarajevo)

A major achievement with regards to the work on children’s rights at the Global Campus South-East Europe hub during this year has been the publication of a [mapping research on child participation in decision-making in Bosnia and Herzegovina](#) (BiH). This research project has opened a space for discussion on the importance of child participation, and provided clear recommendations for policymakers, educators, and civil society organizations. Currently, work on a second publication, focusing on Serbia, is underway.



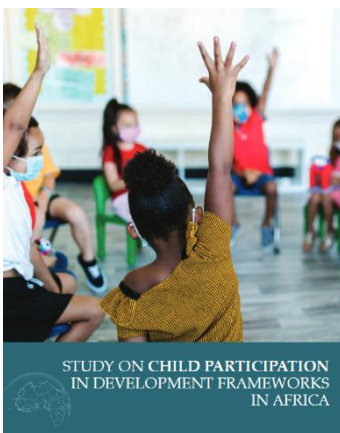
A crucial topic of interest at the regional hub during 2023-2024 and beyond are the digital rights of children and cybersecurity. An alumni online panel discussion was held, and the children of the ERMA Child Leadership team over a process spanning several months identified cyberbullying as the topic [they wanted to focus their work on](#).

It is also important to mention, that the Children’s Rights week has become a constant in the ERMA MA programme, receiving very high grades from the students in their evaluations (overall score of 4.0 – Very Good). All this effort has led to ERMA become a reference point within the region on child rights, with organizations regularly approaching the team to ask for collaborations or support on child-rights related projects.

For further information on the child rights activities undertaken in this regional hub please [click here](#).

2.6 HRDA: Global Campus Africa (Pretoria)

The Global Campus Africa has a unique role when it comes to children’s rights within the Global Campus Network: Since 2013 it has a fully established [Children’s Rights Unit](#) at the Centre for Human Rights of the University of Pretoria, which is widely recognized for its work in research, advocacy and training.



Among the strong academic research output of the Unit, it would be important to flag the publication of the “[Study on Child Participation in Development Frameworks in Africa](#)”, which guided a workshop held on the topic in Zambia during May 2024. The aim of the workshop – following previous workshops held in Kenya and Malawi - was to equip stakeholders with the knowledge and tools to effectively include children in development agendas at national, regional, and global levels. Children themselves were supported in developing their advocacy skills through direct engagement with government officials and civil society organizations.

Climate justice increasingly came to the forefront as a focus area of interest for the children participating in activities coordinated by GC Africa. In response to this and building on the Centre for Human Rights existing collaboration with the African Committee of Experts on the Rights and Welfare of the Child (ACERWC), the Children’s Rights Unit has been laying the groundwork for the children to be able to express their views and give recommendations with regards to children’s rights and climate justice before the committee in the upcoming year.

For further information on MOOT Courts supported by the Child Rights Unit at the GC Africa hub, please refer to section 3.2.

For further information on the child rights activities undertaken in this regional hub please [click here](#).

2.7 LATMA: Global Campus Latin America and Caribbean (Buenos Aires)

Children’s Rights is a topic of paramount importance in Latin America and the Caribbean: 188 million of the region’s inhabitants are children and adolescents, many of whom face significant challenges at all stages of their personal and social development. [According to UNICEF](#), the adolescent homicide rate is five times higher than the global average.

The GC LATMA regional hub works on several levels to address the challenges children in the region are facing: With policy makers and practitioners to strengthen the overall protective environment for children, with its students and through academic collaborations to shape a new generation of professionals with a strong understanding of children’s rights, and with children themselves to encourage them to learn about their rights and feel empowered to become active advocates for themselves and other children.

Among the activities of particular note during the reporting period is a training workshop to address violence against women and girls, co-developed with the Council of the Judiciary of Ecuador. The three sessions of the module of this training course were attended by 326 judges, prosecutors, public defenders, technical and jurisdictional teams involved in the administration of justice in cases of violence against women in Ecuador.

Like in other regional hubs, Climate Justice is a topic that generates significant interest and engagement: 60 children participated in the pilot programme “Climate Justice in my School”, developed through the LATMA Alumni Association. The programme focused on the identification of responsibilities *vis-a-vis* climate change; the joint reflection; and empowerment through collective action.

For further information on the child rights activities undertaken in this regional hub please [click here](#).



2.8 MAHRS: Global Campus Central Asia

The integration of the 8th regional hub, based at the OSCE Academy in Bishkek, made important strides forward when it comes to child rights: a Child Rights Regional Officer was identified during the reporting period, and started her work with a lot of dedication and energy.

From June 9 to 14, 2024 the OSCE Academy in Bishkek, with support of the Global Campus of Human Rights in Venice and Right Livelihood, launched its Alumni/Student Summer School at the Issyk-Kul lake, Kyrgyzstan, focused on "**Women, Girls, and Children's Rights in Central Asia.**" The Summer School brought together graduates of the Academy's MA programmes, as well as students of the MA Programme in Human Rights and Sustainability from Afghanistan, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, and Uzbekistan, aiming to expand their expertise in human rights.



The Summer School covered a wide range of topics, including the UN Treaty-based System, gender rights and migration, the historical context of women's and children's rights in Central Asia, and innovative methods for fostering these rights through artworks and critical thinking.

The Summer School aimed to provide participants with insightful discussions, valuable networking opportunities, and the development of strategies to advance the rights of women, girls, and children in the region. A highlight of the Summer Schools was a guest lecture by 2012 Right Livelihood Laureate [Sima Samar](#). Although Dr. Samar was unable to obtain a visa from the Kyrgyz authorities and had to deliver the lecture remotely, participants remained highly engaged, and the high volume of questions extended the session beyond its scheduled time.

For further information on the Summer School please [click here](#).

[OBJECTIVE 3: EDUCATIONAL FORMATS \(INCLUDING AN ADVOCACY COMPONENT\) ARE DEVELOPED AND IMPLEMENTED THAT ENABLE CHILDREN TO DEMAND AND FURTHER ADVANCE THEIR RIGHTS.](#)

3.1 Cinema, Human Rights and Advocacy Summer School

The Summer School in Cinema Human Rights and Advocacy (CHRA) is an intensive 10-day training programme that is specifically tailored for young professionals who are eager to enhance their understanding of the critical intersections between human rights and the realms of film, digital media, and video advocacy.

Since 2019, with the support of Right Livelihood, the CHRA has incorporated specialized modules on children's rights, taught by renowned experts. Additionally, the initiative has provided financial assistance through bursaries and tuition waivers, enabling young human rights defenders and activists to participate, thus empowering new generations to promote and protect children's rights through digital media and advocacy within the broader context of human rights.

Visual Material / Documentation:

- [Written interview](#) with Florian Westphal for the GC Magazine:
- Video interview to Giacomo Abbruzzese: <https://youtu.be/3vkDS0pNJFI>
- Video interview to CHRA participants at the Venice Film Festival area, including Dennese Javier, Amit Kumar, Paraskevi Karageorgu, Osama Ayyad, Mbathio Diaw: <https://youtu.be/f-wIA2IFIUE>

Please follow the links to find the [full programme](#) and a detailed report of the [2023 CHRA Summer School](#).

3.2 Establishing Schools Human Rights Moot Court Competitions in different countries

The MOOT court project, coordinated by the GC Africa Hub, has its core focus on fostering human rights education from an early age, emphasizing the comprehension and analysis of essential human rights principles by learners. Additionally, the programme has established a platform for networking and alliance building. During the reporting period, MOOT court competitions were held in [Ethiopia](#), organized by the Ethiopian Human Rights Commission (EHRC), with the support of the Centre for Human Rights, and in Ghana, organized by

[Ethiopia MOOT Court Report](#)
[Ghana MOOT Court Report](#)



OBJECTIVE 4: FOLLOW-UP ACTIVITIES TO THE UN GLOBAL STUDY ON CHILDREN DEPRIVED OF LIBERTY RECOMMENDATIONS ARE IMPLEMENTED.

During the reporting period, the Global Campus of Human Rights continued its vital work implementing the UN Global Study on Children Deprived of Liberty.

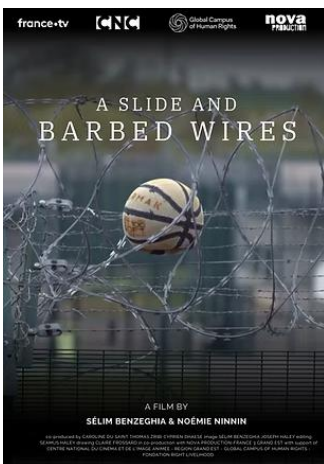
The programme's objectives remained consistent with previous years:

- Disseminate findings and recommendations of the Global Study
- Support implementation of recommendations at national and regional levels
- Develop resources and tools for stakeholders
- Engage in strategic partnerships and collaborations

However, this year saw an increased emphasis on:

- Evaluating the programme's overall impact since 2019
- Identifying and documenting promising practices
- Planning for sustainable long-term engagement beyond the initial five-year cycle

A key partnership was established between the Global Campus and the Global Initiative on Justice with Children Collaboration: This partnership aims to create collaborative scientific research, facilitate conferences and publications, and develop specialized academic programmes. Key activities include participation in the World Congress on Access to Justice in 2025, where the Global Campus will have a role as an academic pillar, and supporting regional advisory meetings.



To highlight just one of the important moments during the reporting period: In March 2024, the documentary on immigration detention of children in France supported under the Global Study Project was screened at a European Parliament Meeting. The documentary highlights the devastating consequences of immigration detention on children's mental and physical health.

It aims to convey the recommendations of the UN Global Study on Children Deprived of Liberty and more particularly the need for such a practice to be prohibited as well as the best interest of child to be a primary consideration in migration policies. Information about the film: Available [here](#)

For further information on the activities undertaken with regards to the thematic area of Children Deprived of Liberty and Children's Access to Justice please [click here](#).

OBJECTIVE 5: PRACTICE-ORIENTED RESEARCH ABOUT ONGOING CHILDREN'S RIGHTS STRATEGIC LITIGATION EFFORTS IS CONDUCTED.

The impactful Advancing Child Rights Strategic Litigation (ACRiSL) Project came to an end in the fiscal year 2022/23 ([research report and toolkits developed under the this project](#), for additional information please refer to the 2022-2023 annual report).

Nonetheless, a small follow-up component using some savings from the ACRiSL Project in order to further strengthen the communication outputs and dissemination of materials is being implemented between June 2024 and December 2024 in coordination with [CRIN](#) – the Child Rights International Network.

OBJECTIVE 6: INNOVATIVE E-LEARNING MATERIALS ARE DEVELOPED, AND E-LEARNING ACTIVITIES ARE IMPLEMENTED TO ADVANCE UNDERSTANDING OF AND ENGAGEMENT WITH CHILDREN'S RIGHTS.

During 2023/24 the Global Campus E-Learning team ran 2 Massive Open Online Courses (MOOCs) aimed at sharing information and increasing awareness on two current and topical issues related to children's rights:

- [Children's Mental Health: Rights and Perspectives](#) which looked into approaches that prioritise and commit to the direct participation of children and young people in decision-making in this area of their lives. It included videos, interviews and lived experiences of children and young people, a member of the UN CRC Committee, representatives from Save the Children and Terre des Hommes, a Right Livelihood Laureate and GC alumni and staff. This MOOC was developed as a follow up to the request of children who organized the the Global Campus Conference on Children's Mental Health (2022). A report about the MOOC is available [here](#).
- [Children's Right to Education in Armed Conflict](#) which aimed to mobilise public support in the defence of the right to education when and where it is most needed. Guest speakers joined from The Right to Education Initiative, Education Above All Foundation, Human Rights Watch, INEE, GCPEA. Regional perspectives came from the GC Headquarters, GC Regional Hubs and conflict-affected communities, including GCA Alumni. A report is [here](#).

In addition, other online events and webinars were organized across the different regional hubs of the Global Campus, in some cases with the support of the E-Learning Department.

The GC Regional Hub in Latin America and the Caribbean was also active in this area: Three MOOCs were developed by a dedicated Scientific Committee, supported by the coordination of the project.

Course 1: Introduction to the rights of children and adolescents.

Course 2: Children, Adolescents and the Penal System

Course 3: Rights of children and adolescents and family relationships.

For more information on this activity, please refer to section 2.7.

OBJECTIVE 7: THE NETWORK IS ACTIVELY ENGAGED IN ADDRESSING MAJOR CRISES THAT AFFECT CHILDREN'S RIGHTS (E.G. HEALTH, CLIMATE, MIGRATION), AND EQUIPPED TO RESPOND SWIFTLY TO UPCOMING CRISES.

7.1 Global State of Human Rights Conference, 4th edition

This event assembled leading figures from across the globe to tackle pressing challenges faced by human rights defenders, with a special focus on contexts of exile, conflict, and the degradation of our environment.

The conference kicked off with a public opening roundtable hosted by the UNESCO Regional Bureau for Science and Culture in Europe in the beautiful Palazzo Zorzi in Venice.

Distinguished speakers, including Manfred Nowak, Secretary General of the Global Campus of Human Rights, and Gunilla Hallonsten, Chair of the Board at Right Livelihood, set the stage for discussions led by prominent figures such as Matteo Mecacci, Director of the OSCE Office for Democratic Institutions and Human Rights (ODIHR), Mary Lawlor, UN Special Rapporteur on the Situation of Human Rights Defenders, Chiara Adamo from the European Commission, and Olof Skoog, EU Special Representative for Human Rights.



On the second day, discussions continued at the Global Campus headquarters on Lido. Over the course of the two days of the conference, participants engaged in dynamic roundtable discussions exploring topics ranging from redefining exile for human rights defenders to strategies for protecting human rights during periods of conflict. Human rights defenders from countries such as Nicaragua, Sudan, Russia, Guatemala, Cambodia, Egypt and Iran were at the centre of the event.

Two representatives from the Global Campus' Child Leadership team also gave a presentation during the conference, underscoring the vital role of youth in human rights advocacy.

A key outcome was the issuance of the '[Venice Statement: Reconceptualising Exile for Human Rights Defenders at Risks](#)', guided by human rights defenders who spoke at the event.

OBJECTIVE 8: A TRAINING SCHEME AND PLATFORM WITH RESOURCES AND MATERIAL ABOUT STRATEGIC NONVIOLENT ACTION IS DEVELOPED AND USED BY CHILDREN, YOUNG PEOPLE AND HUMAN RIGHTS DEFENDERS FROM DIFFERENT WORLD REGIONS.

8.1 The People – Powered Training Platform

This was the last year of implementation of this project, developed and implemented by the Albert Einstein Institution (AEI). The primary aim of this project was to develop an open-source, multimedia, and interactive online training platform that empowers communities to design and implement strategic plans for nonviolent resistance movements.

To date, thirteen educational modules have been recorded, edited, and supplemented with supporting materials designed to assist trainers and enhance learning. These modules are now available on the Platform, with six more currently in production. While platform evaluation is ongoing and slightly behind schedule, preliminary assessments have been conducted in collaboration with education specialists, and multiple external evaluations are planned. Resource development and evaluation have involved collaboration with partners from the Right Livelihood and Global Campus networks, including the University of California, Santa Cruz.

This project has also facilitated the digitization and modularization of the Albert Einstein Institution’s historic training materials. These resources, tested and refined over decades in global struggles for justice, are now much more scalable and accessible.

One of the key outcomes of this project has been the strengthening of AEI’s capacity to conduct and disseminate research through the development of the Platform and the processes AEI has established to support its growth. This has expanded the capacity of AEI to engage more deeply with global movements and has significantly contributed to the strengthening of the broader infrastructure for nonviolent action education.



OBJECTIVE 9: ECONOMIC, SOCIAL AND CULTURAL RIGHTS OF THE CHILD ARE STRENGTHENED THROUGH DIRECT ENGAGEMENT WITH THE UNITED NATIONS TREATY BODY SYSTEM.

9.1 Economic, Social and Cultural Rights As Rights Of The Child: Empowering Children In Building A Better Future

The aim of this project is to draft a compilation of Principles and Standards of Economic, Social and Cultural Rights of the child, which elaborates on the protective and empowering dimensions of ESC rights. It is envisioned that the development of such a soft-law document on the ESC rights of the child could help in achieving a better implementation at the national level and clear monitoring criteria for the UN Treaty Bodies in the field of ESC rights of the child, therefore leading to better visibility of children as empowered actors.

During 2023/24, this project saw substantial progress in several key areas, including:

- Convening the Expert Meeting with Treaty Body (TB) members (online) to discuss the List of Issues,
- Complementing updates on TB's works as well as the analysis of the activities of the UN special procedures dealing with specific issues related to ESC rights,
- Drafting selected sections of the Compilation of Standards and Principles on ESC Rights of the Child (first draft),
- Developing the framework for and conducting a pilot child consultation using the Pol.is survey.



Picture 3. Pictures from the child consultation at AMU, 24 April 2024.

OBJECTIVE 10: INITIATIVES FOR CHILD PARTICIPATION ARE DEVELOPED AND IMPLEMENTED WITH CHILDREN IN ORDER TO BUILD ON AND ENHANCE EXISTING POSITIVE PRACTICES.

10.1 GC Child Leadership Team (CLT)

Following its restructuring in 2023, the GC CLT introduced a new composition to enhance its mission of advancing child rights through child leadership in Participation. Comprised of children aged 12 to 18 years from across the GC hubs, the GC CLT champions child participation by representing children's voices in GC-organised events, contributing to the GC-Right Livelihood Steering Group discussions, and leading child-focused advocacy and education projects.

The GC CLT operates through national teams established in five out of the eight GC hubs found in Africa (Kenya and Malawi), the Arab World (Morocco, Algeria, Mauritania, Tunisia, Egypt, Palestine, Lebanon, Jordan, Iraq, and Yemen), Asia Pacific (Bangladesh, Bhutan, India, Nepal, Pakistan, and Thailand), the Caucasus (Armenia), and South-East Europe (Bosnia & Herzegovina and Serbia). In the newest GC Regional Hub, Central Asia, preparations for the set-up of a local CLT are under way.

Following these links, you can see video messages from members of the GC Child Leadership Teams across the world: [Nepal](#) – [Pakistan](#) – [Armenia](#) - [Thailand](#) – [Participants in the 2022 GC Child-Led Conference on Children's Mental Health](#)

During 2023/24, the CLTs focused on strengthening national teams in various regions, welcoming new members, electing representatives and identifying projects to address pressing child rights issues at the country level. At the end of December 2023, the children announced that they had developed national projects which they submitted to the GC for funding under the Global Campus-Right Livelihood Agreement.

These projects focus on a wide variety of themes such as cyber-bullying, climate justice, children's right to education, children's mental health, as well as issues such as child labour or child marriage.

Please find additional information about CLT activities during 2023-2024 [here](#).

10.2 Child-led conference on children's mental health in schools in Africa - 2 August 2023

The conference was attended by children from Cameroon, Ethiopia, the Democratic Republic of Congo, Kenya, South Africa, Malawi, and Zimbabwe and it was inspired by the concerning increase in diagnosed mental disorders among children across various institutions in Africa. In South Africa, for example, current estimates reveal that around 13% of children aged 10-19 and a staggering 40% of children aged 10-14 are affected, with anxiety and depression being the most prevalent disorders. Suicide, tragically, remains a significant concern among children, making it the fourth leading cause of death among 15 to 19-year-olds globally. These alarming figures are a cause for great concern and emphasise the urgent need for critical conversations that address children's mental health. To this end, the conference prioritised the well-being of children and placed them at the centre of the conversation and solutions by providing a platform for children's participation, experience sharing, and expert opinion. The keynote

address was given by Professor Nontembeko Bila from the Department of Social Work & Criminology, Faculty of Humanities, University of Pretoria.

During the conference a diverse group of children participated in a panel discussion and shared their experiences, enabling a deeper understanding of the challenges they face concerning mental health. This was reinforced by contributions from experts from South Africa and Kenya on topics including neurodevelopmental learning disorders, focusing 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, teachers from South African High Schools had a panel discussion on strategies adopted by schools in dealing with children's mental health. The event concluded with plans to host a follow-up event and activity.

10.3 Further Child Participation Activities (selection)

For further information on child-led research on children's mental health and the impact of the school environment, refer to section 2.3.

For further information on the research project to map child participation in decision making in Bosnia and Herzegovina, please refer to section 2.5.

For further information on the conference: "Promoting Child Participation in Development Frameworks in Africa: Focus on Zambia", please refer to section 2.6.

OBJECTIVE 11: INCLUDE RIGHT LIVELIHOOD LAUREATES INTO GC ACTIVITIES

11.1 GC-Right Livelihood Fellowship Scheme

This project links GC Masters' students with Right Livelihood Laureates. At the start of each fellowship round, a Right Livelihood Laureate gives a presentation about their work to GC students. Following that presentation, students who have an interest in researching and writing their thesis on a child rights topic related to the Laureates' work submit their expressions of interest. All received EoIs are reviewed and evaluated, and the selected student receives research support and guidance from the Laureate while writing their thesis. After graduation, the student carries out an internship at the Laureate's organization.

In its first edition, initiated in the previous reporting period, the Fellowship Scheme linked an EMA student from the 2022/23 cohort with Right Livelihood Laureate Marthe Wandou. Following Marthe Wandou's presentation to EMA students about children's rights in the Lake Chad basin of Central Africa on 27 September 2022, EoIs were received, and a student was selected. The student received research support from Marthe Wandou and her team at ALDEPA and successfully defended her master's thesis titled: 'I am Just a Child. Impact of Child Marriage to Accessing Education in Cameroon' on September 24th, 2023. Following that, the student carried out her internship at ALDEPA in Cameroon between June and September 2024.

The second round of this Fellowship Scheme connected an EMA student from the 2023/24 cohort with 2022 Right Livelihood Laureates, Africa Institute for Energy Governance (AFIEGO). The student impressed both the Laureate and the GC with her dedication and her thesis about the crude oil extraction and its negative impacts on children's rights in Uganda was selected as one of the 5 best theses of her cohort (out of over 90 theses submitted). The internship of the student at AFIEGO will be undertaken in two parts – the first part will be undertaken online (1 month), and then the student will finalize her internship in person in Uganda in August, September and October 2025.

Preparations for the third round of the Fellowship scheme started in spring and early summer of 2024, and in this edition the student will be connected with Right Livelihood Laureate Marthe Wandou, in addition to another organization - ShareMusic and Performing Arts – who focus on inclusion of persons with disabilities (including children) through the arts.

11.2 Santa Cruz Conference

Between 23rd and 27th April 2024, the Right Livelihood Center at University of California Santa Cruz organized a 5-day conference on "Converge for Change: Right Livelihood International Student Activist Conference & Global Solidarity Network". Two Right Livelihood Laureates, Phyllis Omido (Kenya) and Juan Pablo Orrego (Chile), participated in the conference. Through the cooperation between the GC and Right Livelihood, three Global Campus students (from EMA, MAHRS and APMA respectively) were supported to participate in the conference. They were active participants during the conference, and since then have been engaged in the Right Livelihood College student network. They are also working to connect other GC students among

each other, inform them about the possibility to become part of the Right Livelihood Student Network and in particular mobilize students to join a newly established Human Rights Working Group.

11.3 Skills Exchange Workshops

During the reporting period, the GC Alumni Association collaborated with renowned Right Livelihood Laureates to co-create a [skills transfer programme](#). Together with Laureates Vladimir Slivyak (environmental activist), Kasha Jacqueline Nabagesera (LGBTQ+ advocate), Cecosesola (a zero-hierarchy cooperative) and Mozn Hassan (women’s rights defender), we explored how human rights defenders and activists can learn from one another. Through interactive roundtables, Laureates and leading alumni shared tools, strategies, and experiences to overcome challenges and drive change. These dialogues culminated in a short publication designed to inspire new approaches in human rights, social justice, and climate action.

Right Livelihood Laureates
& Global Campus Alumni



11.4 Inclusion through the Arts Conference, Yerevan, Armenia

Between 6th and 7th April the Global Campus Caucasus team organized a conference on “Inclusion through the arts” with the support of [ShareMusic and Performing Arts](#), Right Livelihood and the [Henry Igityan National Centre for Aesthetics](#). Right Livelihood Laureate Marthe Wandou was a keynote speaker at the conference (due to visa issues the participation had to take place remotely). The conference brought together civil society, policy makers and cultural organisations to discuss the implementation of the UN Convention on the Rights of the Child, inclusion and disability rights and the role of the arts in promoting inclusion for both children and adults.

11.5 Earth Trusteeship Dialogues 2024

The second edition of the [Earth Trusteeship Dialogues](#) took place between 4th and 7th of May 2024. These dialogues have been initiated and are coordinated by Neshan Gunasekera, a visiting scholar at the Raoul Wallenberg Institute, who is also a legacy holder of late Judge C.G. Weeramantry, Former Vice-President, International Court of Justice, The Hague and a Right Livelihood Laureate, 2007.

The focus of these dialogues is to bring together an interdisciplinary and intergenerational group of leaders to learn from Right Livelihood Laureates, who share insights from their lived experiences. The overall objective is to link science, environment, and human rights to strengthen international rule of law through the concept of [Earth trusteeship](#).

This year, the dialogues featured Mr Nnimmo Bassey, [Times Heroes of the Environment, 2009 Right Livelihood Award Laureate](#), 2010 and recipient of the [Raoul Wallenberg Legacy Award 2024](#). Mr Bassey and his organization, [Health of Mother Earth Foundation \(HOMEF\)](#) have been on the frontline of the struggle for environmental justice, climate justice and food sovereignty in the African continent and other parts of our Earth. The dialogue provided a safe space to deepen an understanding of this struggle, to think, reflect and come up with possible steps for action, in solidarity of peoples engaging in protecting life on Earth.

11.6 Spring School on Climate Justice, Moldova State University

Between 29th and 25th May 2024 the village of Burcuta near Chişinău hosted the first edition of the “[European Cross-Regional School in Climate Justice and Human Rights](#)”. The summer school was organized within the framework of the ongoing EU-funded project "Development of Climate Justice and Human Rights Education at the Moldova State University (MSU)", focused on setting up an Interdisciplinary Lab between the Faculties of Law and Biology by July 2025.

A key highlight of the summer school was the involvement of 2021 Right Livelihood Laureate [Vladimir Slivyak](#) of Ecodefense/ Ekozashchita.



Mr. Slivyak was invited as the guest of honour at the opening ceremony of the Summer School, and to deliver a masterclass on environmentalism in the authoritarian context with the title: “**Mobilizing for the Climate: a conversation with Vladimir Slivyak**”, moderated by Dr. Zoi Aliozi.

11.7 Laureate Activity Fund

During the reporting period, the process to receive applications for small-scale projects connecting Right Livelihood Laureates with the Global Campus and a wider audience was revised. New templates for project proposals and reporting were developed, and clear evaluation criteria to guide the selection of projects were established. Applications are now accepted on a rolling basis, with a guaranteed response within 15 working days after the reception of a complete proposal.

III. CONCLUSION

As we conclude this year's annual report, the 2023/24 cycle stands out as a period of significant transition and reflection. Marking the end of the inaugural five-year collaboration between the Global Campus of Human Rights and Right Livelihood, this year saw the conclusion of many impactful projects while setting the stage for an exciting new phase. Through a rigorous process of project evaluation and selection, the groundwork has been laid for the next five-year cycle of our partnership, which will address critical topics such as Artificial Intelligence, Climate Justice, and the Deprivation of Liberty of Children and the relation of these topics to children's rights.

A defining feature of this year was the deep engagement of actors across the Global Campus Network. Every regional hub actively participated by proposing new initiatives and projects for the upcoming cycle, reflecting a shared sense of commitment and ownership across the network.

Equally significant was the leadership and active participation of children in shaping CLT project proposals aimed at addressing challenges in their communities. This highlights the potential of the cooperation to empower young people, amplify their voices, and support them in achieving meaningful change. By ensuring that children's perspectives inform and guide our actions, the Global Campus and Right Livelihood strengthen their mission to uphold children's right to participate in decisions that affect their lives.

The finalization of the first cycle was marked by the completion of initiatives that have in many cases demonstrated both measurable outcomes and are expected to have a lasting impact. At the same time, the conclusion of these projects has provided valuable insights, enabling us to refine our strategies and priorities moving forward.

This transitional period also highlighted the importance of introspection. A feedback survey conducted with stakeholders across the GC network provided essential lessons on strengths, challenges, and opportunities. These insights will be instrumental in shaping the next cycle, ensuring that the cooperation evolves to meet emerging needs while remaining rooted in its core principles of child participation, equity, and innovation.

As we look ahead, we celebrate the achievements of the past five years and embrace the opportunities of the future. The partnership between Right Livelihood and the Global Campus enters its second phase well-prepared to address pressing global challenges, guided by a shared vision of advancing children's rights.

The 2023/24 year has been one of transformation, and it leaves us optimistic for the continued impact of our collective efforts, always with the active participation of children at the heart of what we do.