



The Global Campus Child Participation Model

Resource Pack

GC Child-led Conference on Mental Health
Nepal 2022

Prepared by
Victor Karunan, Reina-Marie Loader and John Paul Pwa Abeng Amah

**With thanks to all the children
who participated in this process
and accompanied us on the journey.
You made it all possible.**

TABLE OF CONTENTS

A. ACKNOWLEDGEMENTS	6
B. INTRODUCTION	8
1. THE FOUNDATION OF THE MODEL: ARTICLE 12 OF THE UNITED NATIONS CRC	8
2. MOTIVATION AND CONTEXT FOR THE DEVELOPMENT OF A CHILD PARTICIPATION MODEL AT THE GLOBAL CAMPUS OF HUMAN RIGHTS	8
3. PURPOSE AND OBJECTIVES OF THE CHILD PARTICIPATION MODEL	9
3.1 Purpose	9
3.2 Objectives	10
4. EXPECTED OUTCOMES FOR THE GLOBAL CAMPUS AND ITS PARTNERS	11
5. HOW TO USE THIS DOCUMENT	12
5.1 What is the Model: A Building Block System	12
5.2 Chapter D: A Narrative Description Testing the Model	12
5.3. The Appendix: Useful Templates and Example Documents	12
C. CHILD PARTICIPATION IN CONTEXT	13
1. IT'S TIME TO TALK – RESEARCH TOOLKIT (APRIL 2016)	13
2. COVID UNDER 19 (NOVEMBER 2020)	14
3. THE UN COMMITTEE ON THE RIGHTS OF THE CHILD DAY OF GENERAL DISCUSSION (GDG, 2021)	15
4. CHILD PARTICIPATION GUIDELINES FOR ONLINE DISCUSSION WITH CHILDREN (SEPTEMBER 2020)	16
5. OUR EUROPE, OUR RIGHTS, OUR FUTURE,(2021)	17
D. INTERNATIONAL CHILD-LED CONFERENCE ON MENTAL HEALTH, KATHMANDU, NEPAL, 2022	18
1. PHASE ONE: CONCEPT AND PREPARATION	18
1.1 The Concept	18
1.1.1 The Concept Note	18
1.1.2 The Budget	19
1.2 Preparations	19
1.2.1 GC Child Participation Manual	19
1.2.2 The Child-Led Participatory Methodology	20
2. PHASE TWO: SETTING UP THE CORE FACILITATION AND IMPLEMENTATION TEAM	22
2.1. The Core Facilitation Team	22
2.2. The Children's Leadership Team (CLT).....	23
2.3. Protection and Safeguarding Focal Points	23
2.4. Technical Support Team	24
3. PHASE THREE: NATIONAL CONSULTATION WITH CHILDREN	25
3.1 Children's Rights Regional Officers as Regional Facilitators	25
3.2 National Consultations	27
3.2.1 Nepal (25 September 2021 and 2 October 2021).....	27
a. First Consultation – 25 September 2021	27
b. Second Consultation – 02 October 2021	28
c. Agenda and Information Sheet for Consultations	29
3.2.2 India (04 December 2021)	29
3.2.3 Armenia (03 November 2021)	30
3.2.4 South Africa (06 November 2021)	31
3.2.5 Ecuador (09 November 2021)	31
3.2.6 Lebanon (23 November 2021)	32
3.2.7 Italy (15 & 22 November 2021).....	33
3.2.8 Chile (04 December 2021)	33
3.2.9 Brazil (16 December 2021).....	34
3.3 Summary of Issues Raised by the Children	34
4. PHASE FOUR: INTERNATIONAL CONSULTATIONS (GLOBAL CAMPUS CHILDREN'S LEADERSHIP TEAM)	36
4.1. Technical and Administrative Facilitation	36
4.1.1 Simultaneous Translation	36
4.1.2 Drawing up Agendas for each Session	37

4.1.3 Summarising Discussions for Distribution to Children	37
4.1.4 Facilitation of Expert Participation	37
4.2 Conference Themes and Topics	38
4.3. Development of Conference Programme	39
4.4 Roles and Responsibilities	40
4.5 Preparations and Presentations	40
5. PHASE FIVE: INTERNATIONAL CHILD-LED CONFERENCE ON MENTAL HEALTH	42
5.1 Day One – The Problem (31 January 2022)	43
5.1.1 Group 1 (Italy, Lebanon, Armenia, India, Nepal)	43
5.1.2 Group 2: Chile, Brazil, Ecuador, South Africa and Nepal	44
5.2 Day Two – The Solution (01 February 2022).....	46
E. NEXT STEPS – FUTURE OF THE CHILDREN’S LEADERSHIP TEAM	47
1. STARTING POINT: DISSEMINATION OF THE NEPAL 2022 ACTION PLAN	47
2. EMBEDDING THE CLT INTO THE GLOBAL CAMPUS AND ITS REGIONAL STRUCTURE.....	47
3. CREATING PARTNERSHIPS TOWARDS AMPLIFYING THE VOICES OF CHILDREN	48
F. CONCLUSION AND WAYS FORWARD	49
1. RESPONSES AND FEEDBACK	49
1.1 The Model’s Approach	49
1.2 The Establishment of the Children’s Leadership Team.....	50
1.3 The Way Forward	51
G. APPENDIX.....	52
1. CHILD PROTECTION AND SAFEGUARDING POLICY AND GUIDELINES	52
2. CHILD PARTICIPATION MANUAL.....	55
Introduction	55
INTRODUCTION.....	57
SECTION 1.....	59
1.1 Suggested Guidelines for the selection of Under-18 child delegates to the Conference)	59
1.2 Online Consultations: Preparatory Checklist	62
SECTION 2.....	65
2.1 Invitation Letter for Child Delegates (Template)	65
2.2 Briefing Note: GCHR International Conference, Nepal, 2022	66
2.3 Tentative Agenda: Online Consultation Sessions	68
2.4 Briefing note on Child Participation in Online (Zoom) Consultations	72
2.5 Child Participation Agreement and Consent Form: for both Online Consultations and Conference	73
2.5.1 Child Consent Form (Online Consultations).....	75
2.6 Child Participation Information Form.....	76
2.7 Child Travel Information Form (if applicable).....	77
2.8 School Consent Form	78
SECTION 3.....	79
3.1 Invitation Letter for Parents (template)	79
3.2 Parental Consent Form	80
3.3 Briefing Note: GCHR International Conference	82
3.4 Child Protection and Safeguarding Policy and Guidelines.....	85
SECTION 4.....	88
4.1 Invitation for Guardian (Template)	88
4.2 Briefing Note: GCHR International Conference	88
4.3 Tentative Agenda: Online Consultation Session	88
4.4 Guardian Participation Agreement	88
4.5 Guardian Participation Information Form.....	91
4.6 Guardian Travel Information Form (if applicable).....	92
4.7 Child Protection and Safeguarding Policy and Guidelines.....	92
SECTION 5.....	93
5.1 Invitation Letter for Translators/Interpreters (Template)	93
5.2 Briefing Note: GCHR International Conference	94

5.3 Tentative Agenda: Online Consultation Session	94
5.4 Translator/Interpreter Participation Agreement Form	94
5.5 Translator/Interpreter Participant Information Form	97
5.6 Translator Travel Information Form (if applicable)	98
5.7 Child Protection and Safeguarding Policy and Guidelines	98
SECTION 6.....	99
6.1 Invitation Letter for Facilitators (Template)	99
6.2 Briefing Note: GCHR International Conference	100
6.3 Tentative Agenda: Online Consultation Session	100
6.4 Facilitators Terms of Reference and Agreement	100
6.5 Facilitator Participant Information Form	102
6.6 Facilitator Travel Information Form (if applicable)	103
6.7 Child Protection and Safeguarding Policy and Guidelines	103
SECTION 7.....	104
7.1 Invitation Letter for Partners/Alumni/Support Staff (Template)	104
7.2 Briefing Note: GCHR International Conference (as above)	105
7.3 Tentative Agenda: Online Consultation Sessions (as above)	105
7.4 Partner/Alumni/Support Staff Participant Information Form	105
7.5 Partners / Staff Travel Information Form (if applicable)	105
7.6 Child Protection and Safeguarding Policy and Guidelines	105
SECTION 8.....	106
8.1 Invitation Letter for the Child Protection and Safeguarding Team (Template)	106
8.2 Terms of Reference (TOR): Child Protection and Safeguarding Focal Point (To recruit)	107
8.3 Child Protection & Safeguarding Team – Participation Agreement	109
8.4 Child Protection & Safeguarding Team – Participation Information Form	112
8.5 Briefing Note: GCHR International Conference	112
8.6 Protection and Safeguarding Policy and Guidelines	112
3. CHILD-FRIENDLY DOCUMENTS.....	113
3.1 Child Protection and Safeguarding Policy – Child-friendly	113
3.2 Guidance on Online Consultations with Children – Child-friendly	117
3.3 Toolkit: A young participant’s toolkit for successful and fun participation in online events	122
3.4 Guidance Note for Child Moderators	134
4. CONSULTATION DOCUMENTS.....	135
4.1 Example of Developed Agendas for the National Consultations with Nepal	135
4.2 Notetaker Summaries of National Consultation	138
4.3 Agendas for the International Consultations with the CLT	147
5. INTERNATIONAL CHILD-LED CONFERENCE, NEPAL	156
5.1 Final Programme	156
5.2 Final Action Plan Developed by the Children	162
5.3 Multilingual Conference Padlet Download – open for all delegates (children and adults)	171
5.4 Agenda for the final Action Plan Presentation	181
5.5 Links to Video Recordings of the GC Child-led Conference on Mental Health	181
5.6 Concept for the Intergenerational Dialogue	182
6. REFLECTION, EVALUATION, LESSONS LEARNT.....	183
6.1 Assessment and Evaluation by Consultant Victor Karunan	183
7. LIST OF PARTNERS.....	185

A. Acknowledgements

The development of the Global Campus Child Participation Model would not have been possible without the support of many colleagues working in the field of children's rights around the world. Without their support and constant engagement in the process, we would not have been able to deliver a successful child-led conference (the practical implementation of the Model used throughout this document), nor would we have been able to document the process in the way set out in the following pages. We thank you all very much for this fruitful collaboration over the space of fifteen months.

The Right Livelihood and the senior management of the Global Campus of Human Rights took a leap of faith when we first proposed to do a child-led conference without having a developed strategy in place. This belief of the GC-RL cooperation in the project's potential to deliver a methodology for sustained and meaningful child participation activities was deeply appreciated and continues to be a motivating factor as we refine our understanding in this area of children's rights.

The core team organising the child-led conference deserves enormous gratitude. Manu Krishan supported the model from its inception, all the way through to its conclusion with insight and commitment. A special thanks goes out to Ravi Prakash Vyas from the Kathmandu School of Law (Nepal), who managed everything in Nepal with admirable grace and professionalism. Many thanks also to Pranjali Kanel and Anusha Kharel – your commitment to the project had no bounds and inspired the rest of us.

The national and international consultations started in September 2021 and ended in January 2022. This extended multilingual process would not have been possible without the unflinching support of the children's rights regional officers of the Global Campus of Human Rights: Rocío Comas (Argentina), Santiago Plata (Brazil), Andrea Flores Ruilova (Ecuador), Mariam Muradyan (Armenia), Hala Kinawi (Lebanon) and Elvis Fokala (South Africa). We also thank the Academic Partnerships Manager, Manuela Pegoraro, for facilitating and managing our connection with Italian schools as part of the consultation process. Similarly, we are deeply appreciative of the efforts of Veronica Gomez, who also facilitated initial conversations within the Latin American space.

Given the fact that the conference had to be taken online due to Covid-19 realities, we are greatly indebted to the expertise and guidance offered by the GC's E-learning Department based in Venice. Angela Melchiorre's advice and support shaped our thinking to a great extent, while Weronika Grelow's insights during crucial moments throughout the process were invaluable. The input that both of you gave during the creation of child-friendly material and an online activities toolkit was irreplaceable. In this regard, we are also extremely grateful to the work done by Mariana Yevsyukova, who effortlessly led the creation of the child-friendly material and the online toolkit contained in this document. A special thanks also goes to the GC's Communication Department under the leadership of Elisa Aquino. They supported us a great deal with the production of promotional material and videos in the lead up to the conference.

Throughout the process we worked with several international partners. Many thanks to the Kathmandu School of Law, the National Child Rights Council of Nepal, the NCPA (our child protection & safeguarding focal point), UNICEF (Nepal), the European Union and the Right Livelihood for supporting us throughout this journey.

Many experts also dedicated their time to contribute to the conference and its follow-up, for which we are deeply grateful: Najat Maalla M'jid – UN Special Representative of the Secretary-General on Violence against Children (Morocco), Kristen Hope Burchill – Terres des Hommes (United Kingdom),

Ann Skelton – UN Committee on the Rights of the Child (South Africa), Januka Jamarkatel - Peer mentor with the #CovidUnder19 movement (Nepal), Sudarshan Neupane - Deputy Director of Terres des Hommes (Nepal), Chandrakala Sharma – Swatantrata Abhiyan (Nepal), Hazem Mizyed - UN Development Programme and GC Alumnus (Palestine), Marthe Wandou – Right Livelihood Laureate 2021 (Cameroon), Kristina Mikhailidi – Child Protection & Participation (Armenia), Arman Tatoyan - Human Rights Ombudsman of Armenia (Armenia), Shanooha Mansoor - Head of Centre for Mental Health, UNICEF Global Technical Reference Group (Maldives), Farah Amjad - Mental Health and Psychosocial Support Coordinator, Centre for Mental Health (Maldives), Rosa Izquierdo – Expert to the European Commission and United Nations, GC Alumna, Institutional Strengthening, Human Rights and Psychological Well-being (Spain), Joana Fontoura – UNICEF Adolescent Development and Participation Officer (Brazil).

Last but certainly not least, we would like to thank the 121 children who made all of this possible. We were humbled by your commitment, enthusiasm and astounding insights. The GC Children’s Leadership Team played a pivotal role in designing the conference and directing the activities. This had an enlightening impact on our approach for which we are grateful: Many thanks to Khitam (Syria/Lebanon), Jayden (Syria/Lebanon), Nanah (Armenia), Lusine (Armenia), Mary (Armenia), Klarrisa (Ecuador), Cristofer (Ecuador), Aman (India), Niyati (India), Lum (South Africa), Shelby (South Africa), Rejina (Nepal), Kristina (Nepal), Sahory (Chile), Anthony (Chile), Maria (Brazil), Pedro (Brazil). You are all wonderful!

In sincere gratitude,

Victor Karunan, Reina-Marie Loader and John Paul Pwa Abeng Amah

B. Introduction

1. The Foundation of the Model: Article 12 of the United Nations CRC

The United Nations' *Convention on the Rights of a Child* (CRC) was adopted on 20 November 1989 and came into force shortly afterwards in 1990. It is regarded as a landmark piece of standard setting within the United Nations system largely given its almost universal acceptance. Drafted within 9 months, the Convention was ratified by 191 states – with the exception of the United States and Somalia. In sum, the CRC is founded on four core pillars:



Four Pillars of the Convention on the Rights of the Child

One of the pillars specifically relates to the right to be heard – and in that sense also the right of children to participate in matters that affect their lives. [Article 12](#) consists of two paragraphs – one related to their right to speak their minds in a variety of contexts and another concerning their rights during court procedures:

1. States Parties shall assure to the child who is capable of forming his or her own views has the right to **express those views freely** in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be **provided the opportunity to be heard** in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

The Model predominantly concerns itself with the first half of the Article. It is designed to help researchers and practitioners (especially within the GC higher educational network) to facilitate a platform where children have the opportunity not only to express their views freely, but also to design the way in which they wish to express those views and to whom they wish to speak – may that be to school teachers, university academics or members of their communities, families or governments.

2. Motivation and Context for the Development of a Child Participation Model at the Global Campus of Human Rights

In 2019, the Global Campus (GC) and the Right Livelihood (RL) entered into a long-term cooperation with the main purpose of enhancing children's rights worldwide. The cooperation aims to realise this by strengthening the participation of children in all matters affecting their lives in the present and in the future. The GC has therefore committed to strengthening its education, research, training, network-building and advocacy for the rights of children, as stipulated in the *UN Convention on the Rights of the Child* and other similar instruments.

Child participation is identified as a core objective of this cooperation. Its [Vision and Mission Statement](#) highlights this principle as a core element of the work the cooperation should deliver. It stresses that we should not only *speak up for* the rights for children, but that we should also *stand with children* as they speak for themselves – thereby suggesting that we should endeavour to facilitate the creation of platforms where children can meet each other, learn from each other, exchange ideas and promote their rights themselves. This should also be promoted within a higher educational context (HE) of which the Global Campus is a part. The mission further states that:

[...] child participation should be approached in a way that motivates us to move beyond our discussion forums and lecture halls towards non-traditional learning spaces. We see ourselves going out into the environments that children live in – into the spaces they occupy and choose to shape. In this sense, involving children should not merely mean that they ‘sit with us’, but that we ‘stand with them’. Our vision of successful human rights education and advocacy is one in which children occupy political spaces on their own terms. We see them empowered to claim their rights by utilising what we can offer them as educators in terms of human rights in action. (cf. [Vision and Mission Statement](#))

On a number of occasions, the cooperation’s Steering Group emphasised the importance of creating physical and online environments where children can go to express themselves, find inspiration and cultivate a sense of hope. The Steering Group members encouraged the GC therefore to develop approaches that moves the cooperation beyond its comfort zone. This, it was suggested, can be achieved by developing activities that deviate from conventional patterns of collaboration. This could include, for example, the development of novel approaches that facilitate meaningful involvement of children. This GC Child Participation Model as well as the GC child-led conference the application of the Model resulted in, is a first attempt to do exactly this: to create meaningful participation via the facilitation of online as well as physical GC activities where young people can connect, thrive and move towards a better and sustainable future.¹

The concept of the Child Participation Model developed out of this context and the need to understand how the Global Campus with its various partners around the world can effectively deliver on the cooperation’s objectives on child participation.

3. Purpose and Objectives of the Child Participation Model

3.1 Purpose

During conversations with colleagues, child participation experts, academics and educators it became clear to the project team early on in the process that it is extremely difficult to practice meaningful child participation within a higher educational context – despite the fact that we constantly preach its importance (usually by quoting the CRC). While children are at times invited to events as speakers, rarely are they situated as teachers of their own rights or designers of their own conferences, events and projects. Cited reasons for the challenges the higher education community faces in developing and implementing child-led activities revolve around issues such as:

- the lack of resources
- the lack of qualified staff specifically dedicated to child participation
- difficulties around ensuring proper inclusion related to gender, sexuality, language, ethnicity and economic diversity

¹ While we were unable to create a physical environment due to the Covid-19 pandemic, the online space worked extremely well. We hope that if the Model is applied and developed more within the context of this GC-RL cooperation, the facilitation of physical meetups and activities will also become a reality.

- challenges in providing and affording needed interpretation and translation to ensure communication and understanding between stakeholders from different geographical and linguistic backgrounds
- a tendency to be Eurocentric which sometimes discourages people from getting involved
- a lack of awareness of what meaningful child participation truly is
- a belief that such activities are better left to NGOs, international organisations and schools
- a lack of international, regional and local representation and support
- feelings of being overwhelmed related to ensuring safeguarding mechanisms are in place
- limited access to children

These challenges were also very present throughout the development of the Child Participation Model and its inaugural implementation during the annual GC International Conference of 2022.

Since meaningful child participation is also uncharted waters for the cooperation, the purpose of the GC Child Participation Model is therefore to offer a possible approach to do so within the context of the GC network (which is, of course, a global network of universities promoting human rights through education and research). Importantly, what is offered is only initial explorations of what needs to be done within the GC context in order to ensure effective participation. This initial approach is only the beginning and would therefore need more development and refinement as more participatory projects and activities are implemented in the future.

The current document is thus intended to function as a starting point in an effort to situate the cooperation as a leading network where children have a voice and participation is placed at the forefront of its projects, activities (and possibly even future postgraduate teaching of children's rights). The model offers a suggestion as to: How could one do meaningful child participation in HE; what does it entail; and importantly, how can one implement it in a realistic and cost-effective manner?

3.2 Objectives

The cooperation's 2021-2022 objectives centred on child participation as a particular focus of this year's cycle. Specifically, Objective 3, Objective 6, Objective 7 and Objective 10 serve as a driving force behind the Model and its implementation during the GC child-led International Conference.

Objective 3: Educational formats (including an advocacy component) are developed and implemented that enable children to demand and further advance their rights.

Child-led activities serve a double purpose. Firstly, the format allows adults to learn about the perspectives of children which could then further inform other activities, policies etc. Secondly, children are afforded the opportunity to learn from each other, as they discuss their thoughts with each other and impart their findings to larger audiences. The objective of the Child Participation Model is to serve as a starting point in creating educational formats unique to the cooperation and its connection to higher education communities. Importantly, the Model should not be regarded as a format to be replicated, but rather as a resource for the development of all sorts of educational and child-centred participatory activities involving children. Every activity is unique. The Model is therefore simply a point of reference highlighting some of the important aspects we found crucial for the realisation of meaning child participation within the higher education context. More experimentation is needed to further inform the experiences delineated in this document.

Objective 6: Innovative e-learning materials are developed, and e-learning activities are implemented to advance understanding of and engagement with children's rights

A further objective of the Model was to develop a number of [e-resources](#) for children as well as universities interested in enhancing child participation as part of their activities. During the course of the last year, we have for instance developed a number of [child-friendly resources](#). The Covid-19

pandemic has expanded this objective to also include an online activity led by children and facilitated by the annual GC International Conference team. We thus also focused attention on putting together a [toolkit related to online activities](#) that could be included in online events with children. These documents are all included as part of this resource. Additionally, we consider all of the consultations we conducted since September 2022 as practice-based e-learning activities. They not only taught us a great deal about children's views on mental health, but also about the processes required to successfully conduct such global activities.

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 crisis.

Another objective of this project was to determine which major issues children feel are most important to them in their lives at this current moment. Between September and December 2021, we conducted national consultations with children in order to get a sense of what concerns them most (cf. [Chapter D, point 3.3](#) for more on this). Crucially, it was important for us to not let our own perception of what the major crises are influence the discussion. In the end, children decided on the topic of [Mental Health](#) – especially given the pressures they face at school and at home, how violence in their lives impact their mental state, and how Covid-19 has created environments characterised by isolation, discrimination and exclusion.

Objective 10: Initiatives for child participation are developed and implemented *with* children in order to build on and enhance positive practices

The primary objective of the Model was to develop a guide in order to support universities and other higher education institutions in developing activities *with* children and young people, and to consider what positive practices within this area may look like. We have done so by also developing our own child-led activity in order to understand the challenges as well as the value of such activities. We have chosen to do so especially since there exists some scepticism within higher education communities as to the feasibility and sustainability of such activities. This objective thus serves to give due weight to such perspectives by 'testing the waters,' so to speak.

4. Expected Outcomes for the Global Campus and its Partners

In addition to this resource itself, the Global Campus and its partners can expect to be part of the first of its kind child-led conference on mental health developed and implemented by children. It will place the GC as a central network able to deliver highly ambitious and complicated activities with children. To our knowledge, this has not been done anywhere else yet and the cooperation will lead by example in giving due weight to the view of children within the higher education context.

The results of the Model and the conference is expected to provide a crucial perspective on what meaningful child participation would mean for the cooperation and how to proceed in developing more such activities and projects as part of the future planning of the cooperation.

Significantly, we expect that the group of children participating in this process could become a central part of our children's rights activities and we hope this experience will lead to the formal establishment of a GC Children's Leadership Team (CLT) as an important part of the Children's Rights Department at the Global Campus of Human Rights.

We also anticipate that the conference itself will result in a number of insights and outputs – particularly an [action plan on mental health](#) developed by the children themselves. This action plan can serve as a possible springing board to do more activities with children related to mental health.

5. How to Use this Document

5.1 What is the Model: A Building Block System

At its most simplified approach, the Child Participation Model proposed here is based on a *three-tier building block system*. A visual representation of the Model can be viewed in [Chapter D, Phase 1](#) as part of its empirical implementation. The conference was intended to test the validity of the Model and add to our own experience of such processes. The building blocks can be summarised as follows:

- **Building Block 1:** Preparatory Online National Consultations where children discuss within their regions what the key issues are that are important to them. Two representatives of each group are selected by the children themselves for the next stage.
- **Building Block 2:** Establishment of the GC Children’s Leaderships Team with 5 individual consultations. Two representatives of each Block 1 consultation join these discussions for an inter-regional discussion between children.
- **Building Block 3:** The online GC child-led International Conference in Nepal – where all children who participated in the previous stages, new children invited by partner organisations as well as members of the Global Campus are invited to participate. The proceedings are designed and led by the GC Children’s Leadership Team.

Each building block consists of a series of highly organised, inter-related and child-friendly consultations, pre-session activities, document development and much more – all essential for the successful implementation of a child-led event aimed at achieving meaningful action.

5.2 Chapter D: A Narrative Description Testing the Model

[Chapter D](#) presents a detailed narrative description as to the approach we followed to test the Model as part of the GC’s first child-led conference based in Nepal. The chapter is divided into the five phases based on the building blocks of the Model. These phases highlight what we did, the challenges we faced, the people involved, and the resources required for the implementation of the Model.

At the end of each phase, we have included a list of challenges as well as a list of key documents/actions required during each phase. While we know the description is not exhaustive nor perfect, we hope that it would inspire and assist the development of future child participation activities within the GC network (and broader HE community) so as to continue refining the Model’s approach and impact within higher education.

5.3. The Appendix: Useful Templates and Example Documents

[The Appendix](#) is a very useful resource that contains sample templates and documents we developed from scratch in order to implement the Model. We hope this will prove useful to anyone intending to do similar events. Significantly, it also contains the final draft of the [Child Protection and Safeguarding Policy and Guidelines](#), authored to support the process. We hope that this policy will be used in all GC activities in the future that involve children.

C. Child Participation in Context

In its General Comments 12: 11-13, UNCRC Committee stresses the need for children to be given opportunities to formulate views in environments that enable them to express their views freely. Projects intended to promote child participation are increasingly being implemented (especially by non-governmental organisations) using child-friendly methods enabling the inclusion of children. The GC's Child Participation Model draws lessons from a series of previous consultations to promote the effective implementation of Article 12 by duty-bearers. Below are some of the major child participation projects developed by international organisations over the last few years.

1. *It's Time to Talk* – Research Toolkit (April 2016)



This is a facilitators' guide for the organisation of consultations with children during the international campaign called *It's Time to Talk*. Twenty-five countries participated across Africa, Asia, Europe, Latin America and the Middle East. In 2016, in-person consultations were organised by NGOs experienced in child participation activities (e.g. Terre des Hommes, Kinddernothilfe and Save the Children). The campaign, which sought the experiences of working children (paid and unpaid), was carried out at national and global levels. It culminated with the development of a [research toolkit](#) to support agencies in organising child-friendly consultations.

The goals of *It's Time to talk* consultations were to:

- ensure that the views and suggestions of working children are heard in the run up to the Global Conference on Child Labour that was held in Argentina in 2017.
- better understand the benefit, challenges, risks and complexities of children's work experience by boys and girls in different situations and contexts.
- encourage children to undertake action planning and advocacy to improve the lives of working children.
- share children's views, and experiences and recommendations and use the results to improve child protection strategies, wellbeing and development.

The consultations were organised between April and December 2016 with boys and girls aged between 5 - 17 years. During the exercise, the children were grouped using gender, specific age brackets and work categories.

Following recommendations for effective and ethical participation of children, three adults (a facilitator, a documenter and a child protect focal point) facilitated the group discussions. Similar tools were used by the different agencies in order to compare the findings in the different consultations. The toolkit includes envisaged activities, optional child-led action and advocacy planning tools.

Each of the optional consultations included a) a one-day workshop, b) a half day workshop, c) two hours of focus group discussions d) a 60 minutes interview and creative expression in which children drew and wrote poems. The children were desegregated following gender and age-group prerequisites and were given specific topics to treat, including labour in agriculture, waste collection, restaurants and hotels and household chores. Children were selected from some countries to form the Children Advisory Committee to inform, support and influence the planning, analysis and action processing in the 'Time to Talk' campaign process.

At the end of the consultations, the toolkit proposes methods on how to explore reasons and motivation for children's work, procedures for child-led tours, strategies for child advocacy, conducting an 'H' Assessment on laws and policies, and designing a 'Vision Tree'.

2. Covid Under 19 (November 2020)



Organised by *Terre des Hommes* and partners, this was a [global online survey](#) that sought to understand children's views and experiences during the coronavirus pandemic. This child participation exercise aimed at creating a space for children across the world to 'be meaningfully involved in the discussions about the pandemic and to contribute towards shaping the post COVID-19 world', by amplifying their voices to inform policy makers, professionals working with children and governments.

The *Covid Under 19* survey is the largest of its kind on the experience of children during the pandemic.² It included the gathering of 26,258 individual responses from children and young people between 8 – 17. It involved over 28 languages from 137 countries. The survey also involved children in the design and planning of activities between April to November of 2020.

More than 60% of children and young people reported that they had access to better education before Covid-19. Of the children and young people who responded to the survey, 64% responded that they felt safer during the period before the pandemic than they feel now. 43% responded that they felt bored, 40% noted that they felt happy and 39% acknowledged that they felt worried.

The survey's consultative process included 4 phases:

- **Phase 1 (April – May 2020):** The creation of the survey with 270 children from 20 countries
- **Phase 2 (June - July):** Rollout of the survey, in which children were trained on data analysis in a 'virtual skills camp'. The children were also consulted in the designing of communication and advocacy strategies.
- **Phase 3 (September - October):** Preparatory data interpretation and design of advocacy material.
- **Phase 4 (November - December):** Dissemination of results and child-led advocacy.

After the consultations, *Terre des Hommes* shared some reflections:

- A rights-based approach to children's roles in research processes prompts a reconsideration of power relationships in research:
 - Is 'child-friendly' enough?
 - How can we unpack adult centrism in terms of what meanings and narratives are important?
- Framing participatory research with children as a partnership allows us to consider that:
 - Children are as well placed to make sense of data as adult 'experts'
 - Adult researchers have a responsibility to convey what children feel is important to duty-bearers
- Putting it into practice requires:
 - Integrating children & young people into decision-making
 - Cultivating spaces for exchanges & connections with other children
 - Building their skills and competencies, and supporting them in fulfilling their own ambitions
- Making use of tech opens up possibilities; but we need to be more proactive in addressing the digital divide.

² Initially, we also envisioned to do a global survey among children but were dissuade from pursuing that route given the short implementation period we had at our disposal in preparing and organising the Nepal Conference in January-February 2022.

3. The UN Committee on the Rights of the Child Day of General Discussion (GDG, 2021)



United Nations



**UNITED NATIONS
HUMAN RIGHTS**
OFFICE OF THE HIGH COMMISSIONER

The UNCRC Committee holds a *Day of General Discussion* (DGD) every two years. The event is usually an opportunity for experts, children, youths, policymakers and practitioners to come together and discuss issues affecting children. The theme of the DGD 2021 was ‘Children in Alternative Care’.

The event itself took place over two half-days on 16 and 17 September 2021 at the UN Office in Geneva in an online format. The overall purpose of the discussion was to broadly examine the situation of Alternative Care and examine particular areas of concern, e.g. unnecessary separation of children from their families and appropriate ways to respond to cases where this was unavoidable.

As build-up to the event:

- Over 200 videos, drawings, and writings were submitted by children and adults to the Committee as the first step in the consultations.
- The second step involved a global survey design by a group of researchers with the advice of the Committee’s 25-member Child and Youth Advisory Team
- Almost 1,200 children with experience in alternative care from all over the world filled out the survey.

How Experts were Consulted:

Experts, including children and young people from all around the world participated in this consultation process by:

1) Writing a submission to the Committee on the Rights of the Child

- Children and adults sent in ‘submissions’ to the Committee in the form of writing, drawings, or videos containing any messages these children and young people wanted to share with the committee. Over 200 of these submissions were received.

2) Completing the Global Survey for children and young people

A survey was designed by a group of researchers, with advice from the DGD Child and Youth Advisory teams. It was subsequently shared all over the world.

- This survey was aimed specifically at reaching children and young people with experience of care or the child protection system.
- It contained lots of questions about children in alternative care or problems and risk of family separation, what things were most important to children in care, and how care could be improved.

Almost 1,200 children with experience of living in alternative care filled out the survey. We received responses from every continent in the world, except for Antarctica

The DGD Background Document [report](#), as well as the results of the survey were produced by adult experts and submitted to the Committee.

4. Child Participation Guidelines for online discussion with children (September 2020)



Save the Children published a [guidelines document on online consultations with children](#), focused on the hidden impact of Covid-19 on child protection and wellbeing. When the pandemic broke out in 2020, governments worldwide adopted different strategies to contain the spread. Amongst others, these included school closures, home isolation, quarantines, and entire community lockdowns. These measures had a severe impact on households and by extension also children.

This study was undertaken to generate first-hand evidence on how Covid-19 and measures implemented to mitigate its spread were impacting children's health, nutrition, wellbeing, learning, protection, family finances and poverty. The aim was to also identify what the needs of children are during the pandemic.

Carried out in 46 countries, the research sampled distinct population groups, including *Save the children* programme participants. This included 17,565 parents/caregivers and 8,069 children from in Asia, Africa, the Middle East, Europe, Latin America and the Caribbean, North America and the Pacific.

Data was collected through an online survey, interviews by phone, emails and text messages. The survey questionnaire comprised of two parts.

1. an element destined to gather household information, and
2. an element designed to prompt caregivers to talk about children in relation to Covid-19.

Data was treated by adults and obtained information was represented in charts and graphs with accompanying analysis.

The guideline document reiterated the UNCRC General Comment No 12 by mentioning the conditions for effective, ethical and meaningful participation of children, which include:

1. transparent and informative
2. voluntary
3. respectful
4. relevant
5. child-friendly
6. inclusive
7. supported by training
8. safe and sensitive to risk
9. accountable

Key recommendations from this study include (a) listening to children of all genders, (b) ensuring dialogue and further research on the thematic of Covid-19 and children. It was recommended too that duty bearers prioritise the protection of children during the pandemic, providing urgently needed funds for child protection programmes, and strengthening integration of high-quality mental health and psycho-social wellbeing programmes among others.

5. *Our Europe, Our Rights, Our Future*,(2021)



This consultative process ran in September and October 2021. The study is comprised of an [online survey and consultations](#) with the aim of providing children with the opportunity to speak about their rights and the future they want. This event was planned and implemented by the European Commission that worked in close cooperation with five major children’s rights agencies. According to Dubravka Suica, vice-president of the Commission, the opinions of the children and young people were to be used to help inform the *EU Strategy on the Rights of the Child and the Child Guarantee* so as to evolve children more during the process of policymaking.

The online survey was launched in more than 30 countries and in 20 languages. It involved about 10,000 children in the EU (approximately 82 percent), European countries outside the EU (15 percent), and other countries in the world (3 percent). The survey was complemented by focus group discussions with children. A regional Child Advisory Board (consisting of 20 children) was created during this process. This board played a vital role in developing the questionnaires, reviewing findings and prioritising recommendations, writing the forward of the report, and planning the implementation of the report.

D. International Child-Led Conference on Mental Health, Kathmandu, Nepal, 2022

1. Phase One: Concept and Preparation

1.1 The Concept

The GC's annual International Conference for 2022 was planned to be held in Kathmandu, Nepal (hosted by the Kathmandu School of Law (KSL) and local partners). From the start, the GC wanted this year's conference to be child-led, to provide a platform for children and young people from all over the world to discuss matters that affect their lives and wellbeing, and plan for future action.

Originally, the conference was to be held in person. However, due to the COVID-19 pandemic worldwide, it was decided to will be conducted fully online. The Nepal Conference was held on 31 January and 1 February 2022. The online nature of the preparatory process and the Conference itself posed many challenges for the GC and the organising team to facilitate meaningful child participation that is child-led and which adheres to the child protection and safeguarding policy prepared for the process.

1.1.1 The Concept Note

In order to communicate the concept clearly to the GC members and potential collaborators, the first step was to create a well-rounded concept note for the annual GC International Conference in which the child-led focus of the approach was made clear from the start. This proved to be quite a challenging process due to the fact that we were adamant on letting the children decide on how to approach the conference and what the topic would be. But we can only establish that by doing the consultations in the following phases. Nevertheless, to get approval to move forward, we were already required to submit and send out a concept note. Inevitably, what we produced initially had to be quite vague and open for change as we start engaging with the children. This approach clashed somewhat with traditional methodologies used by the GC for their events, which required detail and certainties from the start (e.g. a decision and clarity on the conference topic). This we could of course not do, given that we – as adults – were not the ones to make the decision on the topic and approach of the conference. This decision was unequivocally reserved for the children, whom we have not met yet at this point.

Consequently, a lot of the work that went into this phase was to convince our own internal staff and partners to 'trust the process' and allow for the initial 'vagueness' of what the final conference will look like. We had to draft numerous versions throughout the process as we learned more about what the children wanted the conference to be.³ Up until then, we had to keep on stressing the fact that the conference's objective is to enable meaningful child participation and that traditional processes would therefore have to be more flexible and orientated to the needs and pace in which the children work. This was an interesting learning experience as our own established ways of working had to give way for a more dynamic approach where things had to take their natural course and could not be forced by preconceived notions of traditional scheduling, time management, event planning and budgeting.

In [Appendix 2, Section 3.3](#), we include the final concept note adapted from the one developed during this phase. We only finalised the concept note after the children made the decision on the topic and subtopics of the conference in January 2022. This final concept note ultimately also fed into the

³ The concept note also changed significantly when the event had to go fully online due to the pandemic. Previously, it was originally envisioned to also include a day focused on the UN Global Study on Children Deprived of Liberty, during which we would have also included the participation of children. Also, we initially planned to conduct an '[Inter-Generational Dialogue](#)' between academics (adults) and children hosted by the GC Alumni). However, due to COVID-19 this had to be moved to a later date, and the child-led conference on mental health became its own two-day event.

development of [the programme](#) delineating the main topic, three sub-topics and the conference agenda the children decided on.

1.1.2 The Budget

The budget was developed by the core organising team at the beginning of the process. Manu Krishan (HQ) and Ravi Prakash Vyas (Nepal) took on the main responsibility for this mammoth task and worked closely with the GC Finance Department. Similar to the concept note, several elements of the budget could not be pre-set due to (a) the uncertainties caused by the pandemic and (b) the dynamic needs of a child-led approach to an event.

From the start we were, for instance, unable to state in the budget clearly how many translators would be needed and how many languages we would have to budget for. This was entirely dependent on the children ultimately participating in the various phases – especially during the national consultations and the main conference itself. We only had a clear indication of the translation needs towards the second week in December (four months into the process) – and even then, we had to react quickly in terms of the budget as more children came on board with additional language needs.

Again, similar to the concept note, numerous drafts of the budget were required before it was ultimately approved. This was one of the more challenging aspects of a process necessitating adaptability. However, it was managed extremely well in the end given the dedication of Manu Krishan and Ravi Prakash Vyas who understood perfectly how to prepare for a child-led activity. They were also supported by the willingness of the Financial Department in Venice who accepted the budgetary realities of organising an activity designed to ensure meaningful child participation.

1.2 Preparations

1.2.1 GC Child Participation Manual

In order to ensure the meaningful participation of children and young people in this child-led process, there was a need to develop *Minimum Standards and Protocols* specific for the framework in which the GC operates. While informed by other existing standards, we were conscious of the fact that the GC is quite unique in its setup as a higher education network. Clear standards and protocols are essential tools for those involving children and young people in meetings to ensure their participation is safeguarding and promoting their rights as children based on the principles and provisions of the UN Convention on the Rights of the Child.

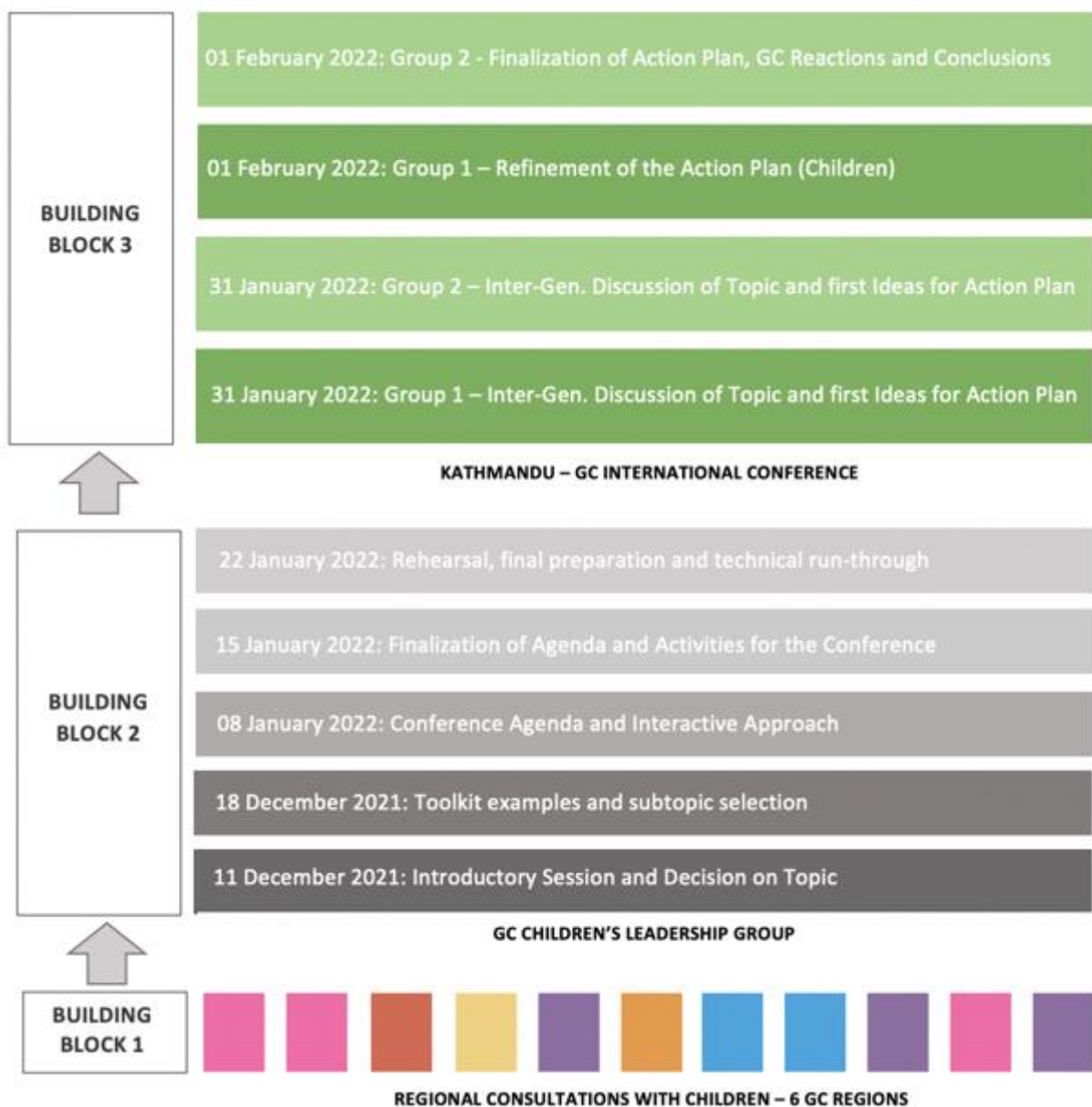
Consequently, a [Global Campus: Manual on Child Participation](#) was prepared for the GC by Victor Karunan to establish and operationalise the Minimum Standards required for the meaningful participation of children and young people in this International Conference. These Minimum Standards guided the ways in which adults and children interacted and worked together during the preparations and the International Conference.

This Manual on Child Participation was based on the Minimum Standards and Safeguarding guidelines that has been agreed and used by UNICEF and other global and regional child rights organisations in different parts of the world in promoting the meaningful participation of children and young people in international conferences/meetings and in global advocacy.

The content of this Manual is a tool to ensure the safe participation of children (10 to 18 years), parents, guardians, facilitators, translators, organising staff, media, partner organisations and others who will be engaging with the children during the GCHR International Conference in Nepal in 2022. (See [Appendix 2. for GC Child Participation Manual](#)). Elements of the Manual were also adapted into [child-friendly versions](#) to allow children to have access to the information that we too.

1.2.2 The Child-Led Participatory Methodology

The participatory process that was designed and implemented was based on the concept of being ‘child-led’ with adult facilitation and support. This involved providing the necessary information on informed consent among the children; putting in place child protection and safeguarding policies and procedures; encouraging and supporting the children to take leadership in the exchanges and discussions during the consultations; and ensuring that the conclusions and actions agreed upon were by the children themselves. We came up with three building blocks which were to drive the process. These building blocks were designed by the adults in order to give clear information to the children. Without such a clear plan of action, we noticed that children were less certain of themselves as they wanted to drive the conversation based on some sort of directive. However, this is not to say that we were dictating the proceedings. On the contrary, it was an attempt to give structure for the children to do their own thinking in a goal orientated way that also gave clarity on time commitment and the type of preparation that the children needed to do in order to decide on a topic and design the agenda and activities of conference. The process was divided into three ‘building blocks’:



Visual Representation of the Model as Implemented: A Building Block System

Building Block 1 was dedicated to doing a series of national consultations in the participating regions of the Global Campus. The intention was to draw out the core themes children feel affect their lives the most at this current moment in time. During this phase we collected all of the diverse topics, which were then to be discussed during the international consultation in Building Block 2.

During Building Block 2, we moved the conversation from a national to a global level, where representatives from each national consultation met with each other to debate which topic was most relevant for all children and therefore most pressing to make the focus of the international conference. In addition to this, Building Block 2 was also when the children decided on the agenda, the activities and the people to invite.

Finally, in Building Block 3 everything was brought together with the delivery of the conference across two days.

Main challenges faced during this phase

- Conceptualising an approach that can adapt to the ever-changing situation of Covid-19.
- Obtaining sufficient 'buy-in' from GC staff and members to conduct such an extensive practical exploration of the potential GC has for developing meaningful child participation activities.
- Identifying and establishing contact with organisations able to assist with obtaining access to children interested in participating
- Understanding the extent of what is needed within a GC framework to do meaningful child participation – especially since up until this point doing a child-led activity has been uncharted waters for the vast majority of GC partners and staff.
- Devising a methodology that would make sense within the GC framework and the time available
- We realised we do not have a lot of time to realise the concept. We had to implement everything within the space of six months
- Coming up with a strategy to develop child-friendly material that will inevitably be needed at key stages within the process
- Finalising a budget flexible enough to adapt to the ever-changing Covid-19 situation as well as the dynamics of a child-led event promoting meaningful child participation.

Key documents produced during this phase

- Briefing Notes for project partners, GC council members and GC Assembly (see [Appendix 2, Section 3.3](#))
- Templates connected to the participation manual (see [Appendix 2](#))
- A child protection and safeguarding policy that will provide the foundation for the entire process (see [Appendix 1](#))
- A draft budget (necessitating a clear agreement with the financial department on the flexible nature of budgetary needs associated with a child-led event aimed at meaningful child participation.
- Design of a flexible methodology that facilitates discussion and debate among children and young people.
- Design of a building block system that gives structure for children to meaningfully discuss their views and hopes for the conference. The building block system is intended to at all times recognise that children are taking the lead as to the contents. It is a system to facilitate focused discussion, not dictate tasks.

2. Phase Two: Setting up the Core Facilitation and Implementation Team

The main aim of the core facilitating team was to administrate and manage the logistics of the conference and to ensure that the building blocks are put in place strategically according to the decisions the children made. The team oversaw overarching processes that included:

- facilitation of the national consultations
- facilitation of the international consultations
- technical facilitation of the online spaces used for the consultation
- documentation of the issues discussed during the consultation and conference
- development of the Child Participation Manual
- development of child-friendly material
- coordination of translation and interpretation
- budget management
- partnership coordination and engagement
- coordination with the children's rights regional officers
- dissemination of the material developed by the children

The children directed the actions of the core facilitating team thereby ensuring that traditional adult-centric approaches to child participation are highlighted and managed. The core team thus primarily only facilitated the coming together of children, who led the content of the consultations, chose the conference theme, designed the programme for the conference and decided on the action plan finalised after the conference.

During the entire consultation process, the core facilitation team deliberately remained in the background in order to give children free space to discuss among themselves. This was a fascinating process since we constantly had to remind ourselves of our duty to step back and let the children do the heavy lifting in terms of creating the substantive content and structuring of the activities. It does not come naturally, but in the end proved to be an extremely rewarding and educational process.

As such, the roles taken on by adults during the planning stages were limited to supporting translations and interpretation, note-taking, and overseeing protection and safeguarding. The GC Child Participation Manual in [Sections 4, 5, 6](#) and [8](#) spell out the compliance clauses related to adults who participated in the process.

2.1. The Core Facilitation Team

The experience of facilitating the conference and implementing the Model necessitated the fulltime engagement of at least eight individuals. The core facilitation team consisted of eight fulltime members of the GC network:

1. Victor Karunan (Thailand)
2. Reina-Marie Loader (Venice)
3. John Paul Pwa Abeng Amah (Venice)
4. Manu Krishan (Vienna)
5. Ravi Prakash Vyas (Nepal)
6. Pranjali Kanel (Nepal)
7. Anusha Kharel (Nepal)
8. Manuela Pegoraro (Venice)

The implementation period was only six months. As a team, a significant challenge we faced was that we always felt as if we needed more time in order to get things done. The experience highlighted that

in order to do meaningful child participation significant human resources must be dedicated to the facilitation of any child-led activity in order to ensure everything runs smoothly and according to the wishes of the children. All in all, despite the fact that it was a child-led conference a total of 8 core facilitators, 10 regional facilitators, 3 e-learning experts and 14 translators were extensively required (i.e. 35 adults – and this is not considering the smaller, more impromptu contributions several colleagues gave us throughout the process).

While the activity did place a lot of pressure on the core team and GC staff, it goes to show just how suitably placed the GC is to take on a central role in the promotion of child-led activities within a higher education context. Its vast network and regional access are qualities of the GC that allows it to stand out as an organisation capable of specialising its children's rights focus on child participation.

2.2. The Children's Leadership Team (CLT)

In total, there were 121 children who attended the national consultations. Among them, 20 were selected from the different countries/regions, by the children themselves, to represent each country/region in the Global Campus' newly established Children's Leadership Team (CLT). The children who were selected for the international consultations took on the responsibility for the following key tasks:

- contribute to discussions during the 13 national consultations, by sharing experiences or through poems, picture books, or other forms (September-December 2021)
- contribute to the five international consultations of the CLT delivered across 10 hours in 5 individual consultations between December 2021 and January 2022.
- volunteer to facilitate/moderate sessions during the international consultations and during the international conference.
- consult with their peers at schools, child/youth clubs and extended community on issues that affect their lives.

Members of the CLT at one point in time may have:

- contributed in the 5 international consultations towards harmonising issues raised by children from different regions.
- contributed to deciding on the theme and subtopics of the conference
- proposed which panellists they wanted to invite for the conference
- decided how they wanted the programme for the conference days to look like
- moderated panel discussions during the conference days
- developed an action plan on mental health
- gave feedback about the process through a survey after the conference.

The online activities they participated in included video conferences, virtual meetings, WhatsApp group discussions, and online consultations on zoom. Meanwhile, the face-to-face activities comprised focus group discussions between children and interactive exchanges between children and adults.

2.3. Protection and Safeguarding Focal Points

The Protection and Safeguarding Focal Point/Team is a non-negotiable element of the Model. They act as a bridge builder, who always consult on how to create and maintain a safe and open environment for sharing ideas. Throughout the entire process, the focal point/team were always observant of our activities in order to intervene should the needs of children not be considered or if a child felt uncomfortable about anything.

Additionally, the GC child safeguarding focal points:

- made sure every participant was identified and included.
- assessed and managed risks before and during every activity
- assessed the technical aspects of all online features to ensure they adhered to safeguarding principles
- restricted private communication especially on the WhatsApp chats and during the conferences where adults were also attending
- sought consent from each child participant according to the safeguarding policy and the child participation manual
- ensured that the children’s privacy remained respected at all times
- regularly communicated with the children about the safeguarding mechanisms in place.

2.4. Technical Support Team

The five CLT consultations were all carried out online. The technical support team therefore supported:

- the activities by scheduling zoom seminars for appropriate timing since participants were spread across four time zones.
- ensured that the interpreters were properly connected
- shared videos, slides and audio
- recorded all of the international consultation sessions
- recorded the conference sessions.

The technical team ensured that there were certain available safeguarding features in the online sessions, including: the possibility to disable chats on WhatsApp groups, or in the zoom rooms. In certain situations, they also ensured that only children and their regional officers were in a room in order to discuss privately among themselves.

The entire team (core, regional, focal points, technical), was collectively responsible to:

- motivate and encourage the child participants throughout discussions
- ensure that activities are child friendly as much as possible. This was done by ensuring that children felt safe and confident to share their views and that they interacted among themselves in a fun-packed way.
- reminding participants of topics and issues they raised previously so as to stimulate deeper discussion.
- act as facilitators by supporting the children in distributing tasks among themselves.

Main challenges faced during this phase

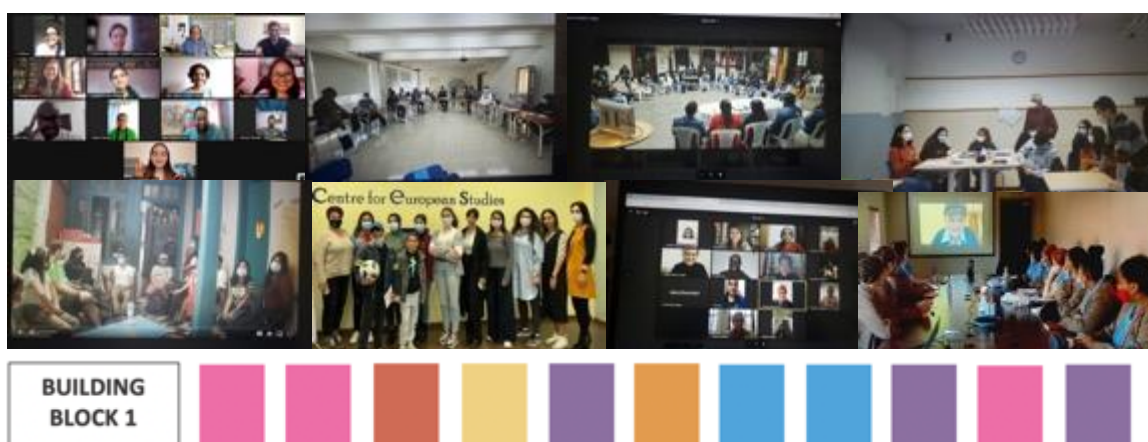
- Involving colleagues who have enough time to dedicate to the support of a child-led event that necessitates a significant time commitment
- Since members of the facilitation team are scattered across the globe, ensuring regular communication through meetings that takes into account everyone’s time zones
- Keeping up motivation within the team – especially towards the end of the process where the time commitment became even more intense
- Also working on weekends. Since the children were at school during the week, we mostly had to do the consultations on Saturdays)
- Developing all of the needed prep documentation before the start of the first consultation (e.g. participation manual, child-friendly material etc.)
- Developing and sending relevant agreements (see the Manual) to the team in good time

Key documents sent in advance

- [Child Protection and Safeguarding Guidelines](#) to all in the team
- All relevant information and agreements to [facilitators](#)
- All relevant information and agreements to [supporting staff](#)

3. Phase Three: National Consultation with Children

As part of Building Block 1, the national consultations for the GC's first child-led International Conference, Nepal 2022 involved children selected between the ages of 10 - 18 years of age. The selection of the delegates was based on a number of additional criteria, including gender identity, socio-economic background, ethnic and geographical background, religion, rural and urban, in and out of school, disabilities and their life experiences. The 11 national consultations with children were held between September 2021 to December 2021.



National Consultations: Nepal, Lebanon, Ecuador, Italy, Chile, Armenia, India, South Africa

3.1 Children's Rights Regional Officers as Regional Facilitators

As soon as the core team was set up and the implementation strategy agreed on, a regional team of child rights experts were put together in each of the GC regional hubs able to participate in the implementation of the developed strategy. The Model necessitates the availability of *regional children's rights officers* to take on a significant part of the facilitation work for the national consultations. The GC-RL cooperation already established regional children's rights officers in each of its seven regions. So, this was a massive advantage at the beginning of the process as we only needed to approach the already operational regional officers with the request to join the project. Six of the seven regions were able to come on board, while one unfortunately did not have the capacity to do so due to a staff shortage at the time.

A primary dimension of the task of the regional children's rights officers is to act as the *facilitators* of each national consultation so as to become committed anchor points for the children during the entire process. This physical presence in each country is crucial because of the language requirements and other needs of the children. It must be ensured that the children know who they can communicate with throughout the process in a language of their choice. Without the active engagement of the regional officers with the children, the participation work we envision at the GC would not be impossible. This human connection ensures that the needs of both the children are respected and the regional specificities of each country considered during each consultation.

It is also important that each regional officer has expertise in (a) children’s rights, (b) child participation and (c) consultation organisation. During the national consultations the regional officers took the lead, while the core organising team supported all the consultations from a distance with the administrative and logistical aspect of each event. Operationally, the teams met together at least once every fortnight during the preparation of the consultations and conference. The [Child Participation Manuel](#) developed by Victor Karunan, member of the core facilitation team, was particularly useful in order to ensure we adhered to all safeguarding requirements throughout the national consultations. Prior to the conference, each regional officer was also sent the [‘Facilitators Terms of Reference and Agreement’](#) document, which delineate their responsibilities to ensure the meaningful and safe participation of children in the GCHR International Conference in Nepal 2022 and its preparatory events.

For the GC child-led Conference on Mental Health, the following individuals took responsibility for the organisation of 11 consultations across the world between September and December 2021.

Country / Region	Regional Officer	Consultation Date	Children (boys/girls)	
Nepal (South Asia)	Pranjali Kanel / Anusha Kharel	25 Sep 2021 (online)	02	05
Nepal (South Asia)	Pranjali Kanel / Anusha Kharel	02 Oct 2021 (online)	02	06
Armenia (Caucasus)	Mariam Muradyan	03 Nov 2021 (in person)	01	09
South Africa (Africa)	Elvis Fokala	06 Nov 2021 (in person)	00	20
Ecuador (Latin America)	Andrea Flores Ruilova/ Rocío Coma	09 Nov 2021 (hybrid)	08	10
Lebanon (MENA)	Hala Kinawi	13 Nov 2021 (in person)	05	03
Italy (Europe)	Manuela Pegoraro	15 Nov 2021 (online)	12	11
Italy (Europe)	Manuela Pegoraro	22 Nov 2021 (in person)	12	11
Chile (Latin America)	Marco Panchi / Rocío Coma	04 Dec 2021 (hybrid)	05	07
India (South Asia)	Pranjali Kanel / Anusha Kharel	04 Dec 2021 (online)	06	01
Brazil (Latin America)	Santiago Plata / Rocío Coma	16 Dec 2021 (hybrid)	03	05
9 countries (6 regions)	10 regional officers	11 national consultations	121 participating children	

As the above table illustrates, we did 11 consultations with the support of 10 children’s rights regional officers, who directly connected and communicated with the children. This connection however was made possible by partnering with local institutions (schools, UN agencies, NGOs and governmental departments) that had access to children interested in human rights activism. Finding children was the first main challenge we faced in putting together the Model as well as the conference. As mentioned in the introduction, access to children is one of the main reasons why higher education institutions hesitate to do child participation activities. The need for sustained engagement of children is also why we suggested to establish a *Children’s Leadership Team* at the Global Campus of Human Rights (see [Phase 4](#) below).

Without the access the regional officers provided via their connections and regional knowledge, we would not have been able to put the developed strategy in place. The fact that the Global Campus is a network of universities is a huge asset for child participation activities given the vast range of connections that could be facilitated across the world. Here are some of the organisations we worked with for each national consultation:

Country / Region	Regional Officer
Nepal (South Asia)	NCPA
Armenia (Caucasus)	Child Care Centre, Artsakh Office in Armenia, Mkhitar Sebastien Experimental school
South Africa (Africa)	St Mary's Diocesan School for Girls; the Junior School of Transformation, Diversity and Inclusion
Ecuador (Latin America)	The government of Canton Mejia (Gobierno Autonomo Descentralizado Municipal del Canton Mejia) and the Judiciary of Pichincha (Consejo de la judicatura de Pichincha, Ecuador)
Lebanon (MENA)	26 Letters
Italy (Europe)	Middle School Vittorio Alfieri, Bolzano
Chile (Latin America)	Colectivo sin Fronteras
India (South Asia)	Dwarka International School
Brazil (Latin America)	UNICEF, CINTERCOOP
9 countries (6 regions)	10 regional officers

The selection of children for these national consultations was done in accordance with the '[Guidelines for the selection of under-18 child delegates to the International Conference, Nepal 2022](#)'. The selection took into consideration age, gender, socio-economic and ethnic background, geographical location, rural/urban, disability, in or out of school status, etc.

Importantly, the selected children were expected to have (a) direct work experience in children's rights advocacy, (b) engaged in school or community activities, (c) championed specific issues related to the rights of children in their countries.

3.2 National Consultations

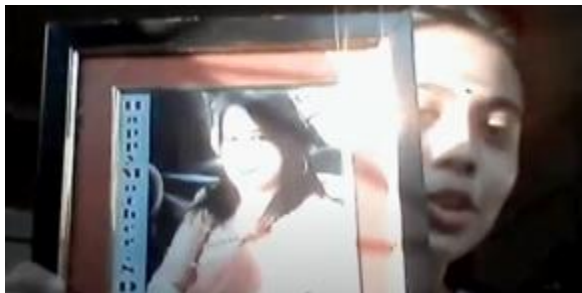
3.2.1 Nepal (25 September 2021 and 2 October 2021)

a. First Consultation – 25 September 2021

The first online consultation (2 hours with intermittent breaks) took place in the host country of the GC Child-led International Conference on Mental Health on 25 September 2022 (2 hours, online). The experience of this initial consultation formed the foundation upon which all other consultations were organised – though each region adapted the approach slightly to fit to the needs of the children in each country. For the Nepalese consultations, the Kathmandu School of Law (KSL) took on the facilitation responsibilities. The selection of the children in Nepal was done on the basis of the representation of the administrative provinces of Nepal, keeping in mind the age, gender, and family background of the children (see also the [selection guidelines](#) developed prior to the initiation of the consultations).

We also utilised one of the icebreaker strategies suggested in the [toolkit](#) we developed when it was evident that most of our engagement with the children will be online (see for instance, '[Bring an Object in Appendix 3.3](#)'). The children were requested to bring along an object that represents them. The object of this opening was to get to know each other. Interestingly though, the children chose objects that

highlight their interest in human rights, education and connections with their family and/or communities. Many children brought pens in order to represent their commitment to learning, others brought books, diaries, photographs of family members and earphones.

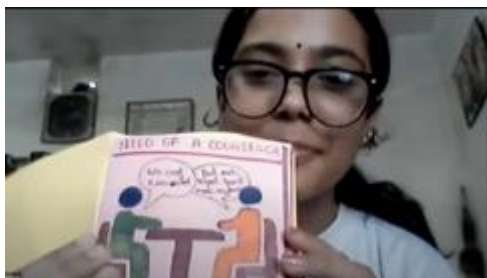


Objects brought to the first consultation as an icebreaker and introduction to themselves

Thereafter, the child participants were given details on what the conference was about and how the GC aimed at promoting child participation and intergenerational dialogue on matters affecting children. The children were then divided into two breakout groups with the request to identify from their perspective which human rights problems they feel are most prevalent in their lives and those of their peers. They were asked to identify three main problems faced by children in their country today. They were also specifically asked to substantiate why those topics are important to them as children. Afterwards, all children reconvened in the main room to share what they discussed in the various groups. This first consultation ended with the request that the child participants spend a week talking to the children in their communities and report back in the next session.

b. Second Consultation – 02 October 2021

The second consultation on 02 October 2021 lasted for 1 hour 30 minutes online. It started with the presentations delivered by the child participants on what they found out by talking to their peers in their communities. They utilised animated videos, picture books, poems and PowerPoint slides to present the results of these peer-to-peer conversations.



Original material created by children summarising peer-to-peer conversation

At the end of this consultation, the three topics the children agreed on that were most prevalent within Nepal were:

- Mental health of children during the pandemic
- Child abuse
- Inadequate education.

Importantly, these topics were not only informed by the views expressed by the participating children, but also those of children they engaged with independently of the consultations in their free time. After the completion of each of the consultation across the regions, these topics go forward for debate by the children during the International Consultations – ultimately leading to the decision of the topic (see [Phase 4, point 4.2](#) below).

c. Agenda and Information Sheet for Consultations

Before each consultation, we drafted a clear agenda, which was then circulated to all of the children in advance via their regional officers. All of the documents were translated into the relevant languages by the regional officers themselves. One of the key takeaways of doing the conference, was the necessity to really plan for the translation of all material wherever possible. This ensures that the children are always entirely informed as to what is expected of them and what we are trying to achieve with the participation work we do. The translation of documents was one of the biggest challenges we faced throughout the process. Time and resources were at stacked up against us, but with the help of the regional officers we mostly managed, though perhaps not as thoroughly as we would have liked. The commitment of the children’s rights regional officers to translate information, is therefore another core aspect of their responsibilities – for practical as well as budgetary reasons.

For an example of the agendas developed for the first and second consultations of the children in Nepal, see [Appendix 4.1](#). In addition to an agenda with clear information, we drafted a brief information sheet to ensure that all of the children are informed about the purpose of the consultations from the start. This was established early on in the process and included in the [Child Participation Manuel](#) used throughout the process.

3.2.2 India (04 December 2021)

The Global Campus does not have a regional hub directly in India, but it does have students and alumni from India who are part of its Masters’ Program under GC Asia-Pacific. The selection of the children for the India consultation was rather difficult. With the COVID-19 situation and the increasing air pollution in Delhi at the time, all the schools were forced to close, causing difficulties in reaching out to children. The children were selected through the individual contacts of the coordinators. The 6 girls and 1 boy (all aged between 16 and 18) present during the consultation were high school students.

The India consultation was held online on 04 December 2021. After a brief introduction of the GC and objectives of the Nepal 2022 International Conference individual participants took turns to introduce themselves. The child participants were then divided into two breakout groups of 4 and 3 child participants. In the two groups, they were asked to discuss what to them were the most preoccupying issues that affect children today. They chose a rapporteur among themselves to collect notes and report on what they discussed to the larger group.

After the sub-group discussions, the child participants met again to share notes. Two children from Nepal participated in the Indian consultation and shared their experience of the Nepalese Consultation at the end of the session. This was an aspect we repeated in other regions – e.g. in Lebanon in order to connect children with each other across regions. In the Lebanon consultation, children specifically remarked that they appreciated the inter-regional connection with other children.

One Syrian boy remarked that ‘Never did I think there are other children in other parts of the world who think the same as me’. We were not able to do inter-regional connections during the national consultations in all instances, but this was of course the foundation of the international consultations in Building Block 2.

At the end, the consultation in India resulted in the following three topics being highlighted as the most important issues within their context:

- Sex education
- Mental health
- Malnourishment

3.2.3 Armenia (03 November 2021)

The Centre for European Studies (CES) is one of the GC’s hubs being the home of the Master’s programme in Human Rights and Democratisation in the Caucasus. It is one of the few institutions in the region multiplying knowledge and skills in human rights protection in the Former Soviet Republics, with the special focus on Eastern Partnership. Their central placement within the human rights world in the region made them ideal partners to also promote child participation in a region that has not been known for focusing on this element of children’s rights.

The children’s rights regional officer, Mariam Muradyan, contacted three regional organisations: (1) the Child Care Centre funded by Fund for Armenian Relief, (2) the Artsakh Office in Armenia and (3) Mkhitar Sebastatsi Experimental Educational Complex. These organisations agreed to support the selection of children to participate in the consultations. The participants chosen were students who had previously been consulted on projects related to deinstitutionalisation, non-formal education centres and children affected by the political crisis and conflict in the country. Each of these three centres provided 3 children. The group ultimately consisted of 8 girls and 1 boy all between the ages of 12 and 17 years of age. Three adult facilitators were present during the in-person consultations so as to provide the appropriate safeguarding as per our developed policy. They also co-facilitated the event.

The consultation was divided into three sessions in Yerevan spread across several days – with the main discussions taking place on 03 November 2021. The main objective of the first two consultations were to select and group the children. The third was dedicated to the actual discussions. The group of 9 children was randomly divided into three sub-groups and all the children stayed in the same group until the end of the consultation.

During the group work, they were asked to indicate the rights of children that they consider to be violated most frequently in their country, in their community, and in their personal lives. They had a possibility to draw, write or present their thoughts in any form they saw fit. Each group was assigned a facilitator – with their main role being to answer any questions the children may have about human rights, the task at hand or the articulation of their thoughts. After an initial round of brainstorming, the children came together and presented what they have discussed in their respective groups. They were then asked to select by voting which issues they considered the most important to them. In the end, the children could not decide on just three topics and as a result, the following 4 were selected:

- Consideration of the child opinion in all matters
- The right to live in a family
- Violence against children
- Right to live in peaceful world

3.2.4 South Africa (06 November 2021)

The Centre for Human Rights at the University of Pretoria is host to the African Masters programme in Human Rights and Democratisation (HRDA). On Saturday 06 November 2021, the Children's Rights Unit of the Centre, engaged with a group of Grade 7-11 learners. In total, 20 children between the ages of 12 – 18 were involved in the consultation.

The child participants were selected from the St Mary's Diocesan School for Girls (Pretoria) as well as from the Junior School of Transformation, Diversity and Inclusion. The need for their free participation was encouraged because the consultation's aim was to give them the platform to speak on matters that relate to their lived experiences. After self-introductions and sharing of a few icebreakers, the children displayed remarkable confidence. They were able to discuss complicated (and sensitive) issues with insight and clarity. The participants displayed critical and concise thinking skills, by questioning, adding and consistently challenging traditional thinking around education within their country. In this setting, the children made it clear how desperately they want to be part of global opportunities for youth participation.

When asked what the overarching issues were for them towards the end of the two-hour consultation, the children cited a lack of 'real and practical' education, that could enrich their personhoods. The learners felt that the education system had become narrowed and does not cater for their needs as future leaders. The learners did not hold back on offering solutions for the issues raised. This showed that rather than being passengers in a global conversation, this group of learners wanted to be at the forefront of finding sustainable solutions to some of the issues they brought up; in essence, these learners wanted to be global participants and contributors.

At the end of the discussion, the learners expressed that they had 'a lot more to say', but settled on the following topics to take forward to the International Consultation phase:

- Mental health awareness.
- Disability rights and inclusive practices
- Broadening of curriculum in schools.

3.2.5 Ecuador (09 November 2021)

The consultation with children, which took place on 09 November 2021, was an in-person event. It involved 18 children between the ages of 10 and 12 (10 girls and 8 boys). Most of them were primary school pupils from the rural canton-Mejía, Pichincha Province, Ecuador. Two strategic partners supported the organisation of the consultation. The first was the Council of the Judiciary of Ecuador, an institution in charge of generating public policies for access to justice for Ecuadorian children. The other was the Cantonal Council for the Protection of Rights of the Canton Mejía, (COMPRODEM) an affiliate institution to the local council authority.

The children were chosen and identified by the GC and the COMPRODEM teams. Of 18 children, 6 of them identified themselves as being part of indigenous groups within the region. The Mejía canton is one of the poorest cantons in Ecuador, with an indigenous and Mestizo population. Children and parents were previously informed of the activity and methodology. All signed the agreements and consents. Permission was granted to film the event, take photos, and share them within the Global Campus.

The consultations took place inside the auditorium of COMPRODEM. Among the adult facilitators were a psychologist, a pedagogue and a therapeutic expert who all acted as safeguarding focal points. The activities began with introductory statements from the mayor of Mejía and the coordinator of the Council of the Judiciary. Afterwards, the children introduced themselves and some icebreakers were shared. A technical team of COPRODEM had technological equipment such as cameras, speakers, LED screens all set up and so presentations were projected on big screens. This made it easy for the children to visualise how the conversation among themselves was unfolding. After about two hours (with breaks), the children were asked to choose the topics that they thought were most prevalent in their lives:

- Right to identity and non-discrimination
- Right to equal access to quality education
- Right to flora and fauna (protection of the environment)
- Right to a healthy life

3.2.6 Lebanon (23 November 2021)

The GC has an Arab Masters programme on Democracy and Human Rights Education, with a recent focus on children's rights in their courses and projects. Increasingly, the hub is providing opportunities for their students to create activities related to children's rights in the fields of education, research, training, networking and advocacy.

The consultation for the child-led conference was carried out in person on 23 November 2021 in Beirut. Facilitating the event were 7 adults from the GC and MA programme. 9 children between the ages of 16 and 18 were involved (7 of them boys and 2 of them girls). The children were selected from a pool of children involved in other activities related to the promotion of child participation in the region, taking into account gender and diversity. The consultation was streamed on Zoom and included children from Nepal to observe and interact with their Lebanese counterparts.

The consultation lasted for three hours and was divided into two equal parts with a 20-minutes break in-between. It began with a brief introduction of what the session was about. After everyone introduced themselves, the children were divided into two groups where they addressed at length the following questions put to them by the facilitators:

1. What are the problems that children face today?
2. How are these issues affecting them?

Reporting back on their discussions, Group One used charts and drawings to highlight what emanated from their discussions. The absence of birth registrations, inequality, mental health, lack of freedom, forced/child marriage, violence against children, the use of religion as an excuse for gender-based discrimination, reproductive health (especially for girls) featured heavily in their discussions. Group Two in turn highlighted the absence of quality education (especially during the pandemic), conflict, lack of freedom to choose or participate, child abuse (including sexual, mental, and physical abuse and child work). In the end, the children voted on the three top issues they would like to see featured during discussions at the international consultations:

- Absence of quality education
- Problems with documentation and legal identification of children
- Child abuse

3.2.7 Italy (15 & 22 November 2021)

The two consultations were embedded in the curriculum as the class has been working on the CRC. The teacher/facilitator integrated the consultations as practical work within the ‘theoretical’ study of the CRC. The activity was suggested by him to the schoolmaster, who agreed, and parents were promptly informed.

The first consultation (15 November 2021, approx. 1.45 hours) was mainly a presentation given to the children by Manuela Pegoraro via Zoom. The purpose of the presentation was to give the children information about the consultations and the purpose of what we are trying to achieve with the conference. The teacher, who was in the classroom with his students, facilitated the presentation. Two special aid teachers and the English teacher also joined as observers. The Zoom session was projected on a big screen, so that it was easy for the kids to follow. They were engaged – listened and asked questions. The fact that it is a global initiative and the children learned that there are other groups doing the same thing around the world was apparently a big hit. Children mentioned some topics in the second part of the session; these topics would be worked on in the follow-up consultation.

The second consultation (Nov 22, approx. 1.45 h) involved group-work. After a recap done mainly by the teacher, the kids were divided into 6 groups. They were given 1 hour to interact and select rights/topics of interest and present them to their peers. They were encouraged to think specifically about what type of issues really matters to them in their daily lives. Both the teacher and Manuela Pegoraro supported the small group discussions when needed. Reporting back to the class was facilitated by the teacher, who wrote the selected topics on an electronic board.

The teacher is currently considering extending the work done by his students to other classes (same age), i.e. to ask his students to create a survey for peers of other classes: peers would have to select one or two topics among the ones selected by the students initially involved in the consultations. This activity would not only engage additional children, but also set a practical output for the kids on top of the class debate, therefore enhancing commitment/satisfaction.

- Safety from harassment (connected to the right to equality and gender equality)
- Right to choose my own path (connected to the right of expression)
- Right to privacy

3.2.8 Chile (04 December 2021)

The consultation in Chile took place on 04 December 2021 in a hybrid form. It was comprised of 12 participants, 5 boys and 7 girls in total in presence and 7 others online. This consultation was organised by the same GC Latin America team that organised the one in Ecuador. They were assisted by *Colectivo sin Fronteras*, a local NGO working with migrant children. The method of consultation was the same as the one utilised during the Ecuador consultation. In the end, the children voted on the following topics to be taken forward by the selected child representatives to the international consultations:

- Right to identity and non-discrimination
- Right to equal access to quality education
- Right to flora and fauna (protection of the environment)
- Right to a healthy life

3.2.9 Brazil (16 December 2021)

The consultation in Brazil was the final one, which was unfortunately not concluded in time for the first international consultation (11 December 2021). However, they were updated on the discussions at the first international consultation and they joined the next one just before the Christmas break (18 December 2021).

The event was facilitated by the GC Latin America team with support given by UNICEF Brazil as well as the International Cooperation Development Centre (CINTERCOOP). Following the same format as the other consultations (tried and tested by this point), the children in Brazil also debated the issues they find most important in their region and lives. The topics they put forward in at the end of the discussions were:

- Climate change
- Adult centism (prejudice against young people)
- Child labour
- Disinformation and scientific denial

3.3 Summary of Issues Raised by the Children

Country / Region	Main Topics identified by the children during their consultations
Nepal (South Asia)	<ul style="list-style-type: none">• Mental health of children during the pandemic• Child abuse• Inadequate education.
Armenia (Caucasus)	<ul style="list-style-type: none">• Consideration of the child opinion in all matters• The right to live in a family• Violence against children• Right to live in peaceful world
South Africa (Africa)	<ul style="list-style-type: none">• Mental health awareness• Disability rights and inclusive practices• Broadening of curriculum in schools
Ecuador (Latin America)	<ul style="list-style-type: none">• Right to identity and non-discrimination• Right to equal access to quality education• Right to flora and fauna (protection of the environment)• Right to a healthy life
Lebanon (MENA)	<ul style="list-style-type: none">• Absence of quality education• Problems with documentation and legal identification of children• Child abuse
Italy (Europe)	<ul style="list-style-type: none">• Safety from harassment (connected to the right to equality and gender equality)• Right to choose my own path (connected to the right of expression)

	<ul style="list-style-type: none"> • Right to privacy
Chile (Latin America)	<ul style="list-style-type: none"> • Right to identity and non-discrimination • Right to equal access to quality education • Right to flora and fauna (protection of the environment) • Right to a healthy life
India (South Asia)	<ul style="list-style-type: none"> • Sex education • Mental health • Malnourishment
Brazil (Latin America)	<ul style="list-style-type: none"> • Climate change • Adult centrism (prejudice against young people) • Child labour • Disinformation and scientific denial

Main challenges faced during this Phase

- The translation and sending of documents to children in time for the consultation
- Connectivity of children in rural regions: this relates to finding a physical space where they can get online (further complicated by Covid-19), the running out of data causing children to lose connection, dropping out of the session due to less than optimal internet access
- Managing the flow of intellectual discussion, breaks and light-hearted entertainment during the consultations
- Deciding how long the sessions should be so as to ensure engaged participation
- Getting informed consent forms back from the children in time for the consultations
- Managing time differences between regions – which had an effect on the communication between the core facilitation team and the regional children’s rights officers

Key documents produced and sent to the children in advance

- Send [all relevant documentation](#) to the participating children, their parents and guardians
- Send and receive back informed consent forms from [children](#), [parents](#), [guardians](#) and [schools](#)
- Send [child-friendly Child Protection and Safeguarding Policy](#)
- Send [guidance on online consultations](#) to the participating children

4. Phase Four: International Consultations (Global Campus Children’s Leadership Team)



After the completion of the national consultations, two representatives of each consultation were selected by their peers to represent the groups during the International Consultations. This group of representatives we call the *GC Children’s Leadership Team* or CLT (see more on them below). The five sessions they participated in were designed to create an environment where children from different backgrounds and nationalities could connect with each other and discuss issues across national borders in order to prepare the agenda and topics of discussion of the Nepal Conference. This approach was designed to bring different perspectives together and find a common thematic thread between the children’s experiences.

This phase consisted of five online meetings of two hours each. Ideally, we would have liked to do more in order to not make each session too taxing in terms of the content that needed to be covered, but the tight timeframe at our disposal (6 weeks), did not allow for that. The first three sessions were predominantly dedicated to the content of the conference where the children decided on the topic and subtopics. The third and fourth sessions turned to how they would like to structure the conference, moderation and discussions, and which external experts they would like to invite. The final session was intended to ensure they are confident with the order of proceedings for the conference and feel supported during the preparation of their own contributions. Decisions were made on which CLT members will moderate which element of the programme and how they would like to engage with the adults and the general audience attending.

The following section will document the process followed across all five sessions rather than each session individually.

4.1. Technical and Administrative Facilitation

The international consultations with the GC Children’s Leadership Team needed significant facilitation efforts in order to make each session as productive for the participants as possible. This facilitation mostly revolved around:

4.1.1 Simultaneous Translation

Given the fact that we were bringing all of the regions together, it was crucial to ensure that everybody could understand each other. We were also adamant that the ability to speak English was not a prerequisite for participation. So, we had to ensure that simultaneous translation was available in all 7 languages required (Spanish, Portuguese, English, Nepali, Hindi, Armenian, Arabic). Given the fact that each session was two hours long, we had to calculate into the budget that two translators per language were required, which also placed significant strain on the technical capacities. Technically this was a very

complicated to achieve and among our small team we did not have the capacity to also ensure the technical aspects run smoothly.

We therefore made the decision to outsource the technical facilitation on Zoom to a private company (CUE) in Nepal. They took over the task to manage the translation and communicate directly with the translators. They sent out invite links and ensured that behind the scenes everything ran smoothly. This was a huge help in the overall management of all of the consultations, and eventually also the actual conference.

Going forward, simultaneous translation is something that would always have to be part of any meetings with the Children's Leadership Team (CLT), in order to remain as inclusive as we have been through this process. While many do speak English, some of the main contributors to the conference were most comfortable speaking in their mother tongue. This will therefore have to feature significantly in all future planning and should be specially considered in any child participation budget. This goes beyond simultaneous translation of events, but also the translation of all significant communication with the children – a dimension which presented significant challenges to us throughout the process.

4.1.2 Drawing up Agenda for each Session

A primary element of the administrative duties that fell on the core facilitation team was to ensure that the children were sent clear instructions as to what to expect for each session and how they should prepare. For each consultation we created a document entitled 'Objectives and Agenda', which set out clearly what we will be talking about and when. In [Appendix 4.2](#), we have included most of these documents created for the sessions.

The challenging aspect of this was the quick turnaround between each session. In addition to the summaries of each consultation, the agendas needed careful consideration and 'buy in' from the children. We always asked them if they are happy with the agenda and whether they would like to change or add anything. This never happened, but the option was there. In order to allow for this, time was always against us in order to get everything done in time for the conference. Ideally, it is advisable to not have these consultations every week, but rather every fortnight. Any more time would again jeopardise the energy and momentum regular meetings generate. While difficult for the adults, the weekly meetings were very much appreciated by the children as they quickly developed bonds not only with the Global Campus and the core team, but also with each other. They also established a WhatsApp group between them and started organising aspects of the conferences between them – especially when it came to co-moderating sessions and presentations.

4.1.3 Summarising Discussions for Distribution to Children

Summarising each discussion in a short document was also a key task of the core facilitation team so as to ensure that the children remained informed and reminded of the issues they raised (e.g. see table below). Importantly, this document needed to be brief and to the point. So, it often only consisted of a table with concepts and ideas for future reference. These summaries were always distributed to the children via their respective children's rights regional officers before the next consultation.

4.1.4 Facilitation of Expert Participation

This was a challenging yet important task during phase 4, since again time was of the essence. Only the children had the role to decide who they wanted invited to the conference as expert speakers on 15 January. This required the core facilitation team to be extremely efficient in reaching out to the experts. Originally, the intention was to have the children reach out to them directly, but since time was precious, the facilitation team confirmed participation of the experts on behalf of the children.

4.2 Conference Themes and Topics

During the first consultation with the CLT, the group discussed the three main topics from each country in detail so as to reduce the topics to a more manageable selection of issues:

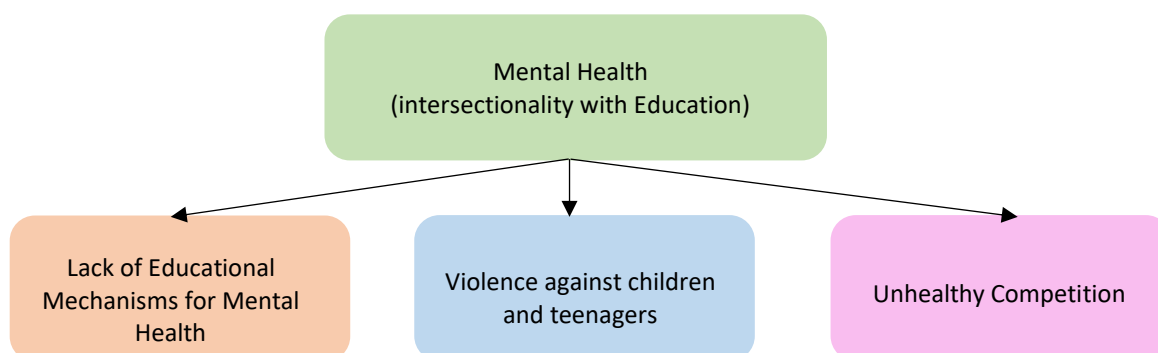
General Themes	Specific Issues
Physical and mental health	Absence of support for children in schools and at homes
	The need for children to be educated on first aid procedures
	Bullying in schools
	Cyber bullying
	Child pornography
Education	Access to education for all children
	Substance abuse in schools
	Rights to education for persons with disabilities
	The quality of teaching staff in schools
Discrimination	Gender discrimination in schools
	Colour heritage
	Identity and sexual orientation
Child abuse	Physical abuse in schools
	Physical abuse at homes

**Summary Report of the first meeting with the CLT
(sent to all the child representatives joining the International Consultations in Phase 4)**

In the end, the children agreed to vote between three overarching topics – Mental Health, Education and Discrimination. Mental Health overwhelmingly received the most votes with the reasoning that education, discrimination and child abuse can be integrated into discussions within the framework of mental health.

The children then continued refining their engagement with mental health issues and the structure of the conference by deliberating between themselves which subtopics they would like to focus on with regards to how mental health issues impact their lives. This discussion was rather extended as children were passionate about several dimensions of the issue. Deciding on the subtopics therefore took longer than expected. The final decision was not made until the third meeting with the group on 08 January 2022.

A recurring comment was that mental health must be considered more in relation to its intersectionality with education. After passionate debate and several voting rounds, the children agreed on the following key areas:



The children went on to discuss some finer detail among themselves related to the three subtopics. This helped them prepare for the conference and learn from each other via discussion. This worked extremely well and it was great to see the high level of engagement of children from such varied language and geographic backgrounds. The subtopic discussions that occurred can broadly be summarised as follows:

Subtopic	Aspects Raised
Lack of Educational Mechanisms for Mental Health	<ul style="list-style-type: none"> • The need for mental health education and awareness • Ignorance about children’s rights to health and a safe environment • Theory-based education and its problems with giving children orientation • Need for reproductive health education • Right to receive education in good infrastructure
Violence against Children and Teenagers	<ul style="list-style-type: none"> • Neglect/trivialisation of children in schools and home especially during Covid-19 • Widespread child labour and risks especially in rural areas • Cyber Crimes • Increased instances of sexual harassment during Covid-19 • Child marriages • Environmental degradation • Malnourishment
Unhealthy Competition	<ul style="list-style-type: none"> • Competition promoted by the internet • Competition among children at school • Gender inequality: Competition between boys and girls • Other inequalities according to race, religion and social class • Bullying at school • Methods of surveillance of work performed by children • Neglect of children with disabilities

Summary of the subtopic issues raised in discussion

4.3. Development of Conference Programme

The children were clear that they wanted to discuss each of these subtopics in their own right as they relate to the mental health of children. However, they were unsure as to how to do it within the context of an online discussion. Since the core facilitating team were also concerned about how to make an online setting engaging – especially for the children, we developed an online toolkit that summarised a number of online child-friendly participatory tools and activities that can be used during the conference. We presented the toolkit to the children and they finally decided that they would like to design online panels where they get to do most of the talking and the adults are asked to listen and later respond. They felt strongly that they wanted to lead the discussions rather than immediately engage in an inter-generational dialogue. While they found the latter to be important, they wanted the opportunity to demonstrate their skills at leading discussions and developing constructive ideas as to how to move forward. As a result, the programme for the conference reflected this desire of the group in two ways:

1. The first day, it was decided, will be dedicated to discussing the three subtopics with the children presenting ideas and leading discussions through co-moderation and the presentation of discussion summaries. Only at the end of each subtopic’s panel, did the children ask the experts to enter into a dialogue with them.
2. The second day was reserved for building on the previous day’s discussion with the children breaking away from the adults to develop action plans for each of the three sub-topics entirely on their own. Only their regional officers were in the breakout rooms

with them in order to offer support when needed. After developing their action plans these were presented to the larger participant groups followed by reactions from the adult experts.

3. The end of the conference included the commitment of some of the organisations present to engage further with the children as soon as the [final action plan](#) was completed.

A final consideration that had to be decided on was how to structure the timing of each day. Here, the core facilitation team made the suggestion to structure the children's plans across two sessions each day – divided by regions. This meant that all the regional time zones could be considered so as to not overtax the children with meetings that start too early or carry on too late. This was agreed to and the final strategy was to design two sessions that were to be repeated each day according to the different time zones. The children were grouped into logical time zone groups and [the final programme](#) was developed and approved at the final meeting on 22 January 2022:

- Group 1: Lebanon, Armenia, Nepal, India, Italy
- Group 2: Ecuador, Chile, Brazil, South Africa, Nepal.

Importantly, the Conference was predominantly facilitated by the GC partners in Nepal. The entire conference was scheduled from the Nepali time zone. This allowed the Nepali children to be present at all of the sessions and provided a good link to the cross-regional exchanges during the sessions.

4.4 Roles and Responsibilities

There were several roles and responsibilities that needed to be agreed on for the conference. First and foremost, the children wanted to **moderate** the sessions themselves. The final meeting was dedicated to deciding on who will take responsibility for each session. This is clearly indicated in the [programme](#). Importantly, we decided to always **assign a regional officer to each moderator as back-up support**. The responsibility of the regional officers in this regard were to meet with the children offline and ensure that they feel confident and supported throughout. In the end, very little was required of the regional officers and the children were extremely confident and ready to put their ideas into action. However, for events such as this, this element of ensuring the children are protected and supported is essential.

The children also wanted to **present so-called 'highlight summaries'** where they summarised the key thoughts that came out of the day. In this regard, **core facilitators and team members supported** the children during the breaks in order to summarise their thoughts. Again, very little was needed as the children were very confident in their takeaways. This was a challenging element to the programme, as the selected children (who mostly volunteered themselves) had to prepare their summaries during a short 10-minute break.

In order to ensure that the children feel supported in the moderation during the entire event, it was also decided that two members of the core facilitation team will help ensure that the transition between subtopics and agenda points occur smoothly. A **master of ceremonies** was selected who took on this responsibility. Another **role for a core facilitator was to welcome and conclude each day** with summarising thoughts. This role was especially relevant after the end of the first day in order to remind the children and the attending participants of what will happen on Day 2.

4.5 Preparations and Presentations

As a safeguarding policy, the GC applied several measures on preparing child-speakers before the international conference. These included: having pre-meetings between speakers and moderators, practice sessions for child-speaker presentations and in some cases, having adults assigned to child speakers as moral support.

The last international consultation (22 January 2022) was specifically dedicated to ensuring that the children knew what to expect during the conference days. We ran through the finalisation of the programme and also clarified any questions they may have. Several wanted to know more about how they should approach their moderation responsibilities and the session introductions they were allocated to. Since some wanted the opportunity to talk about their presentations in detail, we also organised that each regional officer meets with them separately to practice and/or answer more questions. This was done in most cases, though some children felt confident enough just to prepare on their own and did not need individual sessions. During the conference, the regional officers were also available on the chat function or on private WhatsApp messages to support as things went out live. The master of ceremonies was also task to act as a supportive voice throughout the conference, responding to what the children said and connecting their contributions to those of other participants.

Main challenges faced during this phase

- Managing that all the technical issues connected with simultaneous translation run smoothly
- Producing summary reports after every meeting
- Sending out invitations and getting back participation confirmation from the selected experts in time for the conference
- Fatigue by the team

Key documents produced and sent to the children in advance

- Send all relevant information to the [interpreters](#)
- Prepare and sending of [agenda](#) to all participants before each consultation
- Prepare and send of all summary reports before each consultation
- Prepare and send out [online toolkit](#) for consideration by the children
- Send guidance note to the children who will be [moderating sessions](#)
- Send out the [final programme](#) for approval to the children and team members
- Set up [Padlet](#) to be used during the child-led conference
- Send out conference invitation and manage registrations

5. Phase Five: International Child-led Conference on Mental Health



Before and during the pandemic, a range of national and international consultations were carried out successfully on specific thematic areas. Though the issues consulted on and discussed were different, the commonality between these different consultations was that the opinions of children were sought with the overarching objective of including them in finding solutions to matters that affect them.

The Nepal 2022 pre-conference consultations were no different. It sought to place children at the centre of seeking solutions. Atypical in approach, the pre-conference consultations gave children the reins to discuss among themselves, identify all those general and specific problems that affect children both locally and globally. They were given the opportunity to narrow down these problems to the most important – which was chosen as the topic of the Nepal 2022 International Conference.

The CLT's role during the entire process can be evidenced in the evolution of the topic proposed initially for the conference. At the beginning of the planning, the GC core facilitation team anticipated that the title for the conference will be 'Children as Autonomous Agents of Change'. However, from the very first consultations with children in Nepal, it was evident that they wanted to take things in a different direction – in relation to the topic, how to plan for the conference as well as in relation how the GC should follow up on the consultations and the conference.

It became incumbent that in addition to facilitating child-led events like the conference, the GC should incorporate children in the very fabric of what they do as part of the RL-GC cooperation on children's rights. Children are agents of change, who are able to protect and defend their rights at the highest levels. The conference has shown us that they can take leading roles not only in expressing their views, but also in educating adults within a higher education context. Having children lead discussions meant that adults really did become listeners. Adults engaged in an intergenerational dialogue based on listening – an exchange that felt profound to all who participated (child and adult alike). During the international consultations children repeatedly stated: '*we don't want adults to speak, we want them to listen*' and that is the way the entire conference was structured. Although adult took control over the technical facilitation of the conference, children were responsible for driving the content of what was discussed. They were in all respects the driving force behind the success of the conference. During each session, it was only after the children had their say on each subtopic that they invited members of the GC, partners, regional focal points and external experts to react to the thoughts and action points the children developed throughout the process. We also created a [padlet](#), inviting both the children and the adults to contribute thoughts and original ideas as the conference progressed.

The conference was divided into two days with two sessions each. As mentioned previously, in order to respect time zones, each session was divided into two groups (based primarily on the regional location of the children). The content of each sessions is summarised below.

5.1 Day One – The Problem (31 January 2022)

The children were divided into two groups in order to discuss how mental health issues affected their lives and those of their communities on a daily basis. The issues they discussed were very much based on the debates they had during the consultation period and information they gathered by talking to their peers at school, at home and in their communities.

5.1.1 Group 1 (Italy, Lebanon, Armenia, India, Nepal)

(9:00 Italy, 10:00 Beirut, 12:00 Yerevan, 13:30 India, 13:45 Nepal).

Simulations translation was done in Arabic, Hindu, Italian, Nepali, Armenian and in English.

S/N	Sub-topics	Main Points Raised by Children
1	Lack of Education Mechanisms for Mental Health	Covid-19 increased confinement of children, enhanced peer pressure and created stressful family environments. It is depriving underprivileged children from receiving education. This is creating mental stress.
		Stigmatisation of mental health among children and absence of therapy in schools and homes. This needs to be combated by proper education on the mental health recognition and the support of those who suffer from mental health issues.
		Existing inequalities in the delivery of education in rural and urban areas is exposing children in rural communities more to mental health issues.
		Poor policy implementation as well as the trivialisation of the mental health issues, place children at risk. Were these things addressed properly mental health education in schools, homes and in communities will improve.
		Economic depravity is exerting pressure on parents, and this is having effect on mental health of children.
2	Mental health impact of violence against children and adolescents	Political instability in countries, (destruction of schools, shootings near schools, heavy militarisation), creates fear, anxiety, and loss of personality among children.
		The digital space leaves children vulnerable to abuse: insults, cyber bullying, pornography. Girls are especially at risk.
		Violence against children occurs in homes and schools with parents, relatives and teachers being the main perpetrators. This is increasing the rate of suicide among children.

		Children are excluded from decision-making on solutions to problems that concern them and the way they are treated.
		Urgent action is needed; governments need to prioritise investments, train social workers, create prevention and response mechanisms commit to SDG 16.2 – elimination of violence against children by 2030.
3	Unhealthy competition and mental health	Competition can be a positive thing, but at the moment the way in which competition at schools, homes and communities have developed is unhealthy both physically and mentally. Such competition is altering children’s personalities, making them lose their self- love and the unique individual talents they have.
		Parents and teachers encourage unhealthy competition among their children with comparative remarks that put pressure and stress on children.
		Children are unable to enhance their individual potentials in an environment with unhealthy competition.
		Parents do not know much about unhealthy competition and how that effects their children. They do not understand that they should develop a positive mind-set not dependent on achievement. This would prevent mental stress among children and increase their self-esteem.
		Children shy away from counselling because of stigma linked to mental stress.

5.1.2 Group 2: Chile, Brazil, Ecuador, South Africa and Nepal

(9:00 Chile, 11:00 Brazil/Ecuador, 16:00 South Africa, 17:45 Nepal)

Simulations translation was done in Spanish, Portuguese, Nepali and English.

S/N	Sub-topics	Main Points Raised by Children
1	Lack of educational Mechanisms and mental Health	There is a lack of support for children and young people with mental heal issues. The lack of knowledge sharing on how to deal with children with mental stress is harmful.
		Education in schools is mostly theory-based and this exerts pressure on children and adolescents. Education related to emotional intelligence is lacking, which leaves children unable to integrate themselves in society.
		Absence of financial resources and quality and well-trained personnel to take care of mental health of children in schools and medical centres.

		<p>Need to leverage the opportunities created by social media to build networks among children – to be able talk, to educate themselves on mental health issues and support each other in diverse ways.</p> <p>Children should be taught about reproductive rights and child development. This should be done in a timely manner so that they are able to properly understand their physical and mental development, thereby reducing stress.</p>
2	Violence against children and mental health	<p>Include cybercrime, environmental degradation, early marriages, child labour, sexual harassment, police brutality, FGM, terrorism, and radicalisation, peer-to-peer violence, corporal punishment, discrimination, exclusion, changes in continuum of protection of children, Children deprived of liberty.</p> <p>Digital violence is leading to numerous deaths in many countries.</p> <p>There is an absence of service chains to protect children. This includes compliant mechanisms, protecting privacy rights, training of experts, fighting impunity and bringing perpetrators to the book, and mainstreaming child-related concerns in national economic and social plans.</p> <p>The need to be exposed to good practices on prevention of violence against children and drawing lessons from these.</p> <p>The absence of health and social clubs for children where they can be taught to identify and fight against violence.</p>
3	Unhealthy competition and mental health	<p>The disparity between realistic performance and the expectations placed on children.</p> <p>Social inequalities lead to unhealthy competition</p> <p>Parents and teachers compare children in a pathological way, giving children the sense that there is no room for them to make mistakes and improvement. They are expected to be perfect.</p> <p>Children should be involved in the decision-making processes in both the public and private sectors. They should be part of the quest to find solutions to problems they face.</p> <p>Children face a lot of pressure on how they live and how they go about achieving success in life.</p>

At the end of Day One, a member of the core facilitation team reflected on the day by highlighting some of the key elements we as adults should take away from what the children had discussed (See table below). Together with a child moderator, the day was concluded with a summary of what can be expected on Day Two.

POINTS TO PONDER ON FOR DAY TWO

- The mental health of children is one of the most neglected issues
- Mental health needs to be identified as a life-saving service for children and young people.
- We need to deal with culturally specific issues related to mental health. These include family background, social norms, attitudes, religion, and behaviour.
- Mental health is a right of every child as it is for adults.
- Mental health affects boys and girls differently and we need to focus on adolescents.
- We need to shift from a negative mind-set towards a positive mind-set.
- Children and adolescents have a unique view and so their opinions and contributions are critical and need to be taken into account.
- Teachers, parents, governments, and children themselves need to act on the mental health challenges that children face.
- How do we deal with the challenge of unhealthy competition, where teachers and parents compare apples to oranges?

5.2 Day Two – The Solution (01 February 2022)

The children wanted to dedicate Day Two to an in-depth discussion on finding solutions to the problems raised in Day One. The vehicle for this was the development of an action plan, that can be taken forward and implemented after the conclusion of the conference.

The children were again divided into two groups for the final day of the conference. Within their respective groups, they were further divided into breakout groups following national lines so that they could freely discuss their ideas without language constraints.

During these discussions, children were given copies of an action plan template that the CLT prepared during the international consultations. This template was meant to facilitate the development of action plans. This template included preformulated questions such as: What needs to be done? Who needs to do it? When does this need to be done? What can young people and children do to contribute?

After the conclusion of the conference each of these documents were drawn together to form a final action plan which can be accessed below in [Appendix 5.2](#).

Main challenges faced during this phase

- Time management during the conference
- Ensuring that everyone knows at what stage we are at in the programme and what to expect

Key documents produced and sent to the children in advance

- Send conference link and joining information to all participants
- Prepare and send out Action Plan template to be used by the children during the conference
- Send out padlet link for participants to contribute their thoughts throughout the conference

E. Next Steps – Future of the Children’s Leadership Team

Since the completion of the GC Child-led Conference on Mental Health in Nepal in January-February 2022, the GC has been working towards developing additional protocols, terms of references and procedures that would guide operationalisation of the CLT as an integral part of the children’s rights department. In the following cycle (and beyond), the set-up of structures and capacity development of both the GC and the children will be developed to a stage at which the CLT can be integrated into the activities of the GC. We hope that activities of the CLT will be considered within the next five-year budget cycle’s planning.

1. Starting point: Dissemination of the Nepal 2022 Action Plan

Immediately following the Nepal 2022 conference, the core team worked with the CLT to [finalise the action plans](#) they developed during the conference. This took a couple of months in order to draw up a document that included all of the perspectives of the children who participated across the world. The children wanted to give a brief presentation on the final action plan. The core facilitation team supported them in this endeavour by arranging a meeting with key organisations that participated in the conference (see the [agenda for this meeting](#) in the appendix).

In the middle of May 2022, the CLT and the GC core facilitation team came together and decided to plan the unveiling of the action plan to the public. On 7 June 2022, the two child-leaders from Nepal made the first ever presentation of the Nepal 2022 Action Plan on Mental Health to an online audience that included the UN Secretary General’s Special Representative for Violence Against Children, the National Child Protection Alliance (Nepal), the partners from Kathmandu Law School, and the Secretary General of the Global Campus of Human Rights. Since it was difficult for other organisations to join, we plan to also forward the Action Plan to Anne Skelton (UN Committee on the Rights of the Child, South Africa), to our partners at UNICEF, Terres des Hommes, and to other panellists at the conference who had made requests.

Between 15-16 July 2022, we were also able to bring two CLT members (from Armenia) to Venice in order to present the Action Plan to EU parliamentarians, child rights experts, human rights defenders, academics and some other stakeholders during the [High Panel Conference on The Global State of Human Rights](#) (organised by the Global Campus and the European Parliament). The plan is to keep disseminating the Action Plan as much as possible throughout the coming cycle.

2. Embedding the CLT into the Global Campus and its Regional Structures

One of the long-term goals connected to the GC Child Participation Model is to ensure that the CLT is eventually embedded into the GC structures, with the intention that the children participate and support decision-making within the organisation – especially in relation to the development and implementation of children’s rights projects. The GC-RL partnership on children’s rights only started in 2019. Three years into the partnership, we can now with confidence say that we are expanding the GC network to also include children as strategic partners and project implementers. These children are committed human rights defenders ready to contribute to project development and mainstreaming of children’s rights as envisioned by the partnership agreement.

To this end, the Children’s Rights Department presented an initial proposal to the GC-RL cooperation’s Steering Group in April 2022 setting out initial plans to integrate the CLT into the work we do at the Global Campus. The proposal is entitled *The GC Children’s Leadership Team and Towards a Child-led Future Programme*. It seeks to construct a 2-year project, which solidifies genuine child participation within the child rights activities of the Global Campus, as spearheaded by the children’s rights department. The main objective of the project is to construct a process in which children are not only

listened to but are actively included in the conceptualisation and implementation of the GC-RL children's rights projects. The two years will be dedicated to strengthening the already established CLT by creating processes and a concise plan of action for the next 5-year cycle of the GC-RL cooperation. The GC's children's rights department will work closely with its regional partners, in particular the regional child rights officers to further set up structures for the integration of the CLT into our work. Hence, this proposal is to be seen as a steppingstone for a child-led programme. The presentation of the proposal by Manu Krishan on behalf of the entire team and the GC child rights department was received favourably by the GC Committee and further development is currently underway. It is expected that ideas contained in the proposal will especially come to fruition in the next five-year cycle and beyond.

A further aspect we would like to reflect on is how to effectively incorporate child participation into activities conducted by the seven children's rights regional officers of the GC (CRROs) in their respective regions. These regional officers have diverse competences related to children's rights, including education, legal research, and project management. We would like to explore future possibilities to enhance collaboration between the CLT and the CRROs in the projects and activities they develop/implement in their regions (e.g. mainstreaming child rights in their academic and project activities, data and research, contributions to MOOCs and webinars, and much more).

3. Creating Partnerships towards Amplifying the Voices of Children

It is envisioned that the CLT will enter into partnerships with other groups or individuals specialised in child's rights in order to amplify their voices and opinions on matters that concern them. Human rights values, approaches and strategies are increasingly undergoing challenges and setbacks around the world. In addition to the important topic of mental health of children and young people as highlighted by the children during the Nepal conference, the children are also keen to work on other human rights topics such as climate injustice, migration/refugee crisis, autocracy and wars, harmful cultural and religious practices (especially related to the girl child), business and human rights, data privacy and the internet, and children in detention. All of these issues have untold consequences for the growth and development of children – and the CLT is keen to work on these issues in collaboration with external partners in the future with a child-led focus.

It is expected that the CLT will work with other strategic partners of the GC, such as Terre des Hommes, UNICEF, members of the CRC committee and the Right Livelihood. It is encouraging to note that we already have expressions of interest from a number of international organisations keen to work with the CLT should it become an integrated and formal part of the GC's children's rights work. We are also confident that the children themselves will establish new connections and cooperation opportunities for the GC based on their interests and already existing advocacy work with other children and youth organisations and networks in the various regions. Another unexplored area that the Core Facilitation Team considers important is to facilitate [inter-generational dialogue and exchanges between the children and academics teaching child rights](#) as part of human rights in universities and institutions of higher learning in many countries and regions. It would be an innovative approach to include children and young people's voices, experiences and perspectives in the content of academic curricula and teaching pedagogy and to provide child-centred inputs in research projects. In this regard, there is great untapped potential in connecting GC students/alumni with the CLT in efforts to allow children to contribute to teaching programmes and specialised modules (something we envisioned working into the Model, but for practical reasons could not do).

F. Conclusion and Ways Forward

1. Responses and Feedback

1.1 The Model's Approach

The overwhelmingly positive responses/feedback we received after the conference suggests that we have managed to fulfil [all four of the main objectives of this experiment](#) and in some cases exceeded our expectations. Both adults and children assessed the overall process as a great success – especially in relation to the way in which the Model sought to situate children as the leaders and creators of their own messaging.

Child participants from Africa, for instance, noted that they enjoyed the opportunity to meet new people from across the globe. One of the South African participants continued by highlighting that engaging with their peers during the consultations and conference allowed them to gain a broader perspective on how children from other countries view mental health. Another child participant underscored the Model's 'child-led' focus by noting that *'I like how children were made the leaders, as we are the future leaders.'* Similarly, a Nepalese child participant expressed appreciation for the way in which children were *'supported by adults to lead and express all our points of view'*. In this regard, another child's feedback emphasised that the way their ideas and opinions were *'considered during the conference was really amazing.'* A second Nepalese child participant similarly spoke highly of our participatory approach since *'we could speak our minds without fear of judgement or an [adult] dictating what we should say.'* In general, the children noticed that as facilitating adults we deliberately refrained from speaking 'on behalf of children' but allowed them to take the debate wherever they wanted it to go, without directing conversations according to our own assumptions about what children need:

'Personally, for me, it was an amazing experience while participating in the conference where we addressed one of the most important and current topics, that is Mental Health. I think, adults and children working together was the best part for me in the conference and pre-conference consultations. Our point of view was prioritised. I really felt like I was heard, and I was given equal opportunity for the participation. I would love to work further' (CLT member from Nepal).

In fact, the children often referred to the 'freedom' they had. One child participant from Brazil notably stated that

'I liked the freedom that teenagers were given to freely express their ideas and perspectives on a variety of subjects. The project was not speaking for adolescents as a watchdog, but it in fact managed to include us in the debate.'

This quality of our approach was highlighted as a particular strength on several occasions by children and adults alike. The intergenerational dimension of the Model was thus appreciated, and several people referred to it positively during a post-conference survey:

'[...] the best part is that we got the opportunity to learn from every adult and child with an amazing initiation of working together.'

From Brazil, the feedback also highlighted the intergenerational benefits of the approach and how important it is to them:

'[O]ur generation has an innovative and different vision of the world. We can contribute a lot and also learn a lot. Intergenerational work is important so that the future and present of young people are aligned with the harmonious development of the world.'

Additionally, one of the younger child participants from Ecuador said that the entire experience *'was something very beautiful'* and that the process they went through was worth it, because *'we were able to reach other people so that they know about mental health and the damage it can cause'*. At the end of the international consultations children already expressed their appreciation for the overall project and the platform it provided for children to engage with each other. One child from Ecuador notably said that *'never have I thought, I will get this far'*.

Adults from the GC-RL network also responded very positively and referred to the process as a *'fascinating global endeavour with a strong call for action'*. It was also described by one member of the RLC as an *'enormous cross-cultural effort'*. A few colleagues from other universities have since also reached out to the Global Campus, asking for guidance on how to put on similar events – something that we hope will be pursued with the help of this Model. In addition to universities, a number of other international organisations with extensive experience in child participation have praised the accomplishments of the project. Terres des Hommes for one said it was the best example of meaningful child participation in an online environment that they have ever seen.

The only criticism we received was the fact that we did not think to schedule the final conference over a weekend. It took place during a school week, which presented challenges for the children to attend. This was a real oversight on our part during the scheduling phase. Luckily, we realised this during the consultation phase and made certain that all of the CLT meetings took place on a Saturday, but we were unfortunately too late in this realisation to change the conference dates.

1.2 The Establishment of the Children's Leadership Team

The fact that the three-tier building block system included the formation of the Children's Leadership Team received particular praise from the children who participated. As the process came to a close there was a general sense of sadness that we were not going to meet as regularly as we did over the last six months. They enjoyed the process so much that they moved to asked for the continuation of the CLT beyond the conference.

One child from Ecuador wrote that *'I would like to continue meeting like we used to'*, while another child did not want to lose the opportunity to keep debating with *'experts, students and people from other generations'*. A strong thread in the call for the continuation of the CLT was the wish to develop and implement projects within their national contexts – especially via meetings with national leaders to ensure that *'improvement is actually made in countries'*. They want to see more *'activities focused on national problems, and projects that help address those problems'*. Additionally, all of the children from Latin America want to be part of more projects designed to protect their rights. The Armenian CLT members also stressed the need *'not to leave the work on paper'*. They want to continue working together to create *'child-safe and child-friendly environments'* where children are free from fear, since *'if children are free from fear, they are protected from an array of mental health issues'*.

One of the CLT representatives from South Africa felt that the continuation of the CLT *'would mean that there is an open and honest pathway for the youth to communicate their ideas, thoughts and opinions on how we can make a change in the world we live in'*. Continuing the CLT with the development of follow-up projects on mental health, it was stated, would mean that we would contribute to the creation of *'an open, free flow of information and resources'* about mental health issues to *'help those in need and help prevent the increase of poor mental health, self-harm and suicide rates across the world.'* Child representatives from Lebanon noted that the work with the CLT is crucial *'because now we have a safe place to learn and think about rights. I think it is so important to continue this so we can help more children'*.

The problems highlighted during the consultations and conference spoke to the children on a personal level. A child representative from Armenia stated in this regard that

'[...] most of the issues we have been raising during our meetings relate to me personally, and I want to solve those issues and make other children be free from them too. I am eager to do it especially for the children who are shy or don't have possibilities to raise them.'

For the children in Lebanon, the continuation of the CLT means that they would be able to continue on a path that expands their knowledge about children's rights, which would in turn allow them to:

'[...] ask for our rights. It will give us a chance to teach our friends about their rights. In some ways, we will raise awareness and become the changemakers of the future.'

One Nepali CLT member also noted the benefits of the platform we created: *'If this leadership team continues with its events and programmes it would provide a great platform for teenagers, students and especially children to address their problems ... whatever they face in their society, communities and school level'*. She continued by stressing that the continuation of the CLT will allow them to make more friends with similar interests, present ideas and demonstrate the knowledge they have accumulated in their lives. It will give *'a platform for us to develop our ideas and techniques, to develop our self-confidence'*.

Finally, one of the Brazilian members of the CLT noted that during his childhood, he has never had the opportunity to request action or to be a participant in his community, *'but thanks to the Children's Leadership Team, I had this chance to be an active participant'*. He is confident that if the CLT is to continue other children in his country *'will be positively affected.'* He continued by stating that the CLT is extremely important so that children can be the protagonists of their own futures.⁴

1.3 The Way Forward

As delineated in [Chapter E](#), there are several things the GC-RL cooperation can do in order to build on the success of the GC Child-led Conference on Mental Health that was based on the processes describe in this document. The way forward in our opinion is to make activities with the CLT a central part of the activities conducted by the Children's Rights Department of the Global Campus. This would entail strategically incorporating activities and projects with the CLT into the next five-year budget cycle as one of the major elements of the cooperation's work. This would entirely be in line with the Vision and Mission as well as the various objectives delineated by to partnership up until this point (see [Chapter B](#) for more on the objectives).

The Model is an attempt to create a dynamic approach where children become the teachers, learners and changemakers working together with adults within the higher education community while developing and implementing research projects with an activist purpose. What we have shown with this process so far is that there is a real hunger among children to be included in our work and that members of the GC are fully capable of making activities such as this happen. As one of the main missions of the partnership is to create a 'network in action' to protect the rights of children, the results of the conference and the Model itself would allow just this. The continuation of the CLT and the further refinement of the GC Child Participation Model would certainly have an effect like this. In the space of six months, the GC has put together a worldwide network of children hungry to take action and be included. It is for the GC-RL cooperation to take this hunger seriously and facilitate more opportunities for research projects and practical actions to be developed and implemented by our children – the changemakers not only of the future, but of the here and the now.

⁴ All of the responses and feedback of the children are documented via a series of on file post-conference surveys and video messages.

G. Appendix

1. Child Protection and Safeguarding Policy and Guidelines

INTRODUCTION

The Global Campus on Human Rights and the Organising Committee of the International Conference in Nepal 2022 share in a common commitment to prevent child abuse and to protect children from any possible harm or maltreatment during the International Conference.

This Child Protection Policy sets out our common values, principles and beliefs and spells out how the Organising Committee of the International Conference in Nepal 2022 share in this common commitment to protect children and young people.

PURPOSE

The main purpose of this Child Protection Policy and Guidelines for the International Conference Nepal 2022 is to safeguard the rights of children and young people we will interact and work with during the Conference – to protect them from any form of violence and discrimination arising from their engagement and participation in the Conference. It seeks to ensure that all those who engage with children during the International Conference understand its provisions and possess the attitude and skills needed to support the children. It enables the Organising Committee and staff, partners to utilize the procedures in place to prevent and deal with discrimination or abuse/violence against children during the events of the Conference.

OUR COMMITMENT TO PROTECT CHILDREN

1. Our Values, Principles and Beliefs

- We will give primary importance to the Best Interests of the Child in all matters that concern them – based on their age and maturity.
- Zero-tolerance for discrimination, physical, verbal or sexual abuse, violence and exploitation of children
- The human rights of children will always be respected – irrespective of their race, color, gender, language, religion, political or other opinions, nationality, ethnicity, sexual orientation, disability, etc.
- We will respect, listen to and value the views and opinions of children.
- In relation to online participation of children and young people, we will provide the needed support to children to engage with and participate in online activities and mitigate the challenges of the digital divide where possible
- We commit to informing and empowering them for the protection and realization of their rights in all situations and their ethical and meaningful participation
- All child abuse is an abuse of children's rights.
- The situation of all children must be improved through promotion of their rights as set out in the UN Convention on the Rights of the Child and other human rights instruments. This includes the right to freedom from abuse and exploitation.
- Child abuse is never acceptable.
- We have a commitment to protect children with, or for whom, we work.

- Partner agencies involved in the International Conference Nepal 2022 (local and international partners) must use this child-protection policy in preparatory and follow-up activities with the children and young people for this International Conference.

WHAT WE WILL DO

We will meet our commitment to protect children from abuse by:

Awareness: We will ensure that all child delegates to the International Conference, staff and partners (including government, non-government organizations (NGOs) and other delegates, translators, facilitators, guardians, local partners, volunteers, administration staff) are aware of the problem of child abuse and the risks to children.

Prevention: We will ensure, through awareness and good practice, that delegates to the International Conference and others minimize the risks to children.

Reporting: We will ensure that all Conference delegates and others are clear on what steps to take if concerns arise regarding the safety of children.

Responding: We will ensure that immediate action is taken to support and protect children when concerns arise regarding possible abuse or maltreatment.

In order to meet the above standards of reporting and responding, members of the Organising Committee of the International Conference will also ensure that they:

- Take seriously any concerns raised;
- Take positive steps to ensure the protection of children who are the subject of any concerns;
- Support children, delegates or other adults who raise concerns or who are the subject of concerns;
- Act appropriately and effectively in instigating or cooperating with any subsequent process of investigation;
- Are guided throughout the child-protection process by the principle of 'best interests of the child';
- Listen to and take seriously the views and wishes of children;
- Work in partnership with parents/guardians and/or other professionals to ensure the protection of children.

HOW WE WILL ENSURE OUR COMMITMENTS

- All Conference delegates and supporting staff (volunteer and locally or internationally appointed) will be asked to abide by the 'rules of behaviour'. (see below)
- All local and international partners accept and implement the child-protection policy.
- All delegates and staff will have access to a copy of this child-protection policy.
- Recruitment procedures for key support staff for the Conference, as well as all guardians, will include checks on suitability for working with children.
- Sensitization briefing for all delegates and briefing for all staff will include child-protection issues.
- All delegates and staff will have the contact details, and be briefed on the role of, the child-protection focal person for the Conference. Any child-protection concerns and complaints should be reported to the child-protection focal person who will handle them in strictest confidence.
- Systems will be established to investigate possible abuse once reported and to deal with it. This will include activating any relevant statutory procedures.

CODE OF CONDUCT

All delegates and staff at the International Conference must respect and abide by these 'rules for behaviour':

Conference Delegates (including under-18 delegates), staff, partners and others must never:

- Hit or otherwise physically assault or physically abuse children;
- Develop physical/sexual relationships with children;
- Develop relationships with children that could in any way be deemed exploitative or abusive;
- Act in ways that may be abusive or may place a child at risk of abuse;
- Use language, make suggestions or offer advice that is inappropriate, offensive or abusive;
- Behave physically in a manner that is inappropriate or sexually provocative;
- Have a child/children with whom they are working to stay overnight in their home;
- Sleep in the same room or bed as a child (if this has not been agreed upon by their parent/guardian);*
- Do things for children of an intimate nature that they can do for themselves;
- Permit or participate in behaviour of children that is illegal, unsafe or abusive;
- Act in ways intended to shame, humiliate, belittle or degrade children or otherwise perpetrate any form of emotional abuse;
- Discriminate against, show differential treatment or favour particular children to the exclusion of others.

Note: This is not an exhaustive or exclusive list. The principle is that delegates and staff should avoid actions or behaviour that may constitute poor practice or potentially abusive behaviour.

** Adults are not permitted to sleep in the same room or bed as children. However, with the permission of both guardians, under-18 delegates may share rooms with other under-18 delegates of the same sex. In addition, where culturally or socially applicable and with written consent from an under-18 delegate and his/her parents/carers, guardians may share a room with the delegates (of the same sex) in their care.*

CHILD PROTECTION MECHANISMS

A Child Protection Focal Point and team will be established for the International Conference Nepal 2022 to receive and respond to concerns and complaints regarding the provisions of this child protection policy. They will be appointed to this role by the Organising Committee with proper training and support.

The Child Protection Team will also be responsible for ensuring that all children, guardians, adult delegates and partner organisations are made aware of this policy and agree to abide by its provisions. The team will also make sure that the necessary professional and technical external support needed for child protection (viz, social services, emergency, medical help, psychologists/psychiatrists, etc) are available at the venue of the International Conference.

Prepared by: **Child Participation Team**
Organising Committee
GCHR International Conference, Nepal 2022

Dated:

2. Child Participation Manual

Child Participation Manual

Minimum Standards Protocols and Guidelines

#	Item	Page
	Introduction	
SECTION 1: SELECTION OF UNDER-18 CHILD DELEGATES		
1.1.	Suggested Guidelines for the selection of under-18 Child Delegates to the GCHR International Conference 2022 Nepal	
1.2	Online Consultations: Preparatory Checklist	
<i>(A) Online Consultation & Participation in International Conference</i>		
SECTION 2: CHILDREN		
2.1.	Invitation Letter for Child Delegate (template)	
2.2.	Briefing Note: GCHR International Conference, Nepal, 2022	
2.3.	Tentative Agenda of Online Consultation session	
2.4.	Briefing on Child Participation in Online (zoom) consultations	
2.5.	Child Participation Agreement & Consent Form	
2.6.	Child Participation Information Form	
2.7.	Child Travel Information Form (if applicable)	
2.8.	School Consent Form (if applicable)	
SECTION 3: PARENTS		
3.1.	Invitation Letter for Parents (template)	
3.2.	Parental Consent Form	
3.3.	Briefing Note: GCHR International Conference	
3.4.	Child Protection and Safeguarding Policy and Guidelines	

SECTION 4: GUARDIANS		
4.1.	Invitation Letter for Guardians	
4.2.	Briefing Note on GCHR International Conference	
4.3.	Tentative Agenda of Online Consultation session	
4.4.	Guardian Participation Agreement	
4.5.	Guardian Participation Information Form	
4.6.	Guardian Travel Information Form (if applicable)	
4.7.	Child Protection and Safeguarding Policy and Guidelines	
SECTION 5: TRANSLATORS / INTERPRETERS		
5.1.	Invitation Letter for Translators / Interpreters	
5.2.	Briefing Note on GCHR International Conference	
5.3.	Agenda of Online Consultation session	
5.4.	Translator Participation Agreement	
5.5.	Translator Participants Information Form	
5.6.	Translator Travel Information Form (if applicable)	
5.7.	Child Protection and Safeguarding Policy and Guidelines	
SECTION 6: FACILITATORS		
6.1.	Invitation Letter for Facilitators (Template)	
6.2.	Briefing Note on International Conference	
6.3.	Tentative Agenda of Online Consultation Session	
6.4.	Facilitators Terms of Reference & Agreement	
6.5.	Facilitators Participation Information Form	
6.6.	Facilitators Travel Information Form (if applicable)	
6.7.	Child Protection and Safeguarding Policy and Guidelines	
SECTION 7: PARTNERS, ALUMNI, SUPPORT STAFF		
7.1.	Invitation Letter for Partners/Alumni/Support Staff (Template)	
7.2.	Briefing Note on GCHR International Conference	
7.3.	Tentative Agenda of Online Consultation Session	
7.4.	Partners/Staff Participation Information Form	
7.5.	Partners/Staff Travel Information Form (if applicable)	

7.6.	Child Protection and Safeguarding Policy and Guidelines	
SECTION 8: CHILD PROTECTION & SAFEGUARDING TEAM		
8.1.	Invitation Letter for the Child Protection & Safeguarding Team (Template)	
8.2.	Terms of Reference: Child Protection and Safeguarding Focal Point	
8.3.	Child Protection and Safeguarding Team – Participation Agreement	
8.4.	Child Protection and Safeguarding Team – Participation Information Form	
8.5.	Briefing Note on GCHR International Conference	
8.6.	Child Protection and Safeguarding Policy and Guidelines	

Introduction

Minimum Standards are essential tools for those involving children and young people in meetings or events to ensure their participation is meaningful and, at the same time, safeguarding and promoting their rights as children based on the principles and provisions of the UN Convention on the Rights of the Child.

The purpose of this GCHR Manual on Child Participation is to establish and operationalise the Minimum Standards required for the meaningful participation of children and young people in this International Conference. These Minimum Standards will guide the ways in which adults and children interact, communicate and behave during this international event.

This Manual is based on the Minimum Standards and Safeguarding guidelines that has been agreed and used by UNICEF and other global and regional child rights organisations in different parts of the world in promoting the meaningful participation of children and young people in international conferences/meetings and in global advocacy.

The contents of this Manual is intended for use by children (10 to 18 years), parents, guardians, facilitators, translators, organising staff, media, partner organisations and others who will be engaging with children during the online and offline events related to the GCHR International Conference in Nepal in 2022.

The Manual comprises of the following sections:

A. Minimum Standards, Guidelines and Protocols

1. Criteria for the selection of under-18 child delegates
2. Participation Protocols: Child Delegates
3. Participation Protocols: Parents
4. Participation Protocols: Guardians (chaperones)
5. Participation Protocols: Translators
6. Participation Protocols: Facilitators
7. Participation Protocols: Partners, Alumni, Support Staff
8. Participation Protocols: Child Protection & Safeguarding Team

B. Global Online Survey: Guidelines and Protocols (TBC)

C. GCHR International Conference Nepal 2022 (TBC)

D. Guidelines for Monitoring and Evaluation (TBC)

E. Media Guidelines (TBC)

F. Miscellaneous (TBC)

Prepared by:

*Victor P. Karunan, Ph.D.
Child Participation Consultant
Global Campus on Human Rights (GCHR)
Bangkok, Thailand*

Section 1

Selection of Under-18 Child Delegates

1.1 Suggested Guidelines for the selection of Under-18 child delegates to the GCHR International Conference, Nepal (2022)

The UN Convention on the Rights of the Child (UN-CRC) applies to all children under the age of 18 years. For the GCHR International Conference in Nepal 2022 we are inviting children in the age group of 10 to under 18 years.

Selection of these child delegates should be based on the following representation criteria (among others that are locally adopted) to ensure inclusion and diversity:

- Age (10 to 18 years)
- Gender identity
- Socio-economic background
- Ethnic background
- Geographical
- Religion
- Rural and Urban
- In and out of school
- Disabilities (physical, mental, intellectual or sensory)

The process of selection will vary from place to place and the organizers do not wish to prescribe a particular format. The process should be fair and transparent. Wherever possible, children should select from among their peers those who will represent them in participatory initiatives, although this may not be possible in all cases.

The essential criteria for the selection of child delegates should include, among others, the following:

1. Life experiences

All child delegates must have:

- Experience of work in or with organizations that protect and promote the rights of children in your country.
- Experience of community or school activities that have made them aware of child rights

2. Guardians

No under-18 delegate will be accepted without being accompanied by an adult who meets the criteria for selection in the guidelines for selecting guardians (see below). Where possible, the child delegate should be involved in the choice of guardian.

3. Language

Although the official language will be English, the child delegates will not be expected to speak it. During the consultation activities, all child delegates will be provided with translation into their 'main' or language or mother tongue. Outside official activities, the guardians will be expected to provide translation for the child.

4. Advocacy

Child delegates will be encouraged and supported to take on follow up advocacy and other work after the Conference in their respective countries as necessary. Therefore, experience or interest in advocacy work would thus be an advantage – especially on the topics and issues that will be discussed during the Conference. During the events of the Conference, children will have to speak publicly. Their photo/picture will also be taken, and they will also be filmed. In some instances, appearances to the media may also be needed. However, the organisers and facilitators will ensure that they will only do so based on informed consent, preparations and support.

5. Representation

Child delegates are not expected to represent all children from their local area but should be aware of their views on the topics and issues to be discussed in the Conference. To ensure that child delegates are aware of the views of other children on the issue, local partners are asked to brief child delegates before or after they have been selected.

6. Equal opportunity

Many groups of children tend to get excluded from attending formal consultations and meetings. Therefore, the selection process must ensure that there is a broad representation of children from each country based on the suggested criteria above.

7. Gender

Where possible, it would be preferable that a gender balance is maintained during selection. It is, however, recognised that this may cause difficulties for some countries so single sex delegations will be accepted if necessary.

8. Medical Issues

There will be an experienced medical professional available during the events of the International Conference at all times. Please ensure that any medical care issues are clearly outlined in the child delegate participation form. The organizers will try to accommodate them. All child delegates will have full medical insurance (organized by local partners).

9. Disability

Children with a disability (physical, mental, intellectual or sensory) are also welcome as participants, but activities available to someone with impaired mobility may be restricted, depending on the venues where meetings and events will take place, children with visual impairments may need to have documents read to them or to have Braille facilities, children with hearing impairment may require sign-language translation in addition to language translation. Overcoming such issues takes careful planning but is an important aspect of children's rights. Please ensure that any disability needs are clearly outlined in the child delegate participation form so that organizers can make every effort to accommodate them so that all children have equal access to all activities and can fully participate in the events of the Conference.

10. Religion

Children of all faiths are welcome; the organising committee will try to accommodate any particular requirements for child delegates (for example, dietary needs, space for prayer).

11. Online and Offline Participation

Given the current COVID-19 pandemic, many events of the GCHR International Conference 2022 in Nepal will be conducted online via zoom or other online platforms. We know that many children, especially from marginalised or vulnerable communities do not have access to the internet or the facilities required for online participation. We, therefore, encourage local partners to ensure that such children are provided alternative opportunities for physical participation in the events of the Conference – through focus groups discussions, group learning events, play and drawings, etc.

1.2 Online Consultations: Preparatory Checklist

#	check	Tasks	Person Responsible	Notes/Instructions
		<i>Minimum Standards, Protocols – Key Docs</i>		
		CHILDREN		
1.				
2.				
3.				
		PARENTS		

1.				
		GUARDIANS		
1.				
		TRANSLATORS/INTERPRETERS		
1.				
		FACILITATORS		
1.				
		CHILD PROTECTION & SAFEGUARDING TEAM		

1.				
		PARTNERS, SUPPORT STAFF		
1.				
		TECHNICAL ARRANGEMENTS (Zoom session: date)		
1.				
2.				

Section 2: Children

2.1. Invitation Letter for Child Delegates (Template)

Dear.....

The Global Campus on Human Rights (GCHR) is organising its next Annual Conference in Nepal from 31 January to 4 February 2022. We are pleased to invite you as a Child Delegate to participate in the preparations and during the International Conference. You have been selected and recommended by one of our partner organisations in Nepal (*insert name:.....*). See attached “Briefing Note on the GCHR International Conference and the Tentative Agenda for the Online Consultations with Children for more information.

To start with, you are invited to participate in two online consultations using zoom with a group of about 10 children from Nepal. You will be briefed by your selecting partner organisation on the purpose, agenda and expected outcomes of the preparations for this International Conference which will involve online consultations with you and other children in Nepal via zoom.

As a Child Delegate, you will be asked to sign a “Child Participation Agreement and Consent Form” in order to confirm we have your informed consent to participate. You will be required to get the approval of your parents and school (if applicable) to participate and you will also be supported by a Guardian – who will also sign a consent form to show they agree to support your participation.

To safeguard your wellbeing and rights during this process, see the Child Protection and Safeguarding Policy.

We have attached the following for your review, agreement and signature:

1. Briefing Note on the GCHR International Conference
2. Tentative Agenda for the Online Consultations with Children
3. Child Participation Agreement and Consent Form (to agree and sign)
4. Child Participation Information Form (to complete and sign)
5. Child Medical History Form (to complete)
6. School Consent Form (if applicable)
7. Child Protection and Safeguarding Policy

Feel free to approach your local partner organisation for any assistance or support you may need on completing your registration for the GCHR International Conference.

We look forward to welcoming and working with you in our efforts to promote the rights of children and their meaningful participation in this International Conference.

With our best wishes,

.....
(Signature)

Name:

Designation:

Organisation: (Organising Committee/Local Partner)

Date:

2.2. Briefing Note: GCHR International Conference, Nepal, 2022

(CHILD-FRIENDLY VERSION – FOR CHILDREN ONLY)

What is the Conference about?

Every year, the Global Campus of Human Rights holds a big conference where people from around the world come together to talk about topics that are important to us. The idea of the conference is to think about how we can make the world a better place and improve the lives of people everywhere. During this year's conference, we are asking you to help us with this conference as we think we can learn a lot about what you think about your rights and the rights of people in your country.

What are the Online Consultations about?

The online consultations are being organised so that we can get to know you, listen to your concerns and challenges as children in your family, school, community – but it is also a chance for us to learn from you. We want to know what you think is important to talk about during the conference next year. You are the present and the future and we want to listen to what you have to say about your future, your rights and the rights of people in your country. By the end of this year (2021), we will know what topic you think is the most important for your future – and the conference will focus on that topic. The online session will also be a chance for you to get to know children interested in human rights from other countries around the world.

How can you help us?

We want this International Conference to be about a topic that children and young people think the world should talk about more and take action. So, your contribution is very important to us and we would like to support you to get a specific message out to the world. In order to make this conference all about your ideas, it would be great if you can help us with the following things:

1. Participate in a number of **online consultations** from September 2021 to January 2022. These consultations will help us select a topic and shape the conference based on your ideas.
2. **Participate in a Children's Forum in Kathmandu, Nepal (31 January 2022)**, which will be a meeting only of children and where you will help us think about all the discussions online and how to prepare and tell people at the international conference the next day about what we have learned about your rights during the online sessions. We hope that you can do this in person in Kathmandu, but if not, we will also make sure you have the opportunity to connect online.
3. **Participate in the International Conference on 1 February 2022.** The international conference is another opportunity to let people know about what is important to you and what you think the world should pay more attention to in relation to your rights. We hope that you can do this in person in Kathmandu, but if not, we will also make sure you have the opportunity to connect online.
4. Help us **write a survey** that will go out to children all around the world as a follow-up to the conference. This survey will be based both on the conversations during the consultation period and the conference itself.

What we ask you at the first online consultation – 25 September 2021

1. First of all, we want to get to know you and learn about where you are from. For this, it would be great if you can **bring an object** (e.g., a picture, a book, an ornament, a piece of clothing etc.) to the meeting that is important to you – something that represents you,

your region and/or your country. During the introduction round, we would like you to tell us who you are and why you chose to bring the object you selected.

2. Then, we will ask you to discuss **in small groups** what you think is important for adults to think about more in terms of your own human rights as children or the rights of people in your country. To prepare for this, we suggest you think beforehand about **three topics** you think are the most important in order to improve the lives of children and people in your country and the world today. Also think, why this is important to discuss at the conference.
3. After you have talked about these topics in your groups, we will get together in the bigger group again. It would be wonderful if each group **can tell the bigger group what you talked about**, and what you have found important as a group.
4. After this, the first meeting will be over. But we will meet again soon – in about a week's time. While we are away, we kindly ask you to **think about questions you would like to ask other children around the world** so that we can select a topic also important to other children in other places. We want the topic of the conference to be relevant to as many children/young people as possible. We will put the questions you think of in **a survey** that will be sent to other regions to answer. Based on your thoughts during the consultation and the answer to your questions in the survey, we will find out what you and other children/young people think the topic of the conference should be.
5. At the end of our first meeting, we would like you to decide on two children (boy/girl) to work with us to draft the key questions based on our discussion for the global online survey that we plan to launch in October 2021.

**2.3. Tentative Agenda: Online Consultation Sessions
(CHILD-FRIENDLY VERSION – FOR CHILDREN ONLY)**

**TENTATIVE AGENDA (Template)
1st Online Children’s Consultation**

Participants:

1. Child Participants (10 to 18 years old) selected in your country/region by an inclusive process in collaboration with other child rights organisations/partners. See *Guidelines for Selection of under-18 Child Delegates* for criteria, etc.
2. Facilitators: One Lead Facilitator (Victor) + one Co-Facilitator (to be selected in your country/region). See *Facilitators Terms of Reference and Agreement*.
3. Translators/Interpreters: as required. See *Translator Participation Agreement*
4. Child Protection and Safeguarding Focal Point: one or two persons who has read and agreed with the *Terms of Reference: Child Protection and Safeguarding Focal Point and the Participation Agreement & Child Protection and Safeguarding Policy and Guidelines*
5. Note-takers: one or two adults or youth as needed.

Running time: approx. 1 to 2 hours max.

Session/Time	Description
Session 1 (5 mins)	Welcome (Lead Facilitator) Welcome everyone and tell you a bit more about the conference and why we are meeting online together.
Session 2 (10-15 mins)	Introductions & Poll (Co-Facilitator) We all introduce ourselves and the object we chose to bring with us to the meeting. This will be followed by a short interactive fun poll to further get to know each other.
Session 3 (10 mins)	Information on the GCHR International Conference 2022 (Lead Facilitator/GCHR Team) We will give you more information on the International Conference to be held in Nepal in 2022 – including a short video or short ppt. Icebreaker/Fun Exercise: TBC Followed by guidelines for Breakout Groups
Session 4 (30 mins)	Breakout Groups (includes child delegates, local facilitator, translator, note-taker) We go into three groups (TBC) to discuss what you think is important for people to know about your rights in your country and in your lives. Think beforehand about three main problems, issues or topics on children you want to mention and discuss in your group.

<p>Session 5 (15 mins)</p>	<p>Report back on Group Discussion (Co-Faciliator) Everyone comes back to the bigger group. Each group tells the others what they talked about. Do you think there are any common threads and interests between the groups? - Ice-Breaker/Fun Exercise: TBC</p>
<p>Session 6 (10-15 mins)</p>	<p>Briefing about the next online meeting (Lead Facilitator) We will tell you more about what we want to do at the next meeting and what we kindly ask you to prepare in advance.</p>
<p>Session 7 (5 mins)</p>	<p>End of the Consultation Fun Exercise: Song, Dance, Game, etc. Group Photo See you soon!</p>

TENTATIVE AGENDA (Template)

2nd Online Children’s Consultation

Date/Time: TBC

Participants:

1. Child Participants/Delegates
2. Facilitators: One Lead Facilitator (Victor) + one Child Co-Facilitator (to be selected in your country/region).
3. Translators/Interpreters: as required.
4. Child Protection and Safeguarding Focal Point
5. Note-takers: one or two adults or youth as needed.

Running Time: 1 to 2 hours max

Session/Time	Description
Session 1 (5 mins)	Welcome (Lead Facilitator) We will welcome everyone and give a recap of what we talked about last week.
Session 2 (15 – 20 mins)	Presentations by Children (individually or in teams) (Child Co-Facilitator) Will remind us what the task was for the week and you will then present what you have found out talking to other young people in your community. You can present this in any way you want. It would be nice to see some visual input as well if you can any (video, pictures, photos, slides) Icebreaker/Fun Exercise/Interactive Poll.
Session 3 (10 mins)	Children’s Breakout Group (children only) + (Child Co-Facilitator) You will be asked to now meet among yourselves to select two/three top priority topics from your presentations earlier which we can discuss further in breakout groups Report back on the top two/three priority topics decided by the children themselves.

<p>Session 4 (30 mins)</p>	<p>Breakout Groups (includes child delegates, local facilitator, translator, note-taker) – 2 to 3 groups</p> <p>Introduction to Breakout Group work</p> <p>Each group will get a topic to reflect on in greater detail (see below). Here are some guiding questions you can think about beforehand:</p> <ol style="list-style-type: none"> 1. What are the main factors (drivers) contributing to this problem/issue? – locally, nationally and globally 2. What needs to be done? – by government, family, community, NGOs, etc. 3. What can children/adolescents contribute towards solutions to this problem/issue? 4. List a few key questions that you want to ask children/adolescents from other countries and regions on this problem/issue.
<p>Session 5 (15 mins)</p>	<p>Report back on Group Discussion (Child Co-Facilitator)</p> <p>We will all report back to the bigger group what we have discussed in the breakout session on the topic discussed.</p>
<p>Session 6 (5 mins)</p>	<p>Announcement of two child representatives as members of the “GCHR Children’s Leadership Group” (Child Co-facilitator)</p> <p>The child Co-facilitator will announce who will be representing your group in the ‘GCHR Children’s Leadership Group for the International Conference in Nepal in 2022.</p> <p>We will provide you more information on the role and responsibilities of these two child representatives in the GCHR Children’s Leadership Group.</p>
<p>Session 7 (10 mins)</p>	<p>Conclusion and next steps (Lead Facilitator & GCHR Team)</p> <p>Fun Exercise: Song, Dance, Game, etc.</p> <p>Group Photo</p> <p>See you again!!!</p>

2.4 Briefing note on Child Participation in Online (Zoom) Consultations

Notes for Participants

1. Date:..... Time in Nepal:.....
2. To login to Zoom:
3. The Zoom meeting room will be open 15 minutes before the official start of the online consultation session.
4. The session will be in the English language and translation will be provided at the location in Kathmandu.
5. To facilitate our communication, please keep your video on during the entire session (except if you have valid reasons not to do so), and your audio muted - unless when you are speaking.
6. The “Chat” function will be open during the entire session, so you can post your questions or comments. The moderator and facilitators will collect all questions in the chat to be discussed during the session.
7. Use the “Reactions” function/button to use the “Raise Hand” symbol if you want to speak
8. Please keep your comments and questions short and indicate to whom it is addressed, so it is easier to respond.
9. We suggest the following format for your “Connection ID”. You can do this by clicking on the “Participants” icon first and next the “More” button against your name on the right side of the screen. Select “Rename” and then enter your ID based on the template below.
 - [Full name]
 - [Organisation] – if applicable
 - [Country]

The appearance on the zoom screen will look as follows: Full Name – Organisation - Country

10. The session will be recorded for documentation purposes.
11. Before the session please read the “GCHR Child Protection and Safeguarding Strategy” which will apply for all online consultations involving children, guardians, translators, partner staff and others.

Contact persons for internet technical matters (local support staff):

.....
.....
.....

2.5 Child Participation Agreement and Consent From: for both Online Consultations and International Conference Nepal 2022

We would like to welcome you to the GCHR International Conference to be held in Kathmandu from 31 January to 4 February 2022. You and other child delegates are coming together from around the region for this special event. We want everyone to enjoy this Conference, so we would like to you to review and agree to this Participation Agreement.

The intention of this Participation Agreement is to make sure that everyone can take part, have fun, be safe and enjoy their participation in the International Conference. To start with, this agreement will apply for the online (zoom) consultations to be held with about 10 selected children in Nepal including yourself. These online consultations will be held on (insert dates)

For the online consultations:

What we would like:

- Your opinions, ideas and experiences
- To listen to and respect the opinions, ideas and experiences of others
- Respect for everyone and everyone's property
- Acceptance of all cultures and beliefs whether similar or different
- Your active participation
- Everyone to enjoy themselves

What you can expect:

- To have your opinions, ideas and experiences listened to and respected
- To be respected by others from other countries
- For your culture and beliefs to be accepted
- To be supported to meaningfully participating and exchanging ideas and opinions
- To have a great time together with children from around the world!

We ask you:

- To accept that other children and adults during these online sessions may have a different belief or religion to you. It is important that we accept our differences as they make us individuals. We will try to provide you with an appropriate place to practice your faith if you wish to do so.
- To come together to share ideas, opinions and experiences. Political differences can cause disagreement. So, we kindly ask you to respect the right of each person to hold their own political ideas.
- To accept there may be cultural differences between us, and to see the consultations as an opportunity to learn about other cultures from around the world.
- To respect everyone who participates. Men and women, Boys and Girls may be viewed differently in other cultures, but we see all as equal. We would like all males and females to be viewed equally. If you are unable to mix with the opposite sex or find it difficult for cultural or religious reasons, please do tell us.

Getting to know people

For most participants, the online consultations will be something new and with unfamiliar people. However, we want you to enjoy your time with us. We therefore encourage you to take an active part

in the online consultations and other events in order to get to know other people, their cultures and build friendships. It will be really fun and rewarding.

Your Guardian

Guardians will be with you the whole time you are away from home. They will make sure you are safe and well. They will help you with any problems or give any support you may need to participate.

Laws in Nepal (needs to be adapted to each country context)

Laws about alcohol and drugs are different in many countries, but while visiting Nepal we ask that you respect our rules.

- Recreational drugs are illegal in Thailand; therefore you cannot bring them into the country or use them.
- If you are taking any medication, we will ask you to check it in, so that it can be locked away safely. You will be given your dosage at the correct time in the presence of the Guardian travelling with you.
- In Nepal it is illegal to buy alcohol under the age of 18. Therefore you are not allowed to drink any alcohol while you are attending the events of the International Conference.
- In Nepal, it is illegal to buy cigarettes under the age of 16; it is also illegal to sell cigarettes to anyone under the age of 16. For those who do smoke, smoking is not permitted in most areas of the building, however there are outside areas where you can smoke.

Feeling Comfortable

It is not correct for any Adult or Under 18 Delegates to:

- Hit you or hurt you in any way;
- Bully or tease you;
- Ignore what you say, including questions and requests;
- Insult you or make you feel stupid or embarrassed.

Being Respected

No Adult or Child Delegate should:

- Treat one child or a group of children better (or worse) than others - everyone should be treated equally;
- Refuse to believe what you say, or suggest that you are not telling the truth;
- Try to make you say things that you don't want to say;
- Try to make you do things you don't want to do;
- Force or persuade you to do things that you shouldn't do, including activities that are:
 - Illegal (such as drinking alcohol or smoking);
 - Unsafe (such as swimming in the hotel pool on your own);
 - Harmful to anyone else (such as hitting or unkind teasing).

Getting Help

If you feel uncomfortable, if you are not respected or if you do not feel safe, you have a right to seek help from your Guardian or partner organization. They will try to make sure that the person you complained about changes their behaviour. If you are in real danger, they may have to tell someone to help protect you, but they will talk to you about this first.

You can complain about something that has happened to you or about something that has happened to another child delegate at any time.

2.5.1 Child Consent Form (Online Consultations)

You have been invited as a child delegate to participate in online consultations in preparation for the GCHR International Conference (31 January to 4 February 2022) to be held in Kathmandu, Nepal.

What you will be expected to do as a child delegate and what other people will do should be explained to you before you agree to participate in these events - this is called "informed consent". When you have been chosen as an Under 18 Child Delegate you will be asked to sign THIS Participation Consent Form. Signing this form means that you agree with the Child Participation Agreement and that you are willing to participate in both the online and physical events related to the International Conference.

Your parents and guardians have also been asked to sign this consent form to show that they agree with all this.

I (name) _____, have talked about the Online Consultation and the Children's Forum and International Conference in Kathmandu and understand that _____ (name of Guardian) will come with me to the consultation and will keep me safe and well.

Please tick below if your answer is YES (as relevant):

- Someone has asked me if I agree with the choice of Guardian for me.
- Someone has talked to me about how my Guardian will look after me.
- I will do what my Guardian asks me to do within the provisions of the Child Protection and Safeguarding Policy and Guidelines
- I agree to participate in the online and other these events of the International Conference
- I agree to abide by the guidelines established for online consultation and physical participation in the Children's Forum and the International Conference
- If I have any problems about being with my Guardian I can contact the Child Protection Focal Point staff of the International Conference. (Add name and contact details)
- If I become ill, have an accident or other emergency whilst I am away from home the Organising Committee of the GCHR International Conference will help organise any medical treatment I might need.
- I will make sure to be given contact names, addresses and phone numbers of people I can contact in case of emergencies in Kathmandu.

Name of Child Delegate:

Signature of Child Delegate:

Date:

Place:.....

2.6. Child Participation Information Form

Applicant' Photograph (2"x2")



Surname:		First Name:		Middle Name:	
Date of Birth (DD/MM/YY)				Age:	
Gender: Male/Female					
Parent's Name:			Tel Number:		
Guardian's Name:			Tel Number:		
Home Address: (Number, Street)					
City:		Province:		Postal code:	
Country:					
Home Phone Number:			Cell phone Number:		
Email address:					
Mother tongue language:			Language most comfortable with:		
Do you speak and write English (please circle): No / A little / Reasonable / Good / Very Good					
Sponsoring Partner Organisation: (Name and Contacts):					
Medical History (Note: this information will be confidential)					
Do you have any allergies? (e.g., food, insect bites, medication, etc.) YES / NO					
If YES, please provide some details and any present medication:					
Blood Type :					
Any previous hospitalization or surgeries? YES / NO					
If YES, please provide details:					
Any existing conditions? (e.g., asthma, epilepsy, disability, low blood pressure, migraine, fainting, dizziness, depression, anxiety?) YES / NO					
If YES, please provide details:					
Do you have any disability? (physical, mental, etc.)					
Emergency Contact Information (whom we can contact in case you have a medical emergency?)					
Name:		Location:		Contact Tel Number:	

2.7. Child Travel Information Form (if applicable)

1. Country			
2. Name of Child delegate			
3. Passport of Child delegate (if applicable)	Passport number:		
4. Insurance for Child delegate (if applicable)	Policy name:		
	Policy number:		
5. Visa for Child delegate (if applicable)	Number:		
6. Name of guardian			
7. Passport of guardian (if applicable)	Passport number:		
8. Official contact for local partner in Nepal	Name:	Designation/Organisation/Address:	
	E-mail:		
	Fax:		
	Tel:		
9. Travel information	Arrival information		Departure information
	From		To
	Date		Date
	Time		Time
10. Accommodation	Check in:	Check out:	
11. Room type for Child delegate	• Single occupancy	• Double occupancy*	
*If double occupancy, please state the name of the person sharing the room (if known):			
12. Room type for guardian	• Single occupancy	• Double occupancy*	
*If double occupancy, please state the name of person sharing the room (if known):			

2.8. School Consent Form

(if applicable - only if children are being selected directly from schools, or, missing classes to attend the online consultations)

The (name of school) has selected (student's name)to participate in the Online Consultations for the GCHR International Conference in Nepal 2022 which will be held on (insert dates) in Kathmandu, Nepal.

We authorize (student's name) to travel/participate in these meetings and exempt him/her from attending school during these days.

We understand that the Organising Committee of the GCHR International Conference represented in Nepal by the Kathmandu School of Law assumes no responsibility for (student's name) for any injury or loss sustained by the student arising out of or related to his/her participation in these meetings. We note that in the case of a medical or other emergency for the student during the days of these meetings the Organising Committee and the local hosts will take immediate action and provide the needed help and support.

.....
(Principal's Name)

.....
(Teacher's Name)

.....
(Principal's Signature)

.....
(Teacher's Signature)

.....
(School Name)

.....
(Place & Date DD/MM/YY)

.....
(Place & Date DD/MM/YY)

Section 3: Parents

3.1. Invitation Letter for Parents (template)

Dear.....

We are delighted that your child has been selected to participate in the GCHR International Conference to be held in Kathmandu, Nepal in 2022 as well as the preparatory events beginning in September 2021.

In order to facilitate and support your child's participation in these events, the Organising Committee of the Conference has prepared a set of information documents and consent forms for you, your child, your child's guardian and school. These forms are meant to ensure that we have your child's essential information and contacts. They should also make clear to you what help and support your child can expect during these meetings.

Please make sure that you have filled out the attached "Parental Consent Form" according to the instructions below after having reviewed the Briefing Note of the GCHR International Conference and the Child Protection and Safeguarding Policy and Guidelines (attached)..

Please complete and sign the Parents Consent Form and return it to your local partner (insert name and contact details of local partner organization) as soon as possible (insert date or deadline if needed). You may also contact this person for any additional information or assistance you may need, or if you have any questions or concerns.

Please keep one copy of this completed and signed form for your records and return the original to the person above.

3.2. Parental Consent Form

Background: Every care has been taken to ensure that your child will be safe during his/her participation in the events related to the GCHR International Conference in Nepal 2022. Local partners are responsible for arranging travel insurance for your child if applicable, and any injury or sickness insurance and medical treatment during the events of the Conference. You and your child are not expected to cover any costs for insurance.

Guardian: An adult guardian will be accompanying your child to the events of the Conference and has been appointed by the local partner. The guardian will take responsibility for your child's safety and welfare while he/she is away from home.

Please tick as appropriate:

I/We, (names of parent(s)/carer(s)): _____

give my/our consent for my/our son/daughter/ward (please circle)

(name of child): _____, to travel to Kathmandu to attend the online consultations during the period (insert dates) and other events related to the GCHR International Conference 2022.

I/We appoint (name of guardian) _____ to be responsible for my/our son/daughter/ward during this trip and authorize [him/her] to make decisions concerning any emergency medical treatment for my/our son/daughter/ward that may be required during this trip.

Should my/our son/daughter/ward wish their guardian to sleep in the same room as them, I/we give my/our consent.

I/We affirm that I/we have full authority to give the consent provided for in this document.

Media: If your child decides to take part in media work during the events of the consultation, he/she will be briefed and supported on how to do interviews and may appear in photographs, films, video-recordings, audio-recording or other forms of recording at the consultation and the events of the Conference.

Please tick as appropriate:

I/we give my/our consent for our son/daughter/ward (please circle) to take part in media activities at the consultation.

Contact address/telephone of parent(s)/carer(s): _____

Signature parent(s)/carer(s):

Print name: _____

Signature: _____

Date: _____

Please give your contact details below so that you may be contacted in the event of an emergency. (Include international dialling codes)

Daytime telephone number: _____

Evening telephone number: _____

Please give the name and contact details of a second person, who may be contacted in the event of an emergency if we are unable to contact you.

Name of second contact: _____

Daytime telephone number: _____

Evening telephone number: _____

Address: _____

3.3 Briefing Note: GCHR International Conference

Due to the increased risk of the COVID-19 pandemic worldwide (and particularly in Nepal), it has been decided that the child-led element of the GC International Conference in Kathmandu will be taken fully online. We decided to do so in order to ensure we adhere to the Child Protection and Safeguarding Policy we have developed during the course of the preparation of this conference.

WHAT DOES THE PROCESS LOOK LIKE?

The process of the conference has been designed to maximise meaningful child participation. It is based on three core building blocks:

- **Building Block 1:** Preparatory Online Children’s Consultations where children discuss within their regions what the key issues are that are important to them. Two representatives of each group are selected by the children themselves for the next stage.
- **Building Block 2:** Establishment of the GC Children’s Leaderships Group with 5 individual consultations. Two representatives of each Block 1 consultation join these discussions for an inter-regional discussion between children.
- **Building Block 3:** The online GC International Conference in Nepal – where all children who participated in the previous stages, new children invited by partners (e.g., NCRC, NCAP) as well as members of the Global Campus are invited to participate. The proceedings will be predominantly designed and led by the GC Children’s Leadership Group. Regional time zones will be respected in the planning of the agenda (see below).

WHAT HAVE WE DONE SO FAR?

We have been doing a series of online consultations with children around the world. By the beginning of December 2021, we will have done consultations in Nepal, India, South Africa, Armenia, Lebanon, Brazil, Chile, Ecuador and Italy. During each one of these sessions, two children were selected by their peers to form part of the GC Children’s Leadership Team. This team will help design the International Conference and drive the conversations during the days (For more information on dates and content of these sessions, see page 2).

We have now done three of these sessions. During the second meeting, the children decided to focus on **mental health**. Early 2022, during the third meeting with the Leadership Team, the children decided on three subtopics for the conference (see the draft agenda for more information).

A special thanks goes to the Global Campus Programme directors and colleagues, in particular the regional child rights officers: Elvis Fokala, Hala Kinawi, Mariam Muradyan, Andrea Flores Ruilova, Santiago Plata Garcês, Rocio Comas, John Paul Amah and Manuela Pegoraro for the hours of work they put into this process.

WHAT WILL THE CONFERENCE DAYS LOOK LIKE?

Although the event cannot be completely child-led due to the technical aspect of the online component, the children will still be the driving force of the conference days, with adults only helping to facilitate the event. Members of the GC, partners and regional focal points are, however, heartily invited to join the discussion and react to the thoughts/action points the children developed throughout the process.

The conference has been divided into two days with two sessions each. In order to respect time zones, we have also divided these sessions into two groups (based primarily on the regional location of the children). Everybody is, however, welcome to join at any time. All the sessions are open.

The Groups are:

- **Group 1:** Italy, Lebanon, Armenia, India, Nepal (9:00 Italy, 10:00 Beirut, 12:00 Yerevan, 13:30 India, 13:45 Nepal)
- **Group 2:** Chile, Brazil, Ecuador, South Africa and Nepal (9:00 Chile, 11:00 Brazil/Ecuador, 16:00 South Africa, 17:45 Nepal)

DAY 1 (Monday, 31 January 2022, 13:45 - 20:00 - Time zone - NPT (Nepal))	
Session 1 – Group (2.15 hours) (Translation: Arabic, Italian, Armenian/Russian, Nepali, English) with a brief welcoming from Manfred Nowak	
13:45 – 14:00	Welcome (Manfred Nowak) and Agenda (Leadership Team representative)
14:00 – 14:15	Lack of educational mechanisms for mental health (15-minute discussion) <i>Speakers to be proposed and selected by children</i>
14:15 – 14:30	Mental health impact of violence against children and teenagers (15-minute discussion) <i>Speakers to be proposed and selected by children</i>
14:30 – 14:45	Unhealthy Competition and Mental Health (15-minute discussion) <i>Speakers to be proposed and selected by children</i>
14:45 – 15:00	Health Break
15:00 – 15:45	First Ideas for Action Plan for each sub-topic (Children, Adults as Observers)
15:45 – 16:00	Conclusions (Leadership Team representative)
Session 2 – Group 2 (2.15 hours) (Translation: Spanish, Portuguese, Nepali, English) with a brief welcoming from Geeta Pathak	
17:45 – 18:00	Welcome (Geeta Pathak) and Agenda (Leadership Team representative)
18:00 – 18:15	Lack of educational mechanisms for mental health (15-minute discussion) <i>Speakers to be proposed and selected by children</i>
18:15 – 18:30	Mental health impact of violence against children and teenagers (15-minute discussion) <i>Speakers to be proposed and selected by children</i>
18:30 – 18:45	Unhealthy Competition and Mental Health (15-minute discussion) <i>Speakers to be proposed and selected by children</i>
18:45 – 19:00	Health Break
19:00-19:45	First Ideas for Action Plan for each sub-topic (Children, Adults as Observers)

19:45 – 20:00	Conclusions (Leadership Team representative)
---------------	--

<p>DAY 2 (Tuesday, 01 February 2022, 13:45 - 20:15) Time zone - NPT (Nepal)</p>
--

Session 1 – Group 1 (2.30 hours)
(Translation: Arabic, Italian, Armenian, Nepali, English)

13:45 – 14:00	Welcome (Mike Hayes) and Agenda (Leadership Team representative)
14:00 – 14:15	Child Representatives of Nepal Summarising Day 1
14:15 – 15:15	Refinement of the Action Plan (Children, Adults as Observers)
15:15 – 15:30	Health Break
15:30 – 16:00	Reactions and Comments (Adults), followed by Responses (Children)
16:00 – 16:15	Conclusions and Next Steps

Session 2 – Group 2 (2.30 hours)
(Translation: Spanish, Portuguese, Nepali, English)

17:45 – 18:00	Welcome (Frans) and Agenda (Leadership Team representative)
18:00 – 18:15	Child Representatives of Nepal summarising Day 1 & Session 1 of Day 2
18:15 – 19:15	Refinement of the Action Plan (Children, Adults as Observers)
19:15 – 19:30	Health Break
19:30 – 20:00	Reactions and Comments (Adults), followed by Responses (Children)
20:00 – 20:15	Conference Conclusion (with Manfred Nowak, Veronica Gomez & Milan Dharel)

3.4 Child Protection and Safeguarding Policy and Guidelines

INTRODUCTION

The Global Campus on Human Rights and the Organising Committee of the International Conference in Nepal 2022 share in a common commitment to prevent child abuse and to protect children from any possible harm or maltreatment during the International Conference.

This Child Protection Policy sets out our common values, principles and beliefs and spells out how the Organising Committee of the International Conference in Nepal 2022 share in this common commitment to protect children and young people.

PURPOSE

The main purpose of this Child Protection Policy and Guidelines for the International Conference Nepal 2022 is to safeguard the rights of children and young people we will interact and work with during the Conference – to protect them from any form of violence and discrimination arising from their engagement and participation in the Conference. It seeks to ensure that all those who engage with children during the International Conference understand its provisions and possess the attitude and skills needed to support the children. It enables the Organising Committee and staff, partners to utilize the procedures in place to prevent and deal with discrimination or abuse/violence against children during the events of the Conference.

OUR COMMITMENT TO PROTECT CHILDREN

1. Our Values, Principles and Beliefs

- We will give primary importance to the Best Interests of the Child in all matters that concern them – based on their age and maturity.
- Zero-tolerance for discrimination, physical, verbal or sexual abuse, violence and exploitation of children
- The human rights of children will always be respected – irrespective of their race, color, gender, language, religion, political or other opinions, nationality, ethnicity, sexual orientation, disability, etc.
- We will respect, listen to and value the views and opinions of children.
- In relation to online participation of children and young people, we will provide the needed support to children to engage with and participate in online activities and mitigate the challenges of the digital divide where possible
- We commit to informing and empowering them for the protection and realization of their rights in all situations and their ethical and meaningful participation
- All child abuse is an abuse of children's rights.
- The situation of all children must be improved through promotion of their rights as set out in the UN Convention on the Rights of the Child and other human rights instruments. This includes the right to freedom from abuse and exploitation.
- Child abuse is never acceptable.
- We have a commitment to protect children with, or for whom, we work.
- Partner agencies involved in the International Conference Nepal 2022 (local and international partners) must use this child-protection policy in preparatory and follow-up activities with the children and young people for this International Conference.

WHAT WE WILL DO

We will meet our commitment to protect children from abuse by:

Awareness: We will ensure that all child delegates to the International Conference, staff and partners (including government, non-government organizations (NGOs) and other delegates, translators, facilitators, guardians, local partners, volunteers, administration staff) are aware of the problem of child abuse and the risks to children.

Prevention: We will ensure, through awareness and good practice, that delegates to the International Conference and others minimize the risks to children.

Reporting: We will ensure that all Conference delegates and others are clear on what steps to take if concerns arise regarding the safety of children.

Responding: We will ensure that immediate action is taken to support and protect children when concerns arise regarding possible abuse or maltreatment.

In order to meet the above standards of reporting and responding, members of the Organising Committee of the International Conference will also ensure that they:

- Take seriously any concerns raised;
- Take positive steps to ensure the protection of children who are the subject of any concerns;
- Support children, delegates or other adults who raise concerns or who are the subject of concerns;
- Act appropriately and effectively in instigating or cooperating with any subsequent process of investigation;
- Are guided throughout the child-protection process by the principle of 'best interests of the child';
- Listen to and take seriously the views and wishes of children;
- Work in partnership with parents/guardians and/or other professionals to ensure the protection of children.

HOW WE WILL ENSURE OUR COMMITMENTS

- All Conference delegates and supporting staff (volunteer and locally or internationally appointed) will be asked to abide by the 'rules of behaviour'. (see below)
- All local and international partners accept and implement the child-protection policy.
- All delegates and staff will have access to a copy of this child-protection policy.
- Recruitment procedures for key support staff for the Conference, as well as all guardians, will include checks on suitability for working with children.
- Sensitization briefing for all delegates and briefing for all staff will include child-protection issues.
- All delegates and staff will have the contact details, and be briefed on the role of, the child-protection focal person for the Conference. Any child-protection concerns and complaints should be reported to the child-protection focal person who will handle them in strictest confidence.
- Systems will be established to investigate possible abuse once reported and to deal with it. This will include activating any relevant statutory procedures.

CODE OF CONDUCT

All delegates and staff at the International Conference must respect and abide by these 'rules for behaviour':

Conference Delegates (including under-18 delegates), staff, partners and others must never:

- Hit or otherwise physically assault or physically abuse children;
- Develop physical/sexual relationships with children;
- Develop relationships with children that could in any way be deemed exploitative or abusive;
- Act in ways that may be abusive or may place a child at risk of abuse;
- Use language, make suggestions or offer advice that is inappropriate, offensive or abusive;
- Behave physically in a manner that is inappropriate or sexually provocative;
- Have a child/children with whom they are working to stay overnight in their home;
- Sleep in the same room or bed as a child (if this has not been agreed upon by their parent/guardian);*
- Do things for children of an intimate nature that they can do for themselves;
- Permit or participate in behaviour of children that is illegal, unsafe or abusive;
- Act in ways intended to shame, humiliate, belittle or degrade children or otherwise perpetrate any form of emotional abuse;
- Discriminate against, show differential treatment or favour particular children to the exclusion of others.

Note: This is not an exhaustive or exclusive list. The principle is that delegates and staff should avoid actions or behaviour that may constitute poor practice or potentially abusive behaviour.

** Adults are not permitted to sleep in the same room or bed as children. However, with the permission of both guardians, under-18 delegates may share rooms with other under-18 delegates of the same sex. In addition, where culturally or socially applicable and with written consent from an under-18 delegate and his/her parents/carers, guardians may share a room with the delegates (of the same sex) in their care.*

CHILD PROTECTION MECHANISMS

A Child Protection Focal Point and team will be established for the International Conference Nepal 2022 to receive and respond to concerns and complaints regarding the provisions of this child protection policy. They will be appointed to this role by the Organising Committee with proper training and support.

The Child Protection Team will also be responsible for ensuring that all children, guardians, adult delegates and partner organisations are made aware of this policy and agree to abide by its provisions. The team will also make sure that the necessary professional and technical external support needed for child protection (viz, social services, emergency, medical help, psychologists/psychiatrists, etc) are available at the venue of the International Conference.

***Prepared by: Child Participation Team
Organising Committee
GCHR International Conference, Nepal 2022***

Dated:

Section 4: Guardians

(all children under 18 years who are away from home to attend online consultations or other events must be accompanied by an adult guardian)

4.1. Invitation for Guardian (Template)

Dear.....

We are delighted that you have agreed to act as guardian (chaperone) for (*insert name of child.....*) who has been selected to participate in the GCHR International Conference to be held in Kathmandu in 2022 and the preparatory events beginning in September 2021.

In order to facilitate and support children’s participation in these events, the Organising Committee of the Conference has prepared a set of information documents and consent forms for you, your child, the child, parents and school. These forms are meant to ensure that we have the child’s essential information and contacts. They should also make clear to you what help and support your child can expect during these meetings.

Please make sure that you have filled out the attached “Guardian’s Participation Agreement” and the “Guardian Participation Information Form” according to the instructions below after having reviewed the Briefing Note of the GCHR International Conference and the Child Protection and Safeguarding Policy and Guidelines (attached).

Please complete and sign the “Guardian’s Participation Agreement” Form and return it to your local partner (*insert name and contact details of local partner organisation*) as soon as possible (*insert date or deadline if needed*). You may also contact this person for any additional information or assistance you may need, or if you have any questions or concerns.

Please keep one copy of this completed and signed form for your records and return the original to the person above.

(Signed)

Organising Committee/Local Partner
GCHR International Conference 2022

4.2. Briefing Note: GCHR International Conference

Same as in previous section – but sent to Guardians

4.3. Tentative Agenda: Online Consultation Session

Same as in section 2 – but sent to Guardians

4.4. Guardian Participation Agreement

We would like to welcome you to the GCHR International Conference 2022 and its preparatory events. Adults and children are coming together from different places for this special global event. We want everyone to enjoy these experiences of the Conference, so we have created this participation agreement.

The participation agreement is to make sure that everyone can take part, have fun, be safe and enjoy the Conference to be held in Kathmandu, Nepal from 31 January to 4 February 2022 and its preparatory events to be held in September 2022. (insert specific dates once confirmed)

Your role as a guardian

You have been selected to accompany the under-18 child delegate (insert name of child). This is a highly important role. Guardians have the primary responsibility for the safety and welfare of the under-18 delegates in their care **at all times**.

These responsibilities start from the time when the child delegates leave their parent/carers to travel and only end when they are safely handed over to their parent/carer upon their return. The way in which guardians take care of child delegates should be appropriate to their age and maturity.

Responsibilities include:

1. Taking part in a briefing meeting with local partners and the child delegates in your care before leaving for the events of the Conference. In this meeting, the organisers will discuss the role of guardian and child delegate, logistics of the event as well as the issue under discussion at the event.
2. Supporting child delegates during travel to and from the events
3. Ensuring child delegates have emergency phone numbers with them at all times during travel.
4. Informing and explaining the role of the child-protection focal person at the Conference to child delegates as well as how the formal complaint procedure works.
5. Accompanying child delegates to plenary and working-group discussions during the Conference. Acting as observers/translator (if needed) to these discussions and assisting child delegates to understand the concepts and jargon being used in discussion as well as any underlying politics influencing decision-making. **NOTE:** In this role as 'explainer', it is very important that guardians remain impartial and do not give their own opinions or try to influence the opinions of the under-18 delegates.
6. Being physically near the child delegates and aware of their whereabouts at **all times**.
7. Being aware of the physical and emotional needs child delegates and assisting in meeting those needs as appropriate, or making every effort to meet those needs in discussion with the organizers and other participants.
8. Making sure that child delegates are able to communicate with other groups of children through translators if needed.
9. Translation will be provided for consultation sessions by the hosts of the Conference.
10. Administering medication to child delegates when necessary. If child delegates in your care are taking any medication, guardians are required to lock it away safely and to be present when the child delegate takes the medicine to ensure the correct dosage is administered at the correct time.

11. Liaising closely with the child-protection focal person (the guardian role falls under the remit of child protection at the consultation) and attending daily debriefing meetings with other guardians and the child-protection focal person to keep meeting organizers informed of any difficulties that child delegates might be experiencing.
12. Giving child delegates any other physical and emotional support that they might need. Guardian should keep copies of the child delegate's participation information and consent forms with them at all times (this includes parents' contact information and written permission from their parents/carers to act on their behalf for medical emergencies).
13. Conducting daily debriefing meetings with child delegates to identify any issues that need to be resolved.
14. Supporting child delegates to take the best possible advantage of the opportunities available.
15. Please read carefully the "Child Protection and Safeguarding Policy" which will guide you on how to accompany and support your child delegate in a respectful manner and safeguard him/her against abuse and exploitation during the events of the Conference

Emergency situations

In the event of any emergency situation, parents/carers of the child delegate will be contacted immediately. In addition, contact will be made with any relevant authority within the home country to inform them and, where relevant, to negotiate the safe return home of the child.

Medical emergency

In the event of a medical emergency, immediate medical help will be sought (a 24-hour medical service will be provided at the Conference). The health and safety of all children is paramount and all necessary action will be taken to secure this.

NOTE: There will be a child-protection briefing for all guardians before the Conference and daily briefing meetings for all guardians during the events of the International Conference.

Statement of Agreement:

I have read, understood and agree to all points within this Guardian Participation Agreement. I understand that, if I do not keep to this agreement, I may not be able to continue in the role as guardian at the Conference and may be asked to leave the event.

Signature:

Name (print capital letters):

Date:

4.5. Guardian Participation Information Form



Applicant' Photograph (2"x2")

Surname:	First Name:	Middle Name:
Date of Birth (DD/MM/YY)		Age:
Gender: Male/Female		
Home Address: (Number, Street)		
City:	Province:	Postal code:
Country:		
Home Phone Number:		Cell phone Number:
Email address:		
Mother tongue language:		Language most comfortable with:
Do you speak and write English (please circle): No / A little / Reasonable / Good / Very Good		
Sponsoring Partner Organisation: (Name and Contacts):		
Emergency Contact Information (whom we can contact in case you have a medical emergency?)		
Name:	Location:	Contact Tel Number:

4.6. Guardian Travel Information Form (if applicable)

1. Country			
2. Name			
3. Passport of guardian (if applicable)	Passport number:		
4. Official contact for local partner in Nepal	Name:	Designation/Organisation/Address:	
	E-mail:		
	Fax:		
	Tel:		
5. Travel information	Arrival information		Departure information
	From		To
	Date		Date
	Time		Time
6. Accommodation	Check in:	Check out:	
7. Room type for Child delegate	• Single occupancy	• Double occupancy*	
*If double occupancy, please state the name of the person sharing the room (if known):			
8. Room type for guardian	• Single occupancy	• Double occupancy*	
*If double occupancy, please state the name of person sharing the room (if known):			

4.7. Child Protection and Safeguarding Policy and Guidelines

Same as in previous section – but sent to Guardians

Section 5: Translators / Interpreters

5.1. Invitation Letter for Translators/Interpreters (Template)

Dear.....

We are delighted that you have agreed to act as a translator/interpreter for (insert name of child.....) who has been selected to participate in the GCHR International Conference to be held in Kathmandu in 2022 and the preparatory events beginning in September 2021.

In order to facilitate and support children’s participation in these events, the Organising Committee of the Conference has prepared a set of information documents and consent forms for you.

Please make sure that you have filled out the attached “Guardian’s Participation Agreement” and the “Guardian Participation Information Form” according to the instructions below after having reviewed the Briefing Note of the GCHR International Conference and the Child Protection and Safeguarding Policy and Guidelines (attached)..

Please complete and sign the “Guardian’s Participation Agreement” Form and return it to your local partner (insert name and contact details of local partner organisation) at soon as possible (insert date or deadline if needed). You may also contact this person for any additional information or assistance you may need, or if you have any questions or concerns.

Please keep one copy of this completed and signed form for your records and return the original to the person above.

(Signed)
Organising Committee/Local Partner
GCHR International Conference 2022

5.2. Briefing Note: GCHR International Conference

Same as in previous section – but sent to Translators / Interpreters

5.3. Tentative Agenda: Online Consultation Session

Same as in previous section – but sent to Translators / Interpreters

5.4. Translator/Interpreter Participation Agreement Form

We would like to welcome you to the GCHR International Conference 2022 and its preparatory events. Adults and children are coming together from different places for this special global event. We want everyone to enjoy these experiences, so we have created this “Translator Participation Agreement.”

The participation agreement is to make sure that everyone can take part, have fun, be safe and enjoy the Conference to be held in Kathmandu, Nepal from 31 January to 4 February 2022 and its preparatory events to be held in September 2022.(insert specific dates when confirmed)

Purpose

Under-18 child delegates who are participating in the Conference events need to be given the space to speak out. Your role as a translator, therefore, becomes very important as you become the voice of the child delegates. The role and work of the translators is crucial to the successful participation of children at these events. You will not only translate what the child delegates are saying but also what adults are saying.

Training

All translators will undergo a half-day training session, (insert date/time.....) to ensure that the following guidelines are understood and that a translation service is provided at both the above events that is consistent and sensitive to the needs of child delegates.

Working with child delegates

- When an child delegate is speaking, especially in a plenary session, stand up together with them and interpret when they have finished speaking.
- To show respect for the child delegate, interpret exactly what they say.
For example, “My name is and I come from my experience is.....”
- Request the child delegate to give adequate pauses. You can also write down the important ideas for easier translation.
- Avoid “She/He says..., What she/he wants to say is that ..., I do not understand what she/he is saying, but I think...”. Never give your own opinion.
- If you do not understand what the child has said, make sure you get clarification from the child before you start interpreting.
- Avoid the use of colloquialisms, ‘buzz words’ and unfamiliar acronyms wherever possible to allow child delegates to get fully involved in discussions. But, remember not to oversimplify or ‘talk down’ to the child delegates.

- Encourage child delegates to speak out when they are unable to follow discussions.
- Immediately inform facilitators if the child delegate does not understand what is being said. Do not take on the role of giving explanations.
- Do not answer for the child delegate.
- Learn to read the body language (non-verbal) of each child delegate.
- Congratulate the child delegate for every progress achieved in overcoming inhibitions and for any presentation made.
- Do not show any doubt to what the child delegate is saying. Remember that when speaking in front of people, the child delegate totally relies on your help to communicate with others.
- Do not promise or give anything, in cash or in kind, that may raise false expectations from the child delegate.
- Make a closure at the end of each day by formally turning over the child delegate to the adult guardian.
- Ensure confidentiality of information about the child delegate's personal life.
- If the child delegate wishes to speak in English instead of his/her local language, let them do so but do not force them.

a. Working with facilitators and organisers

- Be open to discuss with any of the facilitators or the organizers any problem or difficulty you encounter so that they can immediately deal with it.
- Make sure that you receive, in advance, copies of all written information available to participants.
- Make the agreed sign if someone is speaking too quickly for good interpretation. Lift a hand (or do the 'T' sign) and indicate the need for extra time for translation.
- Immediately inform the facilitators or organizers if any of the child delegates with whom you are working needs any special attention or does not feel well.
- If a child-protection issue is raised by the child delegate, ensure you have the permission of the under-18 delegate before you speak to the child-protection focal person, (insert name:.....). Encourage the child delegate to accompany you to speak to the child-protection focal person.
- Always be ready to provide a brief report about your progress at the de-brief meetings that will be held at end of each day during the Conference.
- You may be required to translate certain words or sentences by organizers for the sessions.

IMPORTANT: Please make sure you review and understand the “Child Protection and Safeguarding Policy” for the Conference.

Statement of Agreement:

I have read, understood and agree to all points within this Translator Participation Agreement. I understand that, if I do not keep to this agreement, I may not be able to continue in the role as translator at the Conference and may be asked to leave the event.

Signature:

Name (print capital letters):

Date:

5.5. Translator/Interpreter Participant Information Form



Applicant' Photograph (2"x2")

Surname:	First Name:	Middle Name:
Date of Birth (DD/MM/YY)		Age:
Gender: Male/Female		
Home Address: (Number, Street)		
City:	Province:	Postal code:
Country:		
Home Phone Number:		Cell phone Number:
Email address:		
Mother tongue language:		Language most comfortable with:
Do you speak and write English (please circle): No / A little / Reasonable / Good / Very Good		
Sponsoring Partner Organisation: (Name and Contacts):		
Emergency Contact Information (whom we can contact in case you have a medical emergency?)		
Name:	Location:	Contact Tel Number:

5.6. Translator Travel Information Form (if applicable)

1. Country			
2. Name			
3. Passport Number			
4. Address:			
5. Telephone			
6. Travel information	Arrival information		Departure information
	From		To
	Date		Date
	Time		Time
6. Accommodation	Check in:	Check out:	

5.7. Child Protection and Safeguarding Policy and Guidelines

Same as in previous section – but sent to Translators / Interpreters

Section 6: Facilitators

6.1 Invitation Letter for Facilitators (Template)

Dear.....

We are delighted that you have agreed to act as a facilitator for the GCHR International Conference and its preparatory events. The International Conference will be held in Kathmandu in 2022 and the preparatory events beginning in September 2021.

In order to facilitate and support children’s participation in these events, the Organising Committee of the Conference has prepared a set of information documents and agreement forms for you.

Please make sure that you have filled out the attached “Facilitator’s Participation Agreement” and the “Facilitator’s Participation Information Form” according to the instructions below after having reviewed the Briefing Note of the GCHR International Conference and the Child Protection and Safeguarding Policy and Guidelines (attached)..

Please complete and sign the “Facilitator’s Participation Agreement” Form and return it to your local partner (insert name and contact details of local partner organisation) at soon as possible (insert date or deadline if needed). You may also contact this person for any additional information or assistance you may need, or if you have any questions or concerns.

Please keep one copy of this completed and signed form for your records and return the original to the person above.

(Signed)
Organising Committee/Local Partner
GCHR International Conference 2022

6.2. Briefing Note: GCHR International Conference

Same as in previous section – but sent to Facilitators

6.3. Tentative Agenda: Online Consultation Session

Same as in previous section – but sent to Facilitators

6.4. Facilitators Terms of Reference and Agreement

Goal

To ensure the meaningful and safe participation of children in the GCHR International Conference in Nepal 2022 and its preparatory events.

Purpose

Responsible for ensuring the objectives of the GCHR International Conference and its preparatory events are met by providing support for the facilitation of the participation of the children in the Conference and its preparatory events.

Background

Please review the “Briefing Note on the GCHR International Conference Nepal 2022” for the background and more information on the Conference and its preparatory events.

We envisage that the preparation and the International Conference is a child-led event, which means that children under 18 years will play an integral part in determining the agenda and outcomes of the International Conference. To facilitate the meaningful participation of children in these events, the organisers have developed a Manual which establishes the Minimum Standards for children’s participation. You as a facilitator will be required to adhere to these Minimum Standards.

Role of Facilitator

- To work with the child participants to help them develop their own individual ideas and prioritise the issues to discuss in the event
- To ensure equal participation of gender, age, different cultures and abilities and that diversity of the group is respected
- To establish the ground rules at the beginning of the meeting with the child participants to ensure full and meaningful participation and mutual respect
- To make the child participants aware of the challenges posed by use of many languages and use of online communications. To ensure that no one language dominates the discussions.
- To ensure the meetings and events will be instrumental in providing realistic outcomes based on the views, opinions and perspectives of children themselves.

Key Tasks

1. To work as part of the Facilitator’s Team to support the children in the preparatory events (e.g., online consultation, video conference, etc.), or, to join the Facilitators’ Team during the International Conference in Nepal in 2022.
2. Participate in a briefing session for the facilitation team before the events

3. In the preparatory events, or, the International Conference, work as part of the facilitation team, ensuring that the objectives for the child delegates at the events are met;
4. Use participatory techniques in all events, including group work, which are non-discriminatory and gender-sensitive;
5. Ensure the smooth running of facilitated sessions, liaising with administrative staff to provide adequate equipment and materials for the planned sessions;
6. Keep to an agreed-upon timetable and deadlines;
7. Involve child delegates in daily evaluation and support their detailed planning of the next day's agenda and activities;
8. Within a week of the consultation, deliver a brief report on the event to the organizing committee, describing the activities, techniques and outputs of the event, outlining the extent to which objectives were reached and identifying any supportive and/or limiting factors.

IMPORTANT: Please make sure you review and understand the “Child Protection and Safeguarding Policy” for the Conference.

Statement of Agreement:

I have read, understood and agree to all points within this Facilitators Participation Agreement. I understand that, if I do not keep to this agreement, I may not be able to continue in the role as Facilitator at the Conference and its preparatory events and may be asked to leave the event.

Signature:

Name (print capital letters):

Date:

6.5. Facilitator Participant Information Form



Applicant' Photograph (2"x2")

Surname:	First Name:	Middle Name:
Date of Birth (DD/MM/YY)		Age:
Gender: Male/Female		
Home Address: (Number, Street)		
City:	Province:	Postal code:
Country:		
Home Phone Number:		Cell phone Number:
Email address:		
Mother tongue language:		Other languages:
Do you speak and write English (please circle): No / A little / Reasonable / Good / Very Good		
Sponsoring Partner Organisation: (Name and Contacts):		
Emergency Contact Information (whom we can contact in case you have a medical emergency?)		
Name:	Location:	Contact Tel Number:

6.6. Facilitator Travel Information Form (if applicable)

1. Country			
2. Name			
3. Passport Number			
4. Address:			
5. Telephone			
6. Travel information	Arrival information		Departure information
	From		To
	Date		Date
	Time		Time
6. Accommodation	Check in:	Check out:	

6.7. Child Protection and Safeguarding Policy and Guidelines

Same as in previous section – but sent to Facilitators

Section 7:

Partners / Alumni / Support Staff

(only those directly involved in the Online Consultations with Children in Nepal and other Regions)

7.1 Invitation Letter for Partners/Alumni/Support Staff (Template)

Dear.....

We are delighted that you invite you to participate in the events of the GCHR International Conference. The International Conference will be held in Kathmandu in 2022 and the preparatory events beginning in September 2021.

In order to facilitate and support your participation in these events, the Organising Committee of the Conference has prepared a set of information documents and agreement forms for you.

Please make sure that you have filled out the attached “Partners/Alumni/Support Staff Participation Agreement” and the “Partner/Alumni/Support Staff Participation Information Form” according to the instructions below after having reviewed the Briefing Note of the GCHR International Conference and the Child Protection and Safeguarding Policy and Guidelines (attached)..

Please complete and sign the “Partner/Alumni/Support Staff Participation Agreement” Form and return it to your local partner (insert name and contact details of local partner organisation) at soon as possible (insert date or deadline if needed). You may also contact this person for any additional information or assistance you may need, or if you have any questions or concerns.

Please keep one copy of this completed and signed form for your records and return the original to the person above.

(Signed)

Organising Committee/Local Partner
GCHR International Conference 2022

7.2. Briefing Note: GCHR International Conference (as above)

Same as in previous section – but sent to Partners / Alumni / Support Staff

7.3. Tentative Agenda: Online Consultation Sessions (as above)

Same as in previous section – but sent to Partners / Alumni / Support Staff

7.4. Partner/Alumni/Support Staff Participant Information Form

Surname:	First Name:	Middle Name:
Date of Birth (DD/MM/YY)		Age:
Gender: Male/Female		
Home Address: (Number, Street)		
City:	Province:	Postal code:
Country:		
Home Phone Number:		Cell Phone Number:
Email address:		
Mother tongue language:		Other languages:
Do you speak and write English (please circle): No / A little / Reasonable / Good / Very Good		
Do you have any previous experience of engaging with under-18 children to promote their participation in national, regional or global conferences/meetings? YES/NO		
If YES, please provide a short description:.....		
Sponsoring Partner Organisation: (Name and Contacts):		
Emergency Contact Information (whom we can contact in case you have a medical emergency?)		
Name:	Location:	Contact Tel Number:

7.5. Partners / Staff Travel Information Form (if applicable)

Same as in previous section – but sent to Partners / Alumni / Support Staff

7.6 Child Protection and Safeguarding Policy and Guidelines

Same as in previous section – but sent to Partners / Alumni / Support Staff

Section 8: Child Protection & Safeguarding Team

8.1. Invitation Letter for the Child Protection and Safeguarding Team (Template)

Dear.....

We are delighted that you have agreed to act as a Child Protection & Safeguarding Team member for the GCHR International Conference and its preparatory events. The International Conference will be held in Kathmandu in 2022 and the preparatory events beginning in September 2021.

In order to facilitate and support children’s participation in these events, the Organising Committee of the Conference has prepared a set of information documents and agreement forms for you.

Please make sure that you have filled out the attached “Child Protection & Safeguarding Team Participation Agreement” and the “Child Protection & Safeguarding Participation Information Form” according to the instructions below after having reviewed the Briefing Note of the GCHR International Conference and the Child Protection and Safeguarding Policy and Guidelines (attached)..

Please complete and sign the “Child Protection & Safeguarding Participation Agreement” Form and return it to your local partner (*insert name and contact details of local partner organisation*) at soon as possible (*insert date or deadline if needed*). You may also contact this person for any additional information or assistance you may need, or if you have any questions or concerns.

Please keep one copy of this completed and signed form for your records and return the original to the person above.

(Signed)
Organising Committee/Local Partner
GCHR International Conference 2022

8.2. Terms of Reference (TOR): Child Protection and Safeguarding Focal Point (To recruit)

Goal

To ensure the meaningful and ethical participation of children and young people in the GCHR International Conference Nepal 2022

Purpose

Overall responsibility for child protection at the International Conference. The first point of contact for any child-protection concerns for the Organising Committee and all participants (both delegates, guardians and staff) at the Conference.

Reporting to

Children's Participation Coordinator and Team

Background

The Global Campus on Human Rights (GCHR) will be convening its next Annual Conference from 31 January to 4 February 2022 in Kathmandu, Nepal. The Conference will provide a platform for a child-led participatory process involving children and young people from Nepal and other regions of the world to contribute as agents of change in the various events and an inter-generational dialogue with the Global Campus General Assembly and Council.

The event will comprise of three main components: (a) a child-led event on a thematic on child rights which the children themselves design and discuss; (b) a South Asia regional workshop on the UN Global study on Children Deprived of Liberty; and (c) the Global Campus General Assembly and Council meeting.

The International Conference is a European Union (EU) and Right Livelihood sponsored event, led by the Global Campus of Human Rights, with the Kathmandu School of Law and the National Child Rights Council of the Government of Nepal as host hosts.

It is expected that children will play an integral role in this International Conference. For this purpose, a Manual on the Minimum Standards for child participation has been developed comprising of numerous protocols and guidelines, including a child-protection and safeguarding policy, for ensuring the meaningful and safe participation of children. Child protection has been given high priority in the Minimum Standards, and child-protection measures will be closely monitored throughout the Conference.

The International Conference will involve more than 150+ participants, including representatives from Government agencies, NGOs and civil society, academics, experts, students/youth, UN agencies and others, as well as up to about 25 children and their guardians. The International Conference will take place in Kathmandu, Nepal from 31 January to 4 February 2022. Child delegates (in the age group of 10 to 18 years) will attend a Preparatory Children's Forum on 31 January 2022 and the International Conference on 1 February 2022.

Assignment Description

A child-protection and safeguarding focal person is being sought to ensure:

1. Local systems and resources for child protection are identified in advance and that responses are in line with these (such as external reporting systems and access to health/other services).
2. Risks have been identified and safeguards put in place and that there is ongoing assessment of risk throughout the consultation.

3. A procedure is developed for secure, confidential recording of incidents, concerns and referrals.
4. A step-by-step guide is produced on action to be taken if concerns exist regarding a child's safety or welfare.
5. A team of child-protection officers is developed and managed by the child-protection focal person (to include a member of the media team and the children's participation coordinator) to provide a 24-hour child-protection monitoring service during the preparatory workshop and the consultation.
6. All staff and delegates are briefed and aware of their child-protection responsibilities.
7. All delegates and staff are briefed and aware of the specific arrangements that have been made for child protection during the International Conference.
8. Training/briefing workshops are given to guardians (before the start of the preparatory Childrens Forum) and under-18 delegates (during the International Conference).
9. Appropriate responses are made that prioritize the protection needs of children.
10. Within a week after the International Conference, a brief report on the is delivered to the organizing committee, describing the effectiveness of child-protection procedures and including recommendations for change.

Consequently, the following documents will need to be adapted or produced by the child-protection and safeguarding focal person:

1. A complaints procedure (for reporting and raising concerns);
2. An action plan for accidents and emergencies involving under-18 delegates;
3. A risk assessment for under-18 delegates;
4. A terms of reference for the child-protection team;
5. Briefing information for adult delegates, hotel staff and consultation staff;
6. A report on the implementation of the child-protection procedures.

Personal specification

Essential

- Proven track record of extensive experience in child-protection issues with UN agencies, NGOs and civil society or other child rights organisations/networks;
- Ability to communicate effectively in both English and Nepalese - written and spoken;
- Excellent communication, interpersonal and team skills;
- An understanding of children's participation and participatory techniques.
- Ability and experience in working in a multicultural and international environment

Desirable

- Familiarity with the themes/topics to be discussed in the International Conference
- Capacity to manage a team of staff/volunteers.

***Prepared by: Child Participation Team
Organising Committee
GCHR International Conference, Nepal 2022***

Dated:

8.3. Child Protection & Safeguarding Team – Participation Agreement

Goal

Ensuring the meaningful and safe participation of children at the GCHR International Conference Nepal 2022.

Purpose

To support the child-protection and safeguarding focal person in ensuring child protection at the Conference.

Background

The Global Campus on Human Rights (GCHR) will be convening its next Annual Conference from 31 January to 4 February 2022 in Kathmandu, Nepal. The Conference will provide a platform for a child-led participatory process involving children and young people from Nepal and other regions of the world to contribute as agents of change in the various events and an inter-generational dialogue with the Global Campus General Assembly and Council.

The event will comprise of three main components: (a) a child-led event on a thematic on child rights which the children themselves design and discuss; (b) a South Asia regional workshop on the UN Global study on Children Deprived of Liberty; and (c) the Global Campus General Assembly and Council meeting.

The International Conference is a European Union (EU) and Right Livelihood sponsored event, led by the Global Campus of Human Rights, with the Kathmandu School of Law and the National Child Rights Council of the Government of Nepal as host hosts.

It is expected that children will play an integral role in this International Conference. For this purpose, a Manual on the Minimum Standards for child participation has been developed comprising of numerous protocols and guidelines, including a child-protection and safeguarding policy, for ensuring the meaningful and safe participation of children. Child protection has been given high priority in the Minimum Standards, and child-protection measures will be closely monitored throughout the Conference.

The International Conference will involve more than 150+ participants, including representatives from Government agencies, NGOs and civil society, academics, experts, students/youth, UN agencies and others, as well as up to about 25 children and their guardians. The International Conference will take place in Kathmandu, Nepal from 31 January to 4 February 2022. Child delegates (in the age group of 10 to 18 years) will attend a Preparatory Children's Forum on 31 January 2022 and the International Conference on 1 February 2022.

Role of the Child Protection and Safeguarding Team

To help ensure the safety and well-being of all under-18 child delegates participating in the Children's Forum and the International Conference, the organizing committee has requested that a child-protection team be formed with the child-protection focal person responsible for its organization, briefing and functions. The child-protection team is expected to collaborate in the safeguarding of under-18 child delegates through monitoring and risk assessment. Team members will also engage in

a collective decision-making process on protection cases and issues for the duration of the under-18 child delegates' stay in Kathmandu, Nepal.

Objectives of the child-protection team

1. To monitor the overall protection situation of under-18 child delegates to the Children's Forum and the International Conference and to help ensure that all protection rules are followed by adults and under-18 child delegates alike;
2. To serve as points of contact on the issue of child protection and well-being, should any concerns or questions arise;
3. To oversee the enforcement of the child-protection policy established for all participants and staff involved in the Children's Forum and the International Conference;
4. To collectively review all reports received related to child protection and to assist in the implementation of responses.

Responsibilities

All members of the child-protection team, upon agreement in accepting the position, agree to fulfil the following responsibilities:

General

1. To become familiar with and abide by all protection rules and protocols established for the Children's Forum and the International Conference and to help all participants and staff become familiar with them;
2. To maintain the confidentiality of all under-18 child delegates' personal experiences, as well as any reports received regarding child protection, unless otherwise determined by the child-protection team in specific circumstances;
3. To monitor the situation of child protection and well-being at the Children's Forum and the International Conference and to help identify risks as well as gaps in rules and protocols so that they can be subsequently revised.

Specific

1. To participate in an initial briefing for the child-protection team on protection rules and responsibilities;
2. To attend online and other meetings as required to discuss the child-protection situation, alter protection rules as needed and to review the implementation of rules and responses at the end of the International Conference;
3. To be 'on-call' according to an agreed-on schedule with the child-protection team, to provide immediate protection support as needed;
4. To meet with the rest of the child-protection team as needed and at short notice, should a report be submitted regarding the safety or well-being of an under-18 child delegate who requires an immediate response;
5. To accompany any under-18 child delegate and guardian to the hospital, police station, psychologist or other social service centre during an emergency when requested to do so by the child-protection team;
6. To safely carry the following materials throughout the duration of the under-18 delegates' stay or to at least know who has such materials on hand:
 - a. Roster of under-18 delegates, including their photo and passport information;
 - b. Background information form, including experiential and medical histories on all under-18 delegates;
 - c. List of parent/guardian phone numbers for all under-18 child delegates;

- d. 'On-call' schedule of child-protection team members;
 - e. Local emergency contact information and phone numbers for all child-protection team members;
 - f. Procedures for reporting and raising concerns relating to under-18 child delegates' safety and well-being;
 - g. Action plan for incidents and emergencies involving under-18 child delegates (including all forms);
 - h. Child-protection policy;
 - i. Media release forms for under-18 child delegates.
7. To assist in implementing any other child-protection-related decisions or tasks required as determined by the child-protection team or the child-protection focal person and the organizing committee.

Prepared by: *Child Participation Team
Organising Committee
GCHR International Conference, Nepal 2022*

Dated:

Acknowledgement and agreement:

I, (.....), acknowledge and agree with the provisions of this Child Protection and Safeguarding Team Participation Agreement for the GCHR International Conference, Nepal 2022.

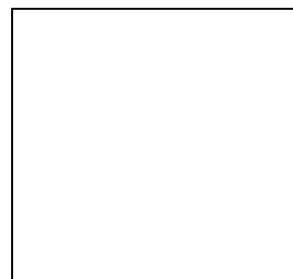
Name:

Signature:

Date:.....

Place:

8.4. Child Protection & Safeguarding Team – Participation Information Form



Child Protection & Safeguarding Team Member Photograph (2"x2")

Surname:	First Name:	Middle Name:
Date of Birth (DD/MM/YY)		Age:
Gender: Male/Female		
Home Address: (Number, Street)		
City:	Province:	Postal code:
Country:		
Home Phone Number:	Cell phone Number:	
Email address:		
Mother tongue language:	Other languages:	
Do you speak and write English (please circle): No / A little / Reasonable / Good / Very Good		
Sponsoring Partner Organisation: (Name and Contacts):		
Do you have previous experience of engaging with child participation, or, providing child protection services to children? YES/NO		
If YES, can you describe:		
.....		
.....		
Emergency Contact Information (whom we can contact in case you have a medical emergency?)		
Name:	Location:	Contact Tel Number:

8.5. Briefing Note: GCHR International Conference

Same as in previous section – but sent to Child Protection and Safeguarding Team

8.6. Protection and Safeguarding Policy and Guidelines

Same as in previous section – but sent to Child Protection and Safeguarding Team

3. Child-Friendly Documents

3.1 Child Protection and Safeguarding Policy – Child-friendly

Original file available on request



Global Campus
of Human Rights

CHILD PROTECTION & SAFEGUARDING POLICY

FOR THE INTERNATIONAL CONFERENCE 2022,
ITS REGIONAL PREPARATORY AND FOLLOW-UP MEETINGS

CHILD-FRIENDLY VERSION



WHAT IS CHILD
PROTECTION &
SAFEGUARDING ABOUT?

The Global Campus of Human Rights believe your health and safety is very important.

That is why we developed certain rules to prevent and react to any possible abuse towards child-participants of the International Conference in Nepal 2022, its preparatory and follow-up meetings.

Child abuse is when someone (whether through an action or failing to act), causes injury, death, emotional harm, or risk of serious harm to a child. Child abuse includes emotional abuse, physical abuse, sexual abuse and neglect.

Violence is when someone attacks another person (often to get them to do something they do not want to do) by making them feel pain or fear.

Discrimination is when someone is treated differently (not in a good way) because of some aspect of their identity such as race, nationality, gender, religion, disability etc.

WHAT IS CHILD ABUSE,
VIOLENCE AND
DISCRIMINATION?



WHAT IS OUR
COMMITMENT TO
PROTECT CHILDREN?



We give primary importance to the **best interests of the child** in all matters that concern them, based on their age and maturity.

We do not tolerate **discrimination**, physical, verbal or sexual abuse, violence and exploitation of children.

We **respect, listen to and value** the views and **opinions** of children irrespective of their race, color, gender, language, religion, political or other opinions, nationality, ethnicity, sexual orientation, disability, etc.

We take **measures to protect** children with, or for whom, we work.

HOW WILL WE TRY TO SAFEGUARD CHILDREN?

We will **inform** all the organisers, partners and participants of the International Conference and its preparatory meetings, including but not limited to facilitators, guardians, translators, local partners, volunteers about the problem of child abuse and the risks to children.



We will work to **prevent** child abuse and discrimination and minimise the risks to children during the International Conference, preparatory and follow-up meetings.

We will set a **friendly, respectful, and safe environment** where all participants feel welcomed and safe.

For example, to create a safe environment during an online meeting and reduce the risks for children, we will:



- send the invitations only to the participants of the meeting;
- keep the online meeting link private;
- set the password to enter the meeting room;
- monitor the participants entering the meeting room;
- disable screen and file-sharing, private chatting;

We will take appropriate steps if there is any suspicion of danger to the safety of children. We will inform all participants and partners where and how to **report** any concerns regarding child safety.



We and our local partners will appoint special people to receive and react to any complaints regarding the safety of children at the International Conference, preparatory and follow-up meetings. These people will be called Child Protection Focal Points.

We will listen, take seriously and respond to the reports of children regarding their safety.

We will take immediate action to support and protect children when concerns arise regarding possible abuse or discrimination.



What if?

M. is 15 y. o. girl and recently participated in the online preparatory regional meeting to the GCHR International Conference 2022. M. signed into the meeting using the same name she had on her Facebook profile. Next day she received a friend's request from someone called G. M. didn't know this person and denied the request. The following week M. received the message from G. asking her to add him as a friend on the Facebook as they met during the online preparatory meeting. However, M. didn't feel comfortable about adding G. as her friend on Facebook. She explained her position to G., but he kept on sending her more messages. M. contacted the Child Protection Focal Point with the request to help. The Child Protection Focal Point acted immediately and identified G. as one of the translators who assisted during the online meeting. G. was contacted for explanations and requested to stop sending messages to M. He was also removed from the Conference translators' list. Besides this G. was recommended to participate in the additional child protection training to help him understand how to behave appropriately around children.

HOW SHOULD PARTICIPANTS BEHAVE?

To keep children safe, we developed a Code of Conduct that sets rules for behaviour during the International Conference, preparatory and follow-up meetings.

Participants (including under-18 years of age), organisers, partners must never:

- Demonstrate disrespect towards others, show different treatment or favour others based on their race, colour, gender, language, religion, political or other opinions, nationality, ethnicity, sexual orientation, disability, etc.
- Get into sexual relations with organisers, partners and other participants, including children
- Exploit children
- Put a child at risk of abuse or in danger
- Use language, make suggestions, or offer advice that may hurt other people's feelings
- Behave in a manner that is sexually provocative
- Stay overnight in the homes of adult participants, organisers, partners
- Participate in behaviour that is illegal, unsafe or abusive
- Shame, humiliate, or make others seem unimportant

This is not a full list. The principle is that participants should avoid any action or behaviour that may be offensive or abusive.

WHAT SHOULD CHILDREN DO?

Speak to your guardian and/or Child Protection Focal Point if you are worried about your safety and/or safety of others.

Don't be ashamed to ask questions or for help if you need it!

A Child Protection Focal Point is

@

If Mr./Mrs. ----- is not available,

then ----- can help.

3.2 Guidance on Online Consultations with Children – Child-friendly

Original file available on request



Global Campus
of Human Rights

GUIDANCE NOTE ON ONLINE CONSULTATIONS WITH CHILDREN

FOR THE INTERNATIONAL CONFERENCE,
NEPAL 2022



WHAT IS THIS
DOCUMENT ABOUT?

The purpose of this document is to help you plan, prepare, and participate in the online children's consultations, as well as the online GC International Conference 2022. This document contains information about what to do before, during and after these events. The document includes some technical tips and rules to follow, as well as the information on the measures in place to make sure you are comfortable and safe when participating online.

GC International Conference and its preparatory children's consultations

The GC International Conference is planned to be organised in Kathmandu, Nepal, from 31 January to 4 February 2022. As stated in our Child Protection and Safeguarding Policy, we believe your health and safety are very important. Considering that the world continues to deal with COVID-19 pandemic and due to the increased risk of the COVID-19 in Nepal, it has been decided that the child-led element of the GC International Conference in Kathmandu will be taken fully online.

The process of the GC International Conference 2022 includes three building blocks:

- 1: Preparatory Children's Consultations in the regions
- 2: Five online consultations of the GC Children's Leaderships Group
- 3: The online GC International Conference 2022 in Nepal



Although the Conference and its preparatory consultations cannot be completely child-led due to the technical aspects of the online component and other factors, children will still be the driving force of the preparatory consultations and conference days, with adults only helping to facilitate the event and participating as observers.



We suggest the Zoom virtual platform to be used for online consultations and the GC International Conference 2022 in Nepal.

TIPS TO PREPARE FOR THE ONLINE EVENT

You will receive documents and materials to prepare for the event, including this Guidance Note, programme of the event etc. Please read them carefully before the first meeting as this will help you to get tuned into the event and successfully participate in it.

Don't be shy to ask questions if something is not clear!

Please check the [#safeweb4kids](#) and learn how you can protect yourself in the online space. It is available in 12 languages.

Ask the adult mentors in your country or region **to have pre-meetings** (including computer/mobile, video, speakers, and microphone); practice using the Zoom platform; discuss the child safeguarding policy and any other concerns. This is also a good way for you to meet other participants, to get to know them and the moderator.

If we have breakout groups, we will have a **ready list of groupings** before the event that will be shared with you.

Please think of the **physical space** (home/ school/ office of the organisation) where you will be during the online event. Please choose a quiet place where you have good electricity and Internet connections and won't be disturbed by others and background noises.

You may suggest to us the **icebreakers or activities** that will allow you to get to know each other and make you feel comfortable during the event.

Please note that all times in the agenda are in **GMT +5:45 (Nepal time)**. For most of you, this time won't reflect the correct time you use in your country. To check what time each event will be in your country, you can use [TimeandDate](#) website.

Think in advance what **name/nickname** you will use to identify yourself during the meeting. The standard practice is to use your first name, name of the organisation and country. **No last names or names of schools** should be used.

Practice your inputs or presentations before the event. Please time your inputs and make sure it fits the allotted time.










Digital Ground Rules



In our face-to-face events, we have the activity “house rules” which is usually developed with the participants at the beginning of the event. It is also important to have such rules during our online events.



We offer you the following digital ground rules for the online consultations and the International Conference to make our events successful:

-  **Be on time.** We promise to start and end the events according to the times on the agenda. If you arrive late, please don't interrupt the meeting and catch up as best as you can.
-  **Be Prepared.** Come to the meeting with a positive attitude. Be prepared to discuss the issues and share your ideas.
-  **Everyone Must Participate.** Everyone in the meeting is expected to share ideas, ask questions, and contribute to the discussions.
-  **Do not multi-task.** Stay mentally present. It is easy to get distracted on an online event. We need your full attention to achieve our goals. You were invited to these events because we believed you had something unique to contribute.
-  **Mute yourself.** Background noise disrupts the meeting for everyone and might prevent us from hearing the information that we need. Please keep your audio muted - unless when you are speaking during the event.
-  **Identify yourself.** Before you start to speak, please state your name and country so we know who is talking.
-  **Speak slowly and clearly.** Please try not to talk over another speaker. Try to speak one at a time so that we can follow your point. Use the “Reactions” function/button “Raise Hand” symbol if you want to speak. Speaking slowly is important since your words will be translated into many languages.
-  **Ask for clarification.** If there is something that you don't understand, please ask for clarification.
-  **Attack the problem, not the person.** There will be differences of opinion. You will not agree with everything that is discussed. But please be open to hearing other people's views. If you don't agree, respectfully challenge the idea - not the person. Blame and judgement gets us further from the solution, not closer. Honest and constructive discussions are needed to get to the best results.

Please contact us if you have objections, comments, or questions regarding some of the rules.

TIPS TO FOLLOW DURING THE EVENT

To keep the **environment safe** during our online consultations and the Conference, we will send the invitations only to the participants of the event; keep the online meeting link private; set the password to enter the meeting room; monitor the participants entering the meeting room; and disable private chatting.

Please note that the sessions will be **recorded** for documentation purposes.

We recommend you to sign in a Zoom meeting **15 minutes earlier** as this will give you opportunity to check the connectivity and leave time to adjust your settings and space if needed.

The session will be in the **English language** and **translations** will be provided into regional languages.

If you are a speaker, please **stick to the agreed time**. Extending beyond the allocated time may mean losing the participation of other children or some important sections might need to be skipped.

When you sign in the meeting room, click on the "Participants" icon first and next the "More" button against your name on the right side of the screen. Select **"Rename"** and then enter your ID based on the template below.

- [Name]
- [Country]

To make our online events as close to face-to-face meetings as possible, please keep your **video on** during the entire session (except if you have valid reasons not to do so).

You can ask questions or post comments in the **"Chat" function** during the session. The questions will be collected by moderator to be discussed during the session. Chat or typed messages have risks of being misinterpreted due to the absence of non-verbal cues. We encourage you to **use the emojis** or chat stickers to convey the correct message.

Please keep your comments and questions **short** and indicate to whom they are addressed, so it is easier to respond.

We will try our best to uphold your right to rest, play, and leisure by including **health breaks, movement breaks and sensory breaks**. Participation in these breaks will help you to "recharge your batteries" and get back to discussions boosted with energy.

TIPS ON WHAT TO DO AFTER THE EVENT

Follow-up on the tasks you received and promises you gave during the online events. Please **don't forget to do the tasks** that were assigned to you during the event and share them with the organisers and other participants.

Share your feedback on the event you participated in. After the events we will be circulating the surveys so that you can **tell us what you think about the events** and give us suggestions what should be done better.

Initiate **informal online meetings** if you are interested to interact with other participants after the events and learn about their culture, country, hobbies, and keep on building the acquaintance. The GC team will be happy to provide you technical assistance to arrange the informal Zoom meeting and keep the online space safe.

Learn on the event's **results** by reading the online consultations' and Conference's documents that will be shared with you by the Global Campus of Human Rights.

Contact persons
for internet technical
matters
(local support staff):

.....

.....

3.3 Toolkit: A young participant's toolkit for successful and fun participation in online events

Original file available on request



Global Campus
of Human Rights

Children and Youth as
Partners for Change
GC International Conference



A Young Participant's Toolkit
for successful and fun
participation in online events

Table of Contents



click on chapter
number

- [1](#) INTRO
- [2](#) ONLINE TOOLS FOR INTERACTIVE SESSIONS
- [3](#) CHILD-FRIENDLY ONLINE ICEBREAKERS AND ENERGIZERS

[3.1](#) Introduction energizers and icebreakers

[3.1.1](#) Activity "If you could be anywhere in the world right now"

[3.1.2](#) Activity "Bring an object"

[3.1.3](#) Activity "Tour guide"

[3.2](#) Energizers during the workshop

[3.2.1](#) Activity "Two truths and a lie"

[3.2.2](#) Activity "Fitness on the chair"

[4](#) CHILD-FRIENDLY INTERACTIVE EXERCISES

[4.1](#) Activity "Hopes and fears"

[4.2](#) Activity "One constant gift"

[4.3](#) Activity "Quiz"

[4.4](#) Activity "Twenty Circles"

[4.5](#) Activity "A letter to yourself"

[5](#) EXTRAS

[5.1](#) Activity "A panel discussion"

[5.2](#) Activity "How? How? How?"

[5.3](#) Creative task "Catch and sketch the moment"

[5.4](#) Activity "Draw and tell poems or stories"



1. INTRO

WHY: We developed this resource because we believe that children can be the driving force of the Global Campus of Human Rights International Conference 2022 in Nepal. However, you might need some guidance with planning and running the online events. This toolkit is meant to help you in creation of the safe, inclusive, and child-friendly online GC International Conference and its preparatory consultations.

WHAT: This Toolkit is a collection of child-friendly energizers, games, icebreakers, and ideas for interactive sessions that can be run during online GC International Conference, its preparatory and follow up meetings. We hope that activities from this Toolkit will help you to build a team, learn about each other, engage into fruitful discussions, and have some fun.

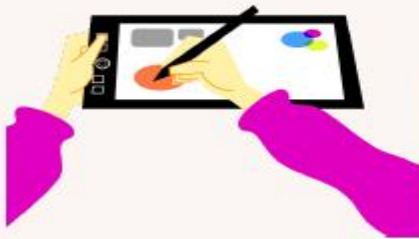
WHO: You, as a member of the Global Campus of Human Rights - Children's Leadership Team (GC-CLT) can use this resource to shape the agenda of the GC International Conference, its preparatory consultations and follow up meetings. You can also use this Toolkit in your work with peers while organising online events such as meetings, trainings.

WHERE: Because the child-led element of the GC International Conference in Nepal will be organised fully online, the activities in this Toolkit are designed to be carried in online space. Please don't hesitate to use the activities from this Toolkit for your further online work.

WHEN: The child-led element of the GC International Conference 2022 is planned to be held from 31 January to 1 February 2022 in Kathmandu, Nepal. The preparatory regional consultations have been organised in various countries/regions around the world in October - November 2021. Five consultations of the GC-CLT will take place during December 2021 - January 2022. And the follow-up meetings are planned for February-March 2022.

HOW: Description of each activity will include information on its objectives, timing, preparations and description of the activity. Please follow the guidelines to make activity work well in online space

2. ONLINE TOOLS FOR INTERACTIVE SESSIONS



Padlet: an easy-to-use tool for sharing, collaborating, making lists, and posting notes. It allows you to create digital boards (called “walls”) to gather text notes, images, websites and videos. You can also use it for maps or timelines and share all the above through a link.

Mentimeter: Online whiteboard to generate Word Clouds, the words that are added most frequently by audience members using their smartphones. This type of visualization can help to quickly collect data from the audience, highlight the most common answers and present the data in a way that everyone can understand.

3. CHILD-FRIENDLY ONLINE ICEBREAKERS AND ENERGIZERS

Icebreakers and energizers are games and exercises that are meant to help participants of the events to feel more comfortable and relaxed together, have fun and loosen up. Energizers help us get to know each other through short 5-15 minutes activities that provide a nice break between heavier workshop activities. An energizer helps keep everyone’s spirits and energy levels high. They also create what will become shared memories. There are number of energizers and icebreakers that are suitable to be used during online workshops with children.



3.1 Introduction energizers and icebreakers

3.1.1 Activity “If you could be anywhere in the world right now”

Why we like it: it is a good way to help participant to shift from one activity to another, especially if the previous activity touched on sensitive or hard topic.

How long: 10-15 minutes

What you will need: get accustomed with the map feature on the online tool like Padlet or saving places on the Google Maps. Before the online event you can also ask participants to prepare the images of the places and countries they would like to visit.

How it works: simply ask the participants the question — “if you could be anywhere in the world right now, where would it be?”. There are three variations on how to facilitate this icebreaker online. The first is if you have a virtual whiteboard tool like Miro available where you can all edit at the same time. Use it to put an image of the world in the centre and get each person to put their name on the part of the world that they would rather be — it can be great fun to visualise! Another option is to have someone from the team compile the list of places into Google Maps using the “saved places” feature and show it on the screen at the end of the exercise. Finally, if none of these tools are available, you can simply ask the participants to pick up one place from the images they prepared before the meeting) and show it to others or just name it.

Tips and suggestions: this activity can work well both with a small or big group of people. It can be used during the GC-CLT meeting or at the beginning of the GC International Conference.

3.1.2 Activity “Bring an object”

Why we like it: this activity will help getting to know participants and learn about where they are from

How long: 10-15 minutes

What you will need: before the online meeting ask participants to bring an object (e.g. a picture, a book, an ornament, a piece of clothing etc.) that is important to them – something that represents participant, his/her region and/or country.

How it works: during the introduction round, ask the participants to tell who they are, show their object to other participants and explain why each of them chose to bring the selected object.

Tips and suggestions: This activity works well with a small groups of people, thus better to be used during the GC-CLT meeting.

3.1.3 Activity “Tour guide”

Why we like it: being able to see each other’s space before starting an online event is a great way to feel more connected and like you are sitting in the room with other participants, even though you may be halfway across the world from one another.

How long: 10-15 minutes

What you will need: ask each participant to switch on their cameras so that the other participants can see the space they are in.

How it works: each person takes turns to give everyone a quick tour of their immediate surroundings — i.e. walk everyone through the room participant is in, what’s on the desk, what can be seen from the window etc. Set a time limit of 60 seconds per person to keep things short and sharp.

Tips and suggestions: This activity works well with small groups of people. It can be used during third or fourth meeting of the GC-CLT meeting when members know each other better.

3.2 Energizers during the workshop

3.2.1 Activity “Two truths and a lie”

Why we like it: this game will help to learn each other’s names, interesting facts about each other and get the chance to laugh. This icebreaker works as well for groups who know each other as it does for groups who’ve never met.

How long: 10-15 minutes

What you will need: ask each participant to have a pen and paper so that they can take notes.

How it works: ask participants to think of two true, interesting facts about themselves that others don’t know about them, and one plausible lie. Give people few minutes to think of these statements. They may want to note them down on paper. They share their three things with the group and participants try to guess which one is false and which ones are true. The whole group could quickly vote by using function “raise a hand”, or to make things quicker you may say “Maria thinks that these statements are ...” The speaker reveals the lie, and the next person takes their turn.

Tips and suggestions: this activity works well with small groups of people. It can be used during second or third meeting of the GC-CLT meeting.

3.2.2 Activity “Fitness on the chair”

Why we like it: this is short and fun movement break that encourage participants to move and do motion to reduce the discomfort from sitting too long, as well as boost the energy level of participants.

How long: 3-5 minutes

What you will need: please check and prepare one of the guided dance videos on YouTube to be demonstrated to the group through shared screen.

How it works: ask the participants to watch the video and follow the instructions and repeat the movements they see on the screen.

Tips and suggestions: This activity works well both with a small or big group of people. It can be used during the GC Children’s Leadership Team meeting or the International Conference. Here are suggestion.

Here are some videos you can use for this movement break:

[Chair One Fitness - Dancing Queen](#)

[Chair One Fitness - Dynamite](#)

[Chair One Fitness - Savage Love](#)

[Inclusion Dance](#)

4. CHILD-FRIENDLY INTERACTIVE EXERCISES

4.1 Activity “Hopes and fears”

Why we like it: Understanding hopes and fears at the beginning of the event can help you adapt the activities or help participants to know what to expect or not. Having everyone voice their expectations also makes the group responsible for everyone’s well-being, not just the facilitators.

How long: 15-20 minutes

What you will need: virtual whiteboard and two colours of the virtual sticky notes on the Padlet

How it works: through shared screen show participants the virtual whiteboard with two colours of virtual sticky notes. Ask participants to write what they would like to get out of the workshop. This is the ‘hopes’ sticky notes. Specify the colour that will be used for ‘hopes’. Explain that the ‘hopes’ represent what each participant wishes, hopes for, or would like to see happen in the workshop. Ask participants to write the ‘fears’ on the other colour of the sticky notes. Read the ‘hopes’ and ‘fear’ cards. And after ask participants for their reflection on some of the following questions:

- Did you notice any common themes as the facilitator was reading the cards?
- Does some information seem safer to reveal because it is an anonymous activity? Which ones and why?
- What did you learn from this activity?
- What should be done to make hopes come true and for the fears to disappear?

Tips and suggestions: This activity works well with small groups of people. It can be used during the GC-CLT Team.



4.2 Activity “One constant gift”

Why we like it: this activity helps people think of qualities they bring to others, besides any role they might have played or any experience they have got. It quickly shows that we all have something unique to offer and provides a good foundation for helping participants feel more connected to their own potential.

How long: 30 minutes

What you will need: virtual whiteboard or Power Point slide to be used as the whiteboard.

How it works: explain to the participants that during this activity they would need to share unique qualities they can offer to a group. Each person should take turns to say their name and one quality that they consistently bring to any group they are part of (school class/friendship group/family/community etc).

Note: we are looking for qualities that remain more or less stable anywhere you go... if someone brings a lot of energy, they might be doing that in their families, groups of friends, and school environment... Insist that it is about qualities – not something they have acquired with experience or a particular role they play in their clubs, associations, or communities. It is more about how they do it, then what they do.

Before participants start presenting their qualities, tell them that they can't repeat any qualities that have been said by someone else. Instead, if someone else in the group hears a quality that they also think they have, they can immediately write in a chat “me too, I have that quality” (naming the quality).

As participants are saying their qualities, the facilitator writes them down on a virtual whiteboard or in a power point slide shown through the shared screen. This list will eventually illustrate the strength of the group.

At the end, invite the participants to look at the full list and consider the potential of the group, but also the unique potential of each person in the room.

Tips and suggestions: This activity can work well for the GC-CLT meeting.

4.3 Activity “Quiz”

Why we like it: a quick quiz that is fun or relates to your topic is a great way to warm people up.

How long: 5-10 minutes

What you will need: develop the quiz presentation using the Power Point Presentation or Poll function in the Zoom.

How it works: prior to the event develop your quiz. You would need to think about the quiz's theme relevant to the theme of the event and create its title. Then you need to write questions (we recommend up to five questions) and several options for an answer (you can develop three options to choose from as an answer – one correct and two false). If you decide to demonstrate the quiz through Power Point Presentation, you would need to share the screen with the participants and ask them to give their answers following each of the question in the Zoom chat.

Tips and suggestions: This activity can work well with a big group of people and can be used at the beginning of the GC International Conference to set its tone and test the knowledge of the participants on the topic of the Conference.

4.4 Activity “Twenty Circles”

Why we like it: This brainstorming activity can be used as an icebreaker or as a great idea generation technique. The Twenty Circles activity makes participants stretch their thinking a little bit, because getting to 20 ideas is quite a challenge. The first few ideas are usually pretty easy, but twenty is a more of a head stretch.

How long: 15-30 minutes

What you will need: ask participants to have paper and a pen with them

How it works: identify the challenge you need to solve. Ask participants to take a blank sheet of paper and quickly draw twenty circles. You can also use a virtual whiteboard for this activity. Explain to participants to list as many ideas as possible for the challenge/ question by filling in the circles. Every circle should be turned into an idea. Ask each participant to share one idea in the chat, but not to repeat what was written before them. When all the participants share their ideas, ask if there are any ideas left and were not mentioned before.

Tips and suggestions: This activity can work well both with a big or small group of people. It can be used during CG-CLT meeting to brainstorm on the subthemes of the main topic selected or to develop the Action plan during the GC International Conference.

4.5 Activity “A letter to yourself”

Why we like it: this helps participants summarize key learning and actions they want to take. It also gives facilitators a finished letter which can be used to motivate participants after the event.

How long: 10-20 minutes

What you will need: device to write a text

How it works: Explain that everyone is going to write a letter to their future self, reminding of the most important moments they lived in the activity. You may like to leave it open ended or ask a more specific question. Through the shared screen function, you can present a letter template with some questions on it. For example:

- What actions will you have taken as a result of this event?
- What are your goals moving forward?
- What is your most important memory from ...?

You can ask people to share with the group the types of things they put in their letter, or you can give them option to keep it private. When everyone has finished, ask them to send their letters to designated email address. Explain, that after an agreed amount of time (we suggest three months) has passed, the participants will receive their letters back. This acts as a reminder of what they did and as a way of checking whether they did what they wanted/planned to do after the event.

Tips and suggestions: This exercise works well working with small and big groups, thus it can be used both for the GC-CLT meeting and the International Conference. You may want to get participants permission to use their letters for evaluation or publicity by the organisers of the event. Inform them that their names will be kept anonymous. When the letters are sent back, you may want to follow up and see how people react to reading them. Do they still feel the same way? Did they achieve what they wanted to?

5. EXTRAS

5.1 Activity “A panel discussion”

Why we like it: panels are a good way to hear lots of ideas from different people and encourage an open discussion through questions. Most panels involve 2-6 people and can either go straight into questions or start with panel members speaking for a little bit first. The facilitator’s job is to keep the flow as the panel answer questions and keep the audience engaged. The outcomes are normally that the audience feels better informed, has a broader range of views or can start making choices based on what they have heard.

How long: 30-90 minutes depending on the detail and number of speakers. Some panel discussions start by letting each speaker answer the same general question about their topic/idea/opinion before working with the audience questions.

For example, a 35-minute discussion may look like this.

- Facilitator thanks everyone for coming, Introduces the topic, explains how the session will be run – speakers talking, then audience questions and briefly introduce each of the four speakers – 5 minutes.
- Speakers’ presentations (4 minutes per speaker) – 16 minutes
- Audience questions and panel members to answer each questions – 10 minutes
- Conclusions – 4 minutes

To keep things on time, it is helpful to have a separate person acting as the timekeeper. This person will give a signal when a speaker’s time is nearly over or when you need to move on to the next part of the event (questions, conclusion etc).

What you will need: Facilitator/ organisers of the event should make sure the purpose of the panel is clear before the event starts. This is the activity that should be well prepared before the event. Decide on a topic, choose speakers who have some experience in that area and tell the participants about the panel discussion and ask them to share their questions several days before the event. If you have a very specific outcome in mind, then this needs to be made clear. For example, if you want the audience to learn something then at the end you may unite them into breakout groups and ask them to discuss if they heard any ideas they could use. If you want the audience to listen to four different solutions to a problem, you may want them to vote at the end on which was the better solution. If there is a ‘final’ result, then this should be clear to the audience and the panel before the event starts.

How it works:

Before the Panel

- Try to get a representative panel – people of different ages, cultures, experiences, religions, viewpoints etc. Having a mixed panel makes for a better discussion.
- Invite more people than you need. If you need 4 people, try to have at least 5 people in mind to invite so that you know you have a good chance of filling the slots.
- Brief the panel – tell them what the topic is, how long they will have to speak, what kind of audience they will be speaking to and how you will be running the session.
- Get to know the panel – find out a little bit about each one by speaking to them or researching them. This will help you to know what questions to ask them and who might be the best person to answer an audience question.
- Get the panel to know each other – this could be a few weeks before the event. This will help the panel feel comfortable with each other, know names and hopefully know a bit about their topic areas.
- Decide on any signals – tell the panel how you will show them they are running out of time or that they need to finish an answer. Knowing beforehand helps timings go more smoothly.
- Prepare your own questions – as soon as you know the topic and speakers, prepare your own questions. This is useful if the audience are shy at first.

- Share some questions – you could tell the panel members questions you plan on asking them and send them the list of questions sent by participants of the event. They should not script an answer, but it does give them time to think about what they might say.

Keep Timings Smooth:

o No slides. When panel members have slides to talk with, they tend to take longer and can be a little boring. If slides are needed because of a specific diagram, then you may want to set automatic timings on the slides or you be in charge of the clicker.

o You introduce the panel. When people introduce themselves, they tell longer stories. If you say a sentence or two about each panel member then they can jump straight into the main points they need to address or questions they want to answer.

o Don't ask everyone every question. When you get a question decide on the best person to answer it, or the best two people. Or the panel may volunteer themselves. If every person answers every question it will take up a lot of time and fewer questions will be asked. If some questions seem important enough that all panel members should answer it then you may want to give them a limit.

o Prepare some 'cut off' sentences. These are ways of politely telling people they have spoken for too long or have gone off topic. Good examples for speakers:

- Thank you _____. Now let's hear _____'s ideas on this.
- That is an interesting point. Next let's focus on _____.
- We'd now like to hear _____'s thoughts on _____.
- We are running out of time so I am going to move over to _____.
- Can you summarize this into one key idea/thought/point/action?

If audience members take too long:

- Politely interrupt to say: So your question is _____, is that right?
- What key thing would you like to know/find out?
- I'm sorry we need to keep things moving. What is your question?

Give time warnings. You can give quiet or silent time warnings to speakers that they need to wrap up. You should also warn the audience when you are moving to the last 2/3 questions.

Taking Questions

- If the audience are shy, ask your own question first to get things moving.
- 'Plant' a question. You may know a confident audience member who you can get to ask a question first to get things moving.
- Take representative questions. Try to ask people of different ages, backgrounds, positions in the audience etc. This way people feel they have had a fair chance.
- One at a time – if questions tend to be detailed you could ask each question individually, let it be answered and then take a new question.
- Three at a time – sometimes it can be helpful to hear three different questions at once. Make a quick note of them. Hearing all three can give panel members time to think about which question they would best like to answer. You could cover them in any order you like. Sometimes questions could be similar and so answered in a group.

After the Panel

- Summarize or conclude the panel.
- Let the audience and panel know what happens next in the schedule.
- Thank the panel. As well as getting the audience to give a final clap.

Tips and suggestions: This exercise works well working during big events which involves big audience of people. It can be used to arrange the Intergenerational Discussion of Main Topic during the GC International Conference.

5.2 Activity “How? How? How?”

Why we like it: being prepared means you know in detail HOW you will deal with the task at hand. This activity is a good way to work on development of the plan of actions. It allows participants to explore the issue in more details; break the issue down into smaller issues; develop a plan to tackle the issues; develop a plan that everyone has contributed to; and develop a deeper understanding of issues? (using Why?)

How long: 30-60 minutes

What you will need: tentative list of participants to be united into small groups based on the language (participants would need to speak same language) and the form to work on the task (it should be translated into working languages of the event). You would need to send the form to the participants before the meeting.

How it works: define a question for each group that will help accomplish your tasks. It is vital that your question begins with a ‘How?’. Unity participants into pairs or small groups depending on number of tasks you have (e.g. if you are working on the action plan, assign one objective to a group). Ask each group at the beginning of their work to choose a person who will be taking notes of the discussion, filling up the form and presenting it to the participants. Remind the participants they have the form in the materials that were sent before the meeting.

The form should look like this:

Question: HOW?

HOW?	HOW?	HOW?
------	------	------

Ask the groups to begin by completing the first column only. Activate the breakout rooms and give the groups 10 minutes to fill in the first column. Return all participants into general meeting and ask them that now they need to move to the second column, but this time they ask ‘how?’, for each of the answers in the first column. After this, they would need to repeat the exercise a third time. Assign 15 more minutes to fill in second and third columns and return the participants to their groups. The participants will see by the time they get to the third column their ideas have now formed into an actionable work plan. Return participants into general meeting and ask each group to present their results demonstrating their forms through shared screen.

Example

How can we involve more young people in our work?

HOW?	HOW?	HOW?
Put up a poster to tell people about meeting times	Design the poster in next week's session.	Design poster session for members
Tell our friends	Put posters up around the village	Speak to office about printing
Write to other organizations		

Tips and suggestions: This exercise could be used during the follow-up national meetings after the GC International Conference. It can work to elaborate the Action plan implementation on national and local levels by the participants of the Conference.

Instead of asking ‘How?’, the activity works perfectly well by asking ‘Why?’ For example, “Why involve young people?”. You can also use “What?” For example, “What happens if we don’t involve young people?” Get different groups to answer different questions, after a set period move participants from one ‘question’ to the next. Moving them around so that by the time the activity finishes, everyone has answered all of the questions. You can mix it up with one group having the question “Why involve young people?”, with another having; “How could we involve young people?”

5.3 Creative task “Catch and sketch the moment”

Why we like it: it can help some participants to demonstrate their “hidden talents” as well as document the Conference moments in creative way by the young participants.

How long: 10-15 minutes

What you will need: coloured pens, pencils, and paper to draw

How it works: discuss with your group if someone likes/ has a talent to draw and sketch. Offer those who are interested to sketch moments and/or participants during the event and then share their artworks at the end of the event.

Tips and suggestions: This exercise can work well for the CG International Conference. The GC-CLT can identify the “artist” among themselves and task her/him to capture the best moments of the Conference in the sketches that later will be shared with participants and illustrate the Conference report/ press release etc.

5.4 Activity “Draw and tell poems or stories”

Why we like it: this activity can be used as a child-friendly tool to enable children of different ages and representing different countries to share their views, feelings and experiences about the event in creative way. Asking child-participants to prepare a drawing, poem, video or audio, compiling these creations into a video and sharing it with the participants and entire world after the event will help to “memorise the moment”, summarise the outcomes of the online event and perhaps motivate others for organising child-led conference and participation in such events.

How long: 10-15 minutes

What you will need: drawings, poems, videos, audios on the key issues that are important to child-participants in different countries, with the participants opinions about online event

How it works: at the end of the Conference announce to the participants about an idea to create a video with their inputs. Ask the participants to prepare a drawing/poem/video/audio on the key issues that are important to children in their countries and sharing their opinions on participation in the online event. Depending on the number of children participating in the Conference and COVID-19 situation you might want to encourage children from the same country to unite for creation of the joint drawing/poem/video/audio. Indicate the length of the poem/video/audio (we suggest up to 30 seconds for individual submissions and up to 60 seconds for collective ones). The participants would need to share their creations with you online (through email or file-sharing platforms such as WeTransfer, Google Drive, Dropbox). All received drawings, poems, videos and audios should be united in one video. Share this video with all the participants after the Conference as one of the follow-up activities.



3.4 Guidance Note for Child Moderators

This note is to provide some guidance and tips to the children from the GC-Children's Leadership Team (GC-CLT) who will be moderating the various sessions during the upcoming International Conference in Nepal on 31 January and 1 February 2022.

The agenda of the International Conference is broken down into two sessions in each of the two days. Each session will last about two and a half hours. Invited child participants and adult experts and partners will be able to fully participate (speak, chat, etc.) in the online zoom session, while other children, adults and partner organisations will be able to join the Conference by watching the live streaming only.

As child Moderators your main role will be as follows:

1. To moderate/facilitate the discussions on the topic of the session.
2. You will make a short (2-3 mins) Introduction of the topic where you can highlight the main issues and concerns raised by children in our past CLT meetings as well as the Children's' Consultations held in various countries/regions earlier. *(Please refer to the Summary Points attached from these meetings).*
3. After you introduce yourself and make your short introduction, you will invite child participants to share their ideas, concerns and issues on the topic of the session – including suggested actions to be taken (10 mins)
4. After that, you will invite the adult experts we have invited for the session to share their reactions, comments and suggestions (10 mins). *(Please refer to the Conference agenda for the list of adult experts for each session).*
5. Please request each child and adult who wishes to speak to first introduce themselves – name, school or organisation or agency, country before they share their ideas.
6. At the end of the session, you will highlight or summarise some of the key points and suggestions that have been shared by children and adult experts in this session (3 mins). The regional focal point will support.
7. You will then hand-over to the Moderator for the next session to continue.
8. Please note that we will have to work hard to manage the time for each of these sessions – as there are so many participants and so little time for each session. Therefore, make sure that the speakers make short and brief statements in point-form and speak slowly – also to facilitate smooth translation by our interpreters in seven languages.
9. We, therefore, suggest to also request other children who wish to share ideas to use the chat function in zoom to share their ideas
10. We have also nominated an adult from the GC team and regional officers to support you in managing this session. Please work with this person for any assistance or support you may need during the session. *(See Conference agenda for a list of names of child moderators and adult supporters)* We are also planning to hold an advance preparatory zoom meeting with all moderators and adult supporters to go over these preparations.

If you have any questions or need more information on this, please feel free to contact your GC regional officer, or,

Reina-Marie Loader reinamarie.loader@gchumanrights.org

Victor Karunan vkaranan2016@gmail.com.

4. Consultation Documents

4.1. Example of Developed Agendas for the National Consultations with Nepal

AGENDA

1st Online Consultation - Nepal – 25 September 2021

Child Participants: Kristina, Bibek, Dinesh, Sharmila, Saugat, Pabitra, Rejina, Swostika, Usha, Shreeya

Global Campus Participants: Manfred, Ravi, Reina, Manuela.

Lead Facilitator: Victor

Regional Facilitator: Kunjani

Child Protection & Safeguarding Focal Point: Pema

Notetakers: Abinav, Ashelesha, John Paul

Translation: Shristi, Kunjani, Pranjali

Running time: 16:30-18:00 (Nepal) / 12:45-14:15 (Venice) / 17-45- 19:15 (Bangkok)

Time	Description
16:30-16:35	Welcome Victor will welcome everyone and tell you a bit more about the conference and why we are meeting online together.
16:35-17:00	Introductions & Poll We all introduce ourselves and the object we chose to bring with us to the meeting. Manfred will introduce the Global Campus. This will be followed by a short interactive poll to further get to know each other.
17:00-17:30	Breakout Groups We go into three groups to discuss what you think is important for people to know about your rights in our country and in your lives. Think beforehand about three main problems, issues or topics on children you want to mention and discuss in your group. See below in which group you are. The specific talking points will be: <ol style="list-style-type: none">1. What are the 3 most important problems and issues faced by children in your country and the world today? Why is this important to you?2. What are the 3 most important topics you suggest we discuss at the Conference - based on the problems/issues3. List a few points under each of the 3 topics that are important for you to be discussed at the Conference. We would be very happy if you could select one of the people in your group to tell the bigger group what we talked about and thought were important.
17:30-17:45	Report back on Group Discussion Everyone comes back to the bigger group. Each group tells the others what they talked about. Questions we will try and answer are: <ol style="list-style-type: none">1. Are there any common themes/issues?2. Any other important points for us to consider or discuss?

17:45-18:00	Briefing about the next online meeting & Final Poll Victor will tell you more about what we want to do at the next meeting and what we kindly ask you to prepare in advance. He will specifically talk about the survey we want you to help us create for children in other regions. Right at the end, we will ask you one last question in a poll.
18:00	End of the Consultation See you soon!

AGENDA

2nd Online Consultation - Nepal - 02 October 2021

Child Participants: Kristina, Bibek, Dinesh, Sharmila, Pabitra, Rejina, Swostika, Sajina, Shreeya

Global Campus Participants: Ravi, Manuela, Manu, Veronica/LATMArep

Lead Facilitator: Victor

Child Co-Facilitator: Kristina

Regional Facilitator: Kunjani

Child Protection & Safeguarding Focal Point: Kunjani

Notetakers: Abinav, Ashelesha, John Paul

Translation: Kunjani, Pranjali

Running time: 14:00-15:30 (Nepal) / 10:15-11:45 (Venice) /15-15- 16:45 (Bangkok)

Time	Description
14:00-14:05	Welcome (Victor) and Pabitra's Poem Victor will welcome everyone and give us a recap of what we talked about last week.
14:05-14:25	Presentations by Children (individually or in teams - child co-facilitator) You will then present what you have found out talking to other young people in your community. You can present this in any way you want. It would be nice to see some visual input as well if you can any (pictures, photos, slides)
14:25-14:35	Children's Breakout Group (without Adults) Decided the two main topics for the day
14:35-14:40	Introduction to Breakout Groups (Victor) Victor will briefly introduce what we will do in our breakout groups.
14:40-15:10	Breakout Groups based on issues you raised last week and decided on in the 'children's breakout session' (child co-facilitator, Kunjani) In the children's breakout group you will decide on the two topics to be discussed here. The following guiding questions may help you in your discussions: <ol style="list-style-type: none"> 1. What are the main factors (drivers) contributing to this problem/issue? – locally, nationally and globally 2. What needs to be done? – by government, family, community, NGOs, etc. 3. What can children/adolescents contribute towards solutions to this problem/issue? 4. List a few key questions that you want to ask children/adolescents from other countries and regions on this problem/issue.
15:05-15:20	Report back on Group Discussion (Kunjani) We will all report back to the bigger group what we have discussed in the breakout session. This will be similar to last time, where we ask someone from within your group to present a summary of your discussion

15:20- 15:25	<p>Announcement of two child representatives as members of the “GCHR Children’s Leadership Group” (Child co-facilitator)</p> <p>The child co-facilitator will announce who will be representing your group in the ‘GCHR Children’s Leadership Group for the International Conference in Nepal in 2022.</p>
15:25- 15:30	<ol style="list-style-type: none"> 1. Follow up by children in Nepal (child co-facilitator). What can you do until November? 2. Conclusion and Next-steps (Victor)

To see the templates used, refer to the [Child Participation Manual](#).

4.2 Notetaker Summaries of National Consultation

Summary Note of All Regional Consultation



1. SUMMARY NOTES ON THE CONSULTATIONS WITH CHILDREN IN NEPAL

(First consultation 25th September 2021, second, 02nd October 2021)

GC-CLG Child Delegates	Overall child-related issues in Nepalese Consultations	Other comments from child participants
<ol style="list-style-type: none"> 1. Dinesh Pandey, 2. Kristina 	<p style="text-align: center;">Two most important problems identified</p> <ol style="list-style-type: none"> 1. Trivialisation of Mental Health 2. Child abuse 	<ol style="list-style-type: none"> 1. Make available trustworthy counselors in schools. 2. Child rights education and awareness for children to know their rights 3. Training of teachers and parents and adopting zero tolerance on corporal punishment 4. Revise the educational system to include practical activities 5. Provide reproductive health education and sanitary pads for girls 6. Subvention of schools and provide basic needs of teachers. 7. Reduce the pressure put on children 8. Setting-up of activities such as drama clubs, organizing orientation workshops for children. 9. Encouraging children to write and make personal notes.

	Other relevant issues identified	
	<ol style="list-style-type: none"> 1. Internet addiction and disconnection from friends 2. Ignorance about children's rights by children themselves 3. Absence of psychosocial support for children with mental health problems. 4. Widespread uses of child labour 5. Increase in cyber-criminality among children 6. Theory-based education with not activity-oriented exercises in schools. 7. Lack of child friendly materials in schools to attract street children and other school dropouts to regain interest earning 8. More children are victims of domestic and gender-based violence especially during covid 19 9. Vague understanding of child's rights. 10. Need for reproductive health education and sanitary pads for young girls. 11. Child marriages 12. Need to facilitate birth registrations 13. Gender inequality between boys and girls especially in the rural areas. 	



2. SUMMARY NOTES ON CONSULTATIONS WITH CHILDREN IN ARMENIA
(03rd November 2021)

GC-CLG Child Delegates	Overall child-related issues in Nepalese Consultations	Other comments from child participants
<ol style="list-style-type: none"> 1. Naneh Petrosyan 2. Vardine Badasyan 3. Mary Sargsyan 	<p style="text-align: center;">Two most important problems identified</p> <ol style="list-style-type: none"> 1. Consideration of the child's opinion in all matters 2. The right to live in a family 3. Violence against children 4. The right to live in peace in the world 	<ol style="list-style-type: none"> 1. Government should build good schools. 2. Respect for the rights of working children. 3. To provide proper support to families to sustain their complexity and permit children live with their parents or siblings. 4. Recruit skilful teachers
	<p style="text-align: center;">Other relevant issues identified</p>	
	<p>A. <u>Issues on 'My Life'</u></p> <ol style="list-style-type: none"> 1. After the war children see the need for respect of the right to live, survive and develop. 2. The right to live in a family and receive warmth from family members. 3. Neglect of emotions and feelings of the child 4. Surveillance of the work performed by children. <p>B. <u>Issues about community and school</u></p> <ol style="list-style-type: none"> 1. Right to receive education in good infrastructure 2. Bullying in schools 5. Violation of children's freedom of thought and consciousness because of high immoral values 	

3. SUMMARY NOTES ON CONSULTATION WITH CHILDREN IN SOUTH AFRICA
(06th November 2021)



Child Delegates to the GC-CLG	Overall child-related issues in South Africa Consultations	Other comments from child participants
<ol style="list-style-type: none"> 1. Lum Mufor Atanga 2. Shelby Bodenstein 	<p>Two most important problems identified</p>	<ol style="list-style-type: none"> 1. The learners felt that the education system had become narrowed and 2. Disability rights and inclusive practices in institutions. 3. The need for diversity in leadership and government structures. 4. The need for the broadening of curriculum in schools.
	<ol style="list-style-type: none"> 1. Mental health awareness (also as connected to LGBTI+ rights) 2. Environmental degradation. 	
<p>Other relevant issues identified</p>	<ol style="list-style-type: none"> 1. Children with disabilities were excluded in social activities and discriminated upon. 2. Lack of 'real and practical' education, that could enrich their personhoods and the educational system does not cater for their needs as future leaders. 	

4. SUMMARY NOTES ON CONSULTATION WITH CHILDREN IN LEBANON
(13th November 2021)



Child delegates to the GC-CLG	Overall child-related issues in the Beirut Consultations	Other comments from child participants
<ol style="list-style-type: none"> 1. Jayden Ghaddar 2. Khitam nayef 	Two most important problems identified	<ol style="list-style-type: none"> 1. Convince parents that education is good for children. 2. Teach children their basic rights. 3. Government can assist children to have more freedom and protect children.
	<ol style="list-style-type: none"> 1. Right to quality education 2. No documentation of children 3. Child abuse - sexual, mental, and physical abuse. 4. Mental health, inappropriate knowledge, it becomes a cycle 	
	Other relevant issues identified	
<ol style="list-style-type: none"> 1. Child labour and risks 2. Parents ignore the mental health of children. 3. Child marriage. 4. Opinion of children are not taken into account in families. 5. Children lack knowledge about their rights 6. Inequality among children as to gender, colour, religion 7. Sexual health 		



5. SUMMARY NOTES ON CONSULTATIONS WITH CHILDREN IN ITALY
 (First consultation 15th and second, 22nd November 2021)

Child Participants/Age	Overall child-related issues in Italy Consultations	Other comments from child participants
<p>Twenty-three girls and boys (aged 13 y) of a 3rd class of a middle school located in a suburban area of Bolzano, South Tyrol, Italy.</p> <p>(won't join the leadership group)</p>	<p>Two most important problems identified</p>	
	<ol style="list-style-type: none"> 1. Freedom to dress the way I want 2. Freedom to choose one's own path. 3. Right to privacy: kids thought about family members violating their privacy (e.g., accessing their smartphone). 	
	<p>Other relevant issues identified</p>	
<ol style="list-style-type: none"> 4. Freedom to express themselves as they see fit. 5. Right of not being target of harassing behaviour 6. Gender equality 7. Business exploitation of data of minors by caregivers. 		

6. SUMMARY NOTES ON CONSULTATION WITH CHILDREN IN INDIA
(04th December 2021)



Child delegates in the GC-CLG	Overall child-related issues in India Consultations	Other comments from child participants
<ol style="list-style-type: none"> 1. Aman Joshi 2. Niyati Guatam 	Two most important problems identified	
	<ol style="list-style-type: none"> 1. Sex Education 2. Mental health 3. Addition to Social Media 4. Malnourishment 	
	Other relevant issues identified	
	<ol style="list-style-type: none"> 1. Women Safety, Rights of Men 2. Access to education especially for rural girls 3. The need for psychosocial support 4. Impact of Covid-19 5. Child labour 	

7. SUMMARY NOTES ON CONSULTATION WITH CHILDREN IN ECUADOR

(09th November 2021)



Child Delegates to the GC-CLG	Overall child-related issues in Ecuador Consultations	Solutions proposed by child participants
<ol style="list-style-type: none"> 1. Klarissa Valentina Sandoval Sarmiento 2. Cristofer Daniel Narváez Calispa 	<p style="text-align: center;">Four most important problems identified</p> <ol style="list-style-type: none"> 1. Right to equality 2. Right to a dignified life 3. Right to education 4. Right to Health (mental health) 	<ol style="list-style-type: none"> 1. Collaborate with the teachers to provide better access to virtual classes for students and carry out an education campaign for all. 2. In regard to mental health, feelings and opinions should be expressed, such as talking to a person of trust about what is happening. 3. Children and adults should learn how to live in a world of peace, without violence and without discrimination. 4. Teach children from a young age to respect all people regardless their race, sex, colour, religion or belief, among other reasons.
	<p style="text-align: center;">Other relevant issues identified</p>	
	<ol style="list-style-type: none"> 1. Right to Protection 2. Right to non-discrimination 3. Right to decent housing 4. Right to a be heard 	

8. SUMMARY NOTES ON CONSULTATION WITH CHILDREN IN CHILE
(04th December 2021)



Child Delegates to the GC-CLG	Overall child-related issues in Brazil Consultations	Solutions proposed by child participants
<ol style="list-style-type: none"> 1 Sahory Vera Eulogio 2 Anthony Izquierdo Grados 	Four most important problems identified	<ol style="list-style-type: none"> 1. Children must have sufficient support to be able to identify themselves in society without discrimination and to create their way of expressing themselves freely, respecting who they are and their privacy. 2. Create spaces in which they can recreate, participate in communities, be freer and have a good life. 3. Be well informed and have good support from their families and loved ones. 4. Have greater freedoms in terms of choosing what they want to do, how they dress, how they express themselves and what feelings they have. 5. Good learning is very important, making decisions and being able to be heard, having spaces where you can talk and thus have a better socio-emotional development in order to better socialize with people. 6. Have more green spaces in the city, with playgrounds, parks and recreational places. 7. Fight inequality in the society and intolerance of adults with the children
	<ol style="list-style-type: none"> 1. Right to identity and non-discrimination 2. Right to equal access to quality education 3. Right to flora and fauna (protection of the environment) 4. Right to a healthy life 	
	Other relevant issues identified	
<ol style="list-style-type: none"> 1. Protection against child exploitation 2. To be able to express emotions and opinions freely 3. Right to decent child labour without exploitation 4. Right to decent housing 		

4.3 Agendas for the International Consultations with the CLT

OBJECTIVES and AGENDA

1st GC Children's Leadership Group Meeting

11 December 2021 (online)

A. Objectives

There are five main goals for this meeting today

1. Get to know each other
2. Discuss and reflect on the document summarising the outcomes of all the regional consultations over the last few months
3. Discuss and debate the raised topics amongst each other
4. Decide on one main theme and its subtopics for the conference
5. Provide you with more information on what the conference in 2022 will look like
6. Next steps for the session on 18 December 2021.

The session will only be two hours, so we have to be really concentrated during the session and come prepared.

NOTE: This will be the first session during which we will be doing simultaneous language translation in seven different languages (English, Armenian, Arabic, Spanish, Portuguese, Nepali and Hindi). So, there may be some technical issues that we will need to figure out as we go along. Please bear with us while we figure this out.

Oh! There is a seventh objective:

TO HAVE FUN - WE ARE DOING SOMETHING REALLY NEW AND EXCITING TOGETHER.

B. Agenda

Child Participants: Khitam (Syria/Lebanon), Jayden (Syria/Lebanon), Naneh (Armenia), Lusine (Armenia), Mary (Armenia), Klarrisa (Ecuador), Cristofer (Ecuador), Aman (India), Niyatii (India), Lum (South Africa), Shelby (South Africa), Dinesh (Nepal), Kristina (Nepal), Sahory (Chile), Anthony (Chile),

Global Campus Participants: Reina, Manu, Ravi, Manfred, Imke, Alex, Chiara, Manuela

Lead Facilitator: Victor

Regional Facilitators present: Mariam, Rocio, Santiago, Andrea, Elvis, Pranali, Hala

Child Protection & Safeguarding Focal Point: NCPA, Marco

Notetakers: John Paul

Breakout room recorders: Reina, John Paul, Pranjali, Tech support person

Translators: Ishkhan (Armenian), Marisol (Spanish), Johana (Spanish), Kiran (Hindi), Geeta (Hindi), Diana (Arabic), Maya (Arabic), Lynn (Arabic), Souleima (Arabic), Anusha (Nepali), Kunjani (Nepali)

Running time: 18:15-20:15 (Nepal) / 18:00-20:00 (India) / 19:30-21:30 (Thailand) / 16:30-18:30 (Armenia) / 14:30-16:30 (South Africa) / 14:30-16:30 (Lebanon) / 13:30-17:30 (Italy) / 12:30-14:30 (UK) / 09:30-11:30 (Chile) / 9:30-11:30 (Brazil) / 7:30-9:30 (Ecuador)

Time	Description
5 minutes	<p>Welcome and a few technical bits</p> <p>Victor will welcome everyone and remind us of the objectives of the session. He will also briefly explain how to use the translation function as well as how we interact with each other online.</p>
15 minutes	<p>Introductions</p> <p>Everyone introduces themselves by also BRINGING A PERSONAL OBJECT that means a lot to them. It can be a picture, a book, or a CD. The idea is that it says something about you and where you come from.</p>
30 minutes	<p>Discussion on the summary document</p> <p>You will have been sent a document that summarises the topics that were discussed by young people in every region represented in the group over the last few months. The point of our discussion is to reflect on the topics in more detail as a group.</p>
Quick Online Poll	
30 minutes	<p>Breakout Session (children and translators only) ... 3 groups</p> <p>The leadership group representatives break out into three private sessions (only the translators will join you). Please discuss the following two questions in your groups:</p> <ol style="list-style-type: none"> 1. Based on the various issues in the summary document and the discussion before the poll, what is your group's proposal on the MAIN THEME for the International Conference in Nepal? 2. Why in your opinion is this important to talk about during the conference (justify your decision)? <p>As soon as you have decided, please pick someone in your group to report back to the larger group as soon as the 30 minutes in the breakout session is over.</p>
25 minutes	<p>Presentation of decision for the topic of the Conference</p> <p>As we get back to the larger group, each breakout group will get the opportunity to report back (5 minutes per group at most). We will then take some time to FURTHER DISCUSS the ideas presented before formally selecting the topic of the conference based on everyone's input and agreement.</p>
10 minutes	<p>Next steps: what you need to think about for the next session (on 18 December 2021)</p> <p>Now that we have a topic, we will have to start constructing what the conference sessions will look like. How can we make it fun and interesting? Victor will talk more about this before setting you a few tasks on how to prepare for next week (18 December)</p>
5 minutes	<p>Final words from Victor and a photo</p> <p>A final poll, a photograph and a few words from Victor</p>

OBJECTIVES and AGENDA

2nd GC Children’s Leadership Team Meeting

18 December 2021 (online)

A. Objectives

There are five main goals for this meeting today:

1. Decide on the main theme
2. Brainstorm Subtopics
3. Reflect on how to make the conference interesting using conference technology
4. Next steps for the meeting on 8 January 2022 (Agenda setting)

B. Agenda

Young Participants: Khitam (Syria/Lebanon), Jayden (Syria/Lebanon), Naneh (Armenia), Lusine (Armenia), Mary (Armenia), Klarrisa (Ecuador), Cristofer (Ecuador), Aman (India), Niyatii (India), Lum (South Africa), Shelby (South Africa), Rejina (Nepal), Kristina (Nepal), Sahory (Chile), Anthony (Chile), Maria (Brazil), Pedro (Brazil)

Global Campus Participants: Manu, Ravi, Chiara, Manuela, Manfred, Imke

Lead Facilitator: Victor, Reina (from the 3rd session, we would like to ask a young person to help with the facilitation - please volunteer should you be interested)

Regional Facilitators present: Mariam (Armenia), Rocio (Argentina), Santiago (Brazil), Andrea (Ecuador), Elvis (South Africa), Pranjali (Nepal), Hala (Lebanon), Marko (Chile)

Child Protection & Safeguarding Focal Point: NCPA

Notetakers: John Paul

Translators: Ishkhan (Armenian), Marisol (Spanish), Johana (Spanish), Kiran (Hindi), Geeta (Hindi), Diana (Arabic), Maya (Arabic), Lynn (Arabic), Souleima (Arabic), Anusha (Nepali), Kunjani (Nepali)

Running time: 18:15-20:15 (Nepal) / 18:00-20:00 (India) / 19:30-21:30 (Thailand) / 16:30-18:30 (Armenia) / 14:30-16:30 (South Africa) / 14:30-16:30 (Lebanon) / 13:30-17:30 (Italy) / 12:30-14:30 (UK) / 09:30-11:30 (Chile) / 9:30-11:30 (Brazil) / 7:30-9:30 (Ecuador)

Time	Description
5 minutes	Welcome and a few technical bits (Moderation: Reina) We will welcome everyone - especially a couple of new faces that will be joining us. A reminder of the objectives of the session.
20 minutes	Recap of last week and deciding of topic (Moderation: Victor) A recap of what we talked about last week to also bring the new group members up to speed. A final round to argue for the topic you think is most important before we do a POLL.

30 minutes	<p>Twenty Circles - identifying some subtopics (Moderation: Reina)</p> <p>Using a virtual whiteboard, we will brainstorm together on some of the core subthemes you think we should talk about during the conference and why. The point of this activity is to reflect on how we can take the discussion on the main theme to the next level during the conference.</p>
10 minutes	<p>Online Activities: brief presentation to hear what you think (Presentation: Mariana)</p> <p>One of the GC colleagues will briefly talk to you about online activities one can do during online conferences that makes things more interesting.</p>
15 minutes	<p>Brainstorming for more ideas (Moderation: Reina)</p> <p>Which ones did you like? Do you know of any other activities one can do together? What would you like to get out of the conference and how - especially considering it is online? What should the goal be?</p>
10 minutes	<p>How can we involve more young people from your region to actively participate during the conference? (Moderation: Victor)</p> <p>Based on the discussion and the ideas so far, how do you think we can involve your friends and other young people as active participants during the conference (e.g. through panel discussions, poetry sessions etc)?</p>
10 minutes	<p>Next steps until we see each other again (08 January 2022) (Moderation: Reina)</p> <p>Summary of what we decided on and a brief discussion on what we need to do in the next session. Reina will talk through the timeslots we have during the conference, which we need to fill with activities during our next session - i.e. we need to make an agenda</p>
5 minutes	<p>Final words and a photo (Moderation: Victor)</p> <p>A final poll, a photograph and a few words from Victor</p>

Conference planning: SUBTOPICS, FORMAT and CONFERENCE PARTICIPATION

3rd GC Children’s Leadership Team Meeting

08 January 2022 (online)

A. Objectives

There are five main goals for this meeting today

1. Decide on three Subtopics based on our decision to focus on Mental Health and Education in order to finalise the main agenda for the conference
2. Formats for the discussions of the subtopics (presentations, panel discussions etc)
3. Decide on who would like to contribute to the discussions formally (also think of other people not in the group, who you would like to invite - friends at school or in your community. You can of course also invite adults who you think has something valuable to contribute)
4. Brainstorm fun and interactive activities between the sessions of the Conference
5. Next steps for the meeting on 15 January 2022 (Finalising agenda and activities)

B. Agenda

Young Participants: Khitam (Syria/Lebanon), Jayden (Syria/Lebanon), Naneh (Armenia), Lusine (Armenia), Mary (Armenia), Klarrisa (Ecuador), Cristofer (Ecuador), Aman (India), Niyatii (India), Lum (South Africa), Shelby (South Africa), Rejina (Nepal), Kristina (Nepal), Sahory (Chile), Anthony (Chile), Maria (Brazil), Pedro (Brazil)

Global Campus Participants: Manu, Ravi, Chiara, Manuela, Manfred, Imke

Lead Facilitator: Victor, Reina

Regional Facilitators present: Mariam (Armenia), Rocio (Argentina), Santiago (Brazil), Andrea (Ecuador), Elvis (South Africa), Pranjali (Nepal), Hala (Lebanon), Marko (Chile)

Child Protection & Safeguarding Focal Point: NCPA

Notetakers: John Paul

Translators: Norayr (Armenian), Vladimir (Armenian), Marisol (Spanish), Johanna (Spanish), Kiran (Hindi), Geeta (Hindi), Diana (Arabic), Lynn (Arabic), Anusha (Nepali), Kunjani (Nepali); Alejo (Portuguese); Betina (Portuguese)

Running time: 18:15-20:15 (Nepal) / 18:00-20:00 (India) / 19:30-21:30 (Thailand) / 16:30-18:30 (Armenia) / 14:30-16:30 (South Africa) / 14:30-16:30 (Lebanon) / 13:30-17:30 (Italy) / 12:30-14:30 (UK) / 09:30-11:30 (Chile) / 9:30-11:30 (Brazil) / 7:30-9:30 (Ecuador)

Time	Description
5 minutes	Welcome and Agenda for the day (Moderation: Victor) Victor will run us through what we need to do today

45 minutes	<p>Conference needs and decisions on Subtopics (Moderation: Reina)</p> <p>Reina will talk you through some of the conference needs that should shape decision-making. Based on this, we need to agree on the various subtopics that connect with mental health and its intersectionality with education. We have started talking about this already in the last section, but in order for us to draw up an agenda, we need to make a few more concrete choices in order to move forward.</p>
30 minutes	<p>Format of the core discussion sessions (Moderation: Victor)</p> <p>We need to also decide how we are going to conduct these sessions. Will they be presentations or panel discussions or something else you'd like to do? This is important to also finalise today.</p>
10 minutes	<p>Who do you want to invite (Moderation: Reina)</p> <p>We need to invite speakers to contribute to each of the sessions. You can volunteer to be a speaker or you can suggest friends/other children from your region contribute as speakers. This is very much up to you, but we have to decide quickly</p>
20 minutes	<p>Brainstorming fun/interactive activities for the conference and where they should be placed (Moderation: Victor)</p> <p>By now, we should have the subtopics down and the format in which we would like to discuss them. between each subtopic, it might be nice to do something fun/interactive. What would your suggestions be?</p>
10 minutes	<p>Next steps until we see each other again (15 January 2022) (Moderation: Reina)</p> <p>Summary of what we decided on and a brief discussion on what we need to do in the next session. What is Action Plans?</p>

Conference planning: DAY 2 AGENDA AND ACTION PLANS 5th GC Children’s Leadership Team Meeting

22 January 2022 (online)

A. Objectives

There are five main goals for this meeting today

1. Confirm everything is clear about Day 1. Any questions?
2. What are action plans?
3. What type of actions are you hoping for?
4. How do you want to structure day two so we can deliver on the type of actions you want
5. A quick walkthrough of the Conference days

B. Agenda

Young Participants: Khitam (Syria/Lebanon), Jayden (Syria/Lebanon), Naneh (Armenia), Lusine (Armenia), Mary (Armenia), Klarrisa (Ecuador), Cristofer (Ecuador), Aman (India), Niyatii (India), Lum (South Africa), Shelby (South Africa), Rejina (Nepal), Kristina (Nepal), Sahory (Chile), Anthony (Chile), Maria (Brazil), Pedro (Brazil)

Global Campus Participants: Manu, Ravi, Chiara, Manuela, Manfred, Imke, Giacomo, Valentina

Lead Facilitator: Victor, Reina

Regional Facilitators present: Mariam (Armenia), Rocio (Argentina), Santiago (Brazil), Andrea (Ecuador), Elvis (South Africa), Pranjali (Nepal), Hala (Lebanon), Marko (Chile)

Child Protection & Safeguarding Focal Point: NCPA

Notetakers: John Paul

Translators: Norayr (Armenian), Vladimir (Armenian), Marisol (Spanish), Johanna (Spanish), Kiran (Hindi), Geeta (Hindi), Diana (Arabic), Maya (Arabic), Anusha (Nepali), Kunjani (Nepali); Alejo (Portuguese); Barbara (Portuguese)

Running time: 18:15-20:15 (Nepal) / 18:00-20:00 (India) / 19:30-21:30 (Thailand) / 16:30-18:30 (Armenia) / 14:30-16:30 (South Africa) / 14:30-16:30 (Lebanon) / 13:30-17:30 (Italy) / 12:30-14:30 (UK) / 09:30-11:30 (Chile) / 9:30-11:30 (Brazil) / 7:30-9:30 (Ecuador)

Time	Description
15 minutes	Welcome, Agenda and any Questions about Day 1 (Moderation: Reina) Reina will run through what we need to do today and answer any questions you may still have about Day 1
10 minutes	What are Action Plans (Moderation: Victor) Victor will introduce the idea of action plans

30 minutes	What type of actions are you hoping for (Moderation: Reina) We want to hear from you as to the type of actions you would like to see coming out of the conference. This is a brainstorming session. So, all ideas are good ideas.
45 minutes	How do we want to structure Day 2 in order to achieve the action you are hoping for (Moderation: Victor) This session is very important! Like we designed a flow for Day 1, we also need to do it for Day 2. The GC team has made a suggestion, but we can change as you see fit. See below for the proposed Day 2 Agenda.
20 minutes	A quick walkthrough of the conference (Moderation: Reina) Reina will run through all the decisions made and clarify any questions you may still have

Proposed Day 2 Agenda

DAY 2 (Tuesday, 01 February 2022, 13:45 - 20:15) Time zone - NPT (Nepal)	
Session 1 – Group 1 (2.30 hours) (Translation: Arabic, Italian, Armenian, Nepali, English)	
13:45 – 14:00	Welcome (Mike Hayes) and Agenda (Leadership Team representative) (WHO WILL DO THIS)
14:00 – 14:15	Child Representatives Summarising Day 1 (WHO WILL DO THIS)
14:15 – 15:15	Refinement of the Action Plan (Children, Adults as Observers)
15:15 – 15:30	Health Break
15:30 – 16:00	Reactions and Comments (Adults), followed by Responses (Children)
16:00 – 16:15	Conclusions and Next Steps (WHO WILL DO THIS)
Session 2 – Group 2 (2.30 hours) (Translation: Spanish, Portuguese, Nepali, English)	
17:45 – 18:00	Welcome (TBC) and Agenda (Leadership Team representative) (WHO WILL DO THIS)
18:00 – 18:15	Child Representatives summarising Day 1 & Session 1 of Day 2 (WHO WILL DO THIS)
18:15 – 19:15	Refinement of the Action Plan (Children, Adults as Observers)

19:15 – 19:30	Health Break
19:30 – 20:00	Reactions and Comments (Adults), followed by Responses (Children)
20:00 – 20:15	Conference Conclusion (<i>with Manfred Nowak, Veronica Gomez & Milan Dharel</i>)

5. International Child-led Conference, Nepal

5.1. Final Programme



Mental Health: Children's perspectives on the Challenges and Ways Forward

31 January 2022 – 01 February 2022

DAY 1 (Monday, 31 January 2022, 13:45 - 20:00 – Time zone - NPT (Nepal)) Child Protection & Safeguarding Focal Point for Day 1: Sajana Kunwar (NCRC)	
Session 1 – Group 1 (2.30 hours) (Translation: Arabic, Armenian, Nepali, English, Hindi, Italian) Expert participating in the session: <ul style="list-style-type: none"> • Kristen Hope Burchill – <i>Terres des Hommes</i> (United Kingdom) • Januka Jamarkatel - <i>Peer mentor with the #CovidUnder19 movement</i> (Nepal) • Sudarshan Neupane - <i>Deputy Director of Terres des Hommes</i> (Nepal) • Chandrakala Sharma – <i>Swatantrata Abhyan</i> (Nepal) • Hazem Mizyed - <i>UN Development Programme and GC Alumnus</i> (Palestine) • Marthe Wandou – <i>Right Livelihood Laureate 2021</i> (Cameroon) • Kristina Mikhailidi – <i>Child Protection & Participation</i> (Armenia) • Arman Tatoyan - <i>Human Rights Ombudsman of Armenia</i> (Armenia) • Shanooha Mansoor - <i>Head of Centre for Mental Health, UNICEF Global Technical Reference Group</i> (Maldives) • Farah Amjad - <i>Mental Health and Psychosocial Support Coordinator, Centre for Mental Health</i> (Maldives) <p style="text-align: right;">Master of Ceremonies: Reina-Marie Loader</p>	
13:45 – 14:00 (Nepal) 13:30 – 13:45 (India) 10:00 – 10:15 (Lebanon) 12:00 – 12:15 (Armenia) 09:00 – 09:15 (Italy) 08:00 – 08:15 (UK)	Welcome (Video) and Agenda (Jayden and Khitam, supported by Hala Kinawi)
14:00 – 14:25 (Nepal) 13:45 – 14:10 (India) 10:15 – 10:40 (Lebanon) 12:15 – 12:40 (Armenia) 09:15 – 09:40 (Italy) 08:15 – 08:40 (UK)	Lack of educational mechanisms for mental health (25-minute discussion) <u>Part 1: Children discuss their thoughts on the issue</u> Discussion between children from: Lebanon, Armenia, India and Nepal <u>Part 2: Open discussion between the invitees and the children</u> <p style="text-align: right;">Moderator: Kristina – <i>GC Children Leadership Team</i> (supported by Pranjali Kanel)</p> <p style="text-align: right;">Video from UN Secretary-General António Guterres</p>
14:25 – 14:50 (Nepal) 14:10 – 14:35 (India) 10:40 – 11:05 (Lebanon) 12:40 – 13:05 (Armenia) 09:40 – 10:05 (Italy) 08:40 – 09:05 (UK)	Mental health impact of violence against children and teenagers (25-minute discussion) <u>Part 1: Children discuss their own thoughts on the issue</u> Discussion between children from: Lebanon, Armenia, India and Nepal <u>Part 2: Open discussion between the invitees and the children</u> <p style="text-align: right;">Moderator: Lusine – <i>GC Children Leadership Team</i> (supported by Mariam Muradyan)</p>

<p>14:50 – 15:15 (Nepal) 14:35 – 15:00 (India) 11:05 – 11:30 (Lebanon) 13:05 – 13:30 (Armenia) 10:05 – 10:30 (Italy) 09:05 – 09:30 (UK)</p>	<p>Unhealthy Competition and Mental Health (25-minute discussion)</p> <p><u>Part 1: Children discuss their thoughts on the issue</u> Discussion between children from: Lebanon, Armenia, India and Nepal</p> <p><u>Part 2: Open discussion between the invitees and the children</u></p> <p>Moderator: Aman (India) / Naneh (Armenia) – GC Children Leadership Team (supported by Pranjali Kanel & Mariam Muradyan)</p>
<p>15:15 – 15:25 (Nepal) 15:00 – 15:10 (India) 11:30 – 11:40 (Lebanon) 13:30 – 13:40 (Armenia) 10:30 – 10:40 (Italy) 09:30 – 09:40 (UK)</p>	<p>Health Break</p>
<p>15:25 – 15:50 (Nepal) 15:10 – 15:35 (India) 11:40 – 12:05 (Lebanon) 13:40 – 14:05 (Armenia) 10:40 – 11:05 (Italy) 09:40 – 10:05 (UK)</p>	<p>Highlights of the Day (25-minute discussion)</p> <p>Audio testimony of Darshan Audio testimony of Shanti</p> <p>Summary and input from all participants about what they thought stood out as important</p> <p>Moderated: Rejina & Manu Krishan</p>
<p>15:50 – 16:15 (Nepal) 15:35 – 16:00 (India) 12:05 – 12:30 (Lebanon) 14:05 – 14:30 (Armenia) 11:05 – 11:30 (Italy) 10:05 – 10:30 (UK)</p>	<p>Conclusion and Info about Day 2 (Victor Karunan)</p>
<p>Session 2 – Group 2 (2.30 hours) (Translation: Spanish, Portuguese, Nepali, English)</p> <p>Experts contributing to the session:</p> <ul style="list-style-type: none"> • Najat Maalla M'jid – UN Special Representative of the Secretary-General on Violence against Children (Morocco) • Ann Skelton – UN Committee on the Rights of the Child (South Africa) * • Marthe Wandou – Right Livelihood Laureate 2021 (Cameroon) • Kristen Hope Burchill – Terres des Hommes (United Kingdom) • Januka Jamarkatel - Peer mentor with the #CovidUnder19 movement (Nepal) • Sudarshan Neupane - Deputy Director of Terres des Hommes (Nepal) • Rosa Izquierdo – Expert to the European Commission and United Nations, GC Alumna, Institutional Strengthening, Human Rights and Psychological Well-being (Spain) ** • Joana Fontoura – UNICEF Adolescent Development and Participation Officer (Brazil) • Hazem Mizyed - UN Development Programme and GC Alumnus (Palestine) <p>Master of Ceremonies: Reina-Marie Loader</p>	
<p>17:45 – 18:00 (Nepal) 09:00 – 09:15 (Chile) 07:00 – 07:15 (Ecuador) 09:00 – 09:15 (Brazil) 13:00 – 13:15 (Italy) 12:00 – 12:15 (UK) 07:00 – 07:15 (New York) 14:00 – 14:15 (South Africa)</p>	<p>Welcome (Video) and Agenda (Shelby, supported by Elvis)</p>

<p>18:00 – 18:25 (Nepal) 09:15 – 09:40 (Chile) 07:15 – 07:40 (Ecuador) 09:15 – 09:40 (Brazil) 13:15 – 13:40 (Italy) 12:15 – 12:40 (UK) 07:15 – 07:40 (New York) 14:15 – 14:40 (South Africa)</p>	<p>Lack of educational mechanisms for mental health (25-minute discussion)*</p> <p><u>Part 1: Children discuss their thoughts on the issue</u> Discussion between children from: Ecuador, Chile, Brazil, South Africa and Nepal</p> <p><u>Part 2: Open discussion between the invitees and the children</u></p> <p>Moderator: Klarrisa (Ecuador) (supported by Andrea Flores Ruilova)</p> <p>Video from UN Secretary-General António Guterres</p>
<p>18:25 – 18:50 (Nepal) 09:40 – 10:05 (Chile) 07:40 – 08:05 (Ecuador) 09:40 – 10:05 (Brazil) 13:40 – 14:05 (Italy) 12:40 – 13:05 (UK) 07:40 – 08:05 (New York) 14:40 – 15:05 (South Africa)</p>	<p>Mental health impact of violence against children and teenagers (25-minute discussion)</p> <p><u>Part 1: Children discuss their thoughts on the issue</u> Discussion between children from: Ecuador, Chile, Brazil, South Africa and Nepal</p> <p><u>Part 2: Open discussion between the invitees and the children</u></p> <p>Moderator: Pedro (Brazil) (supported by Santiago Plata Garcês)</p>
<p>18:50 – 19:15 (Nepal) 10:05 – 10:30 (Chile) 08:05 – 08:30 (Ecuador) 10:05 – 10:30 (Brazil) 14:05 – 14:30 (Italy) 13:05 – 13:30 (UK) 08:05 – 08:30 (New York) 15:05 – 15:30 (South Africa)</p>	<p>Unhealthy Competition and Mental Health (25-minute discussion)**</p> <p><u>Part 1: Children discuss their thoughts on the issue</u> Discussion between children from: Ecuador, Chile, Brazil, South Africa and Nepal</p> <p><u>Part 2: Open discussion between the invitees and the children</u></p> <p>Moderator: Lum (South Africa) (supported by Elvis)</p>
<p>19:15 – 19:25 (Nepal) 10:30 – 10:40 (Chile) 08:30 – 08:40 (Ecuador) 10:30 – 10:40 (Brazil) 14:30 – 14:40 (Italy) 13:30 – 13:40 (UK) 08:30 – 08:40 (New York) 15:30 – 15:40 (South Africa)</p>	<p>Health Break</p>
<p>19:25 – 19:50 (Nepal) 10:40 – 11:05 (Chile) 08:40 – 09:05 (Ecuador) 10:40 – 11:05 (Brazil) 14:40 – 15:05 (Italy) 13:40 – 14:05 (UK) 08:40 – 09:05 (New York) 15:40 – 16:05 (South Africa)</p>	<p>Highlights of the Day (25-minute discussion)</p> <p>Audio testimony of Darshan Audio testimony of Shanti</p> <p>Summary by the moderators and input from all participants about what they thought stood out as important</p> <p>Moderated: Anthony & Sahory (Chile), (supported by Santiago Plata Garcês)</p>
<p>19:50 – 20:00 (Nepal) 11:05 – 11:15 (Chile) 09:05 – 09:15 (Ecuador) 11:05 – 11:15 (Brazil) 15:05 – 15:15 (Italy) 14:05 – 14:15 (UK) 09:05 – 09:15 (New York) 16:05 – 16:15 (South Africa)</p>	<p>Conclusion and info about Day 2 (Victor Karunan)</p>

DAY 2 on next page

DAY 2 (Tuesday, 01 February 2022, 13:45 - 20:30) Time zone - NPT (Nepal) Child Protection & Safeguarding Focal Point for Day 2: Sajana Kunwar (NCRC)	
Session 1 – Group 1 (2.30 hours) (Translation: Arabic, Armenian, Nepali, English)	
Master of Ceremonies: Reina-Marie Loader	
13:45 – 14:00 (Nepal) 13:30 – 13:45 (India) 10:00 – 10:15 (Lebanon) 12:00 – 12:15 (Armenia) 09:00 – 09:15 (Italy) 08:00 – 08:15 (UK)	Welcome (Mike Hayes)
14:00 – 14:15 (Nepal) 13:45 – 14:00 (India) 10:15 – 10:30 (Lebanon) 12:15 – 12:30 (Armenia) 09:15 – 09:30 (Italy) 08:15 – 08:30 (UK)	Day 1 Reminder Summary and Agenda (Rejina and Manu Krishan)
14:15 – 14:45 (Nepal) 14:00 – 14:30 (India) 10:30 – 11:00 (Lebanon) 12:30 – 13:00 (Armenia) 09:30 – 10:00 (Italy) 08:30 – 09:00 (UK)	Regional Specific Breakout Sessions: Children's Action Points on the three Subtopics (30 minutes) <ul style="list-style-type: none"> • <u>Closed Breakout Sessions 1</u>: Lebanon (only children and Regional Facilitator, Hala Kinawi) • <u>Closed Breakout Session 2</u>: Armenia (only children and Regional Facilitator, Mariam Muradyan) • <u>Closed Breakout Session 3</u>: Nepal (only children and Regional Facilitator, Kunjani Pariyar Pyasi) • <u>Closed Breakout Session 4</u>: India (only children and Regional Facilitator, Anusha Kharel) <p style="text-align: center;"><i>A 40-minute break for adults, please return after the health break</i></p>
14:45 – 15:00 (Nepal) 14:30 – 14:45 (India) 11:00 – 11:15 (Lebanon) 13:00 – 13:15 (Armenia) 10:00 – 10:15 (Italy) 09:00 – 09:15 (UK)	Health Break
15:00 – 15:35 (Nepal) 14:45 – 15:20 (India) 11:15 – 11:50 (Lebanon) 13:15 – 13:50 (Armenia) 10:15 – 10:50 (Italy) 09:15 – 09:50 (UK)	Country Representatives Reporting back on their Discussion to the International Plenary (moderated by Reina-Marie Loader)
15:35 – 16:00 (Nepal) 15:20 – 15:45 (India) 11:50 – 12:15 (Lebanon) 13:50 – 14:15 (Armenia) 10:50 – 11:15 (Italy) 09:50 – 10:15 (UK)	Open discussion between all participants (moderated by Reina-Marie Loader)
16:00 – 16:15 (Nepal) 15:45 – 16:00 (India) 12:15 – 12:30 (Lebanon) 14:15 – 14:30 (Armenia) 11:15 – 11:30 (Italy)	Conclusions and Next Steps (Manu Krishan and Rejina)

10:15 – 10:30 (UK)	
<p>Session 2 – Group 2 (2.30 hours) (Translation: Spanish, Portuguese, Nepali, English)</p> <p style="text-align: right;">Master of Ceremonies: Reina-Marie Loader</p>	
17:45 – 18:00 (Nepal) 09:00 – 09:15 (Chile) 07:00 – 07:15 (Ecuador) 09:00 – 09:15 (Brazil) 13:00 – 13:15 (Italy) 12:00 – 12:15 (UK) 07:00 – 07:15 (New York) 14:00 – 14:15 (Lebanon) 14:00 – 14:15 (South Africa)	<p>Welcome (Victor Karunan) with Right Livelihood</p>
18:00 – 18:15 (Nepal) 09:15 – 09:30 (Chile) 07:15 – 07:30 (Ecuador) 09:15 – 09:30 (Brazil) 13:15 – 13:30 (Italy) 12:15 – 12:30 (UK) 07:15 – 07:30 (New York) 14:15 – 14:30 (Lebanon) 14:15 – 14:30 (South Africa)	<p>Day 1 Reminder Summary and Agenda (Anthony & Sahory (Chile), supported by Santiago Plata Garcés)</p>
18:15 – 18:45 (Nepal) 09:30 – 10:00 (Chile) 07:30 – 08:00 (Ecuador) 09:30 – 10:00 (Brazil) 13:30 – 14:00 (Italy) 12:30 – 13:00 (UK) 07:30 – 08:00 (New York) 14:30 – 15:00 (Lebanon) 14:30 – 15:00 (South Africa)	<p>Regional Specific Breakout Sessions: Children’s Action Points on the three Subtopics (30 minutes)</p> <ul style="list-style-type: none"> • <u>Closed Breakout Group 1</u>: Ecuador & Chile (only children & Regional Facilitators, Andrea Flores Ruilova) • <u>Closed Breakout Group 2</u>: Brazil (only children and Regional Facilitator, Santiago Plata Garcés) • <u>Closed Breakout Group 3</u>: Nepal (only children and Regional Facilitator, Anusha Kharel) • <u>Closed Breakout Group 4</u>: South Africa (only children and Regional Facilitator, Elvis Fokala) <p style="text-align: right;"><i>A 40-minute break for adults, please return after the health break</i></p>
18:45 – 19:00 (Nepal) 10:00 – 10:15 (Chile) 08:00 – 08:15 (Ecuador) 10:00 – 10:15 (Brazil) 14:00 – 14:15 (Italy) 13:00 – 13:15 (UK) 08:00 – 08:15 (New York) 15:00 – 15:15 (Lebanon) 14:30 – 15:00 (South Africa)	<p>Health Break</p>
19:00 – 19:35 (Nepal) 10:15 – 10:50 (Chile) 08:15 – 08:50 (Ecuador) 10:15 – 10:50 (Brazil) 14:15 – 14:50 (Italy) 13:15 – 13:50 (UK) 08:15 – 08:50 (New York) 15:15 – 15:50 (Lebanon) 15:15 – 15:50 (South Africa)	<p>Country Representatives Reporting back on their Discussion to the International Plenary</p>
19:35 – 20:00 (Nepal) 10:50 – 11:15 (Chile)	<p>Open discussion between all participants</p>

<p>08:50 – 09:15 (Ecuador) 10:50 – 11:15 (Brazil) 14:50 – 15:15 (Italy) 13:50 – 14:15 (UK) 08:50 – 09:15 (New York) 15:50 – 16:15 (Lebanon) 15:50 – 16:15 (South Africa)</p>	
<p>19:00 – 20:15 (Nepal) 11:15 – 11:30 (Chile) 09:15 – 09:30 (Ecuador) 11:15 – 11:30 (Brazil) 15:15 – 15:30 (Italy) 14:15 – 14:30 (UK) 09:15 – 09:30 (New York) 16:15 – 16:30 (Lebanon) 16:15 – 16:30 (South Africa)</p>	<p>Session Conclusion (Shelby & Lum, supported by Elvis Fokala)</p>
<p>20:15 – 20:30 (Nepal) 11:30 – 11:45 (Chile) 09:30 – 09:45 (Ecuador) 11:30 – 11:45 (Brazil) 15:30 – 15:45 (Italy) 14:30 – 14:45 (UK) 09:30 – 09:45 (New York) 16:30 – 16:45 (Lebanon) 16:30 – 16:45 (South Africa)</p>	<p>Conference Conclusion (<i>with Manfred Nowak, Veronica Gomez, Milan Dharel, Ravi Prakash Vyas</i>)</p>

5.2 Final Action Plan Developed by the Children

Final Action Plan

“Mental Health: Children’s Perspectives on the Challenges and Ways Forward”

The following Action Plan contains the views of children who participated in the *Global Campus International Child-led Conference on Mental Health* in Nepal (2022). The work with the children began in September 2021 with a series of national and international consultations with children in Nepal, India, Lebanon, South Africa, Armenia, Italy, Brazil, Chile, and Ecuador. At the national consultations a total of **121 children participated across 13 individual sessions**. The boys and girls who participated ranged from between 10-17 years old and came from diverse backgrounds, including refugee children and minority groups. We also conducted 5 international consultations where representatives from each national consultation attended, taking ownership of the design of the conference. The Global Campus Children’s Leadership Team consisting of **17 children in total** was thus formed. The work with the children culminated with the child-led conference between 31 January and 1 February 2022. This two-day event was attended by **83 children, 19 invited experts and 333 registered participants**. The entire conference was also simultaneously translated into 7 languages. Over the course of the event, the children led discussions, asked questions, and developed their own action plans. The document below represents a combined view of all the views expressed across the various countries represented at the conference.

Subtopic 1: Lack of Educational Mechanisms for Mental Health

What needs to be done?	Who needs to it? (Government, NGOs, family, community, experts, etc.)	When this needs to be done?	What can children and young people contribute to this Action Point
<p>Mandatory engagement of school psychologists and counsellors. They should be responsible for supporting children holistically. This involves directly working with children, but also with parents and educators to strengthen support for and awareness of the mental health needs of children at school and at home.</p> <p style="text-align: right;">National Level</p>	<p>This needs to happen at the State level and implemented at a regional level by experts.</p>	<p>Immediately and as a matter of urgency</p>	<p>Participate actively in activities set by psychologists and talk to peers and parents to embrace the opportunity.</p>

<p>Online education that promotes mental health awareness, strengthens the resilience of children to cope with challenging situations (at home and at school) and enhances abilities to recognise and support children with mental health needs.</p> <p style="text-align: right;">International, Regional and National Levels</p>	<p>This should be financed by the state, but created and organised by NGOs, experts, and schools. It is also crucial to involve parents.</p>	<p>Immediately with initial rollouts of content next year.</p>	<p>Contribute to the creation, promotion and distribution of content</p>
<p>Sex education. This should incorporate inclusive education on sexual orientation and gender identity. The awareness of parents should also be strengthened to ensure children are accepted at home and by the community regardless of their orientation and identity.</p> <p style="text-align: right;">National Level</p>	<p>Required by the state, implemented by schools, and supported by parents</p>	<p>As soon as possible with specific actions taking place in a phased manner (preferably quarterly)</p>	<p>⁵ Can encourage and organise meetings with peers and parents.</p>
<p>The involvement of NGOs to set up mental health centres at schools to provide more access to confidential support, access to information and help during crisis moments.</p> <p style="text-align: right;">International, Regional and National Levels</p>	<p>Non-governmental organisations and local schools - with governmental and community support.</p>	<p>As soon as possible!</p>	<p>Can actively work with NGOs to develop mechanisms that speak to the needs of children. Give peer support at these centres Develop mechanisms that uses modern technologies relevant to children (regional specific)</p>
<p>Instigate national training plans on mental health for educators. Importantly, this training should also include compulsory sensitivity training since teachers often make difficult situations worse due to inappropriate responses.</p>	<p>Experts together with the community and NGOs should create the plan, while the government should be responsible for providing financial support. This should be done at a national level in cooperation with schools.</p>	<p>It is extremely urgent to start a public debate among institutions and citizens on creating these training plans. However, it is recognised that to do this there needs to be a certain buy-in from local authorities and schools. So, awareness needs to be created before</p>	<p>Contribute with their own views of how important the topic is and of the damage that can be created due to inappropriate training and mental health awareness.</p>

National Level		the programmes can be instigated. It is urgent however since teachers need to be well trained to support and protect children appropriately.	Increase informal communications with educators on the way teachers interact with pupils.
More access to information and services should be given to children in rural areas International, Regional and National Levels	This is the responsibility of governments and NGOs working in the communities.	As soon as possible!	Can take a leading role in creating Children's Clubs in rural areas.
Educational resources should be equally distributed – for example: access to the Internet, phones, radio. International, Regional and National Levels	This is the responsibility of governments	As soon as possible!	
Instigate SEL education (social and emotional learning classes) to enhance children's emotional intelligence and understanding of mental health. Developing factual knowledge is not enough. Children need support in understanding their feelings and how to deal with them. Regular classes would allow teachers and psychologists to talk to children in group and smaller sessions. International, Regional and National Levels	Experts and children can combine forces to develop new ideas, but schools must actively support emotional intelligence education. Government should provide educational and financial resources for this	As soon as possible as evidence suggests that suicide rates among young children are increasing at an alarming rate!	Actively participate and/or lead sessions as peer-to-peer mentors
Training as well as counselling at school for teachers educating them on how to create friendly and constructive environments at school. If teachers do not know anything about mental health,	Governments, local authorities, communities, schools, and experts	As soon as possible!	

then children will not know anything about mental health. National Level			
Address the stigma of mental health. Change perspectives of children and adults about people who suffer from mental health issues. They are often branded as ‘psychos’. Talking about mental health issues should be normalised. In many traditional communities talking about mental health at home is not possible. There should therefore be dedicated staff members at school that provide an avenue for children to address what they are going through – without prejudice. International, Regional and National Levels	Governments, local authorities, schools, and communities.	As soon as possible!	Children can help by communicating honestly and openly with teachers when they are unable to perform at the desired standard at school.

Subtopic 2: Violence Against Children and Mental Health

What needs to be done?	Who needs to do it? (Government, NGOs, family, community, experts, etc.)	When this needs to be done?	What can children and young people contribute to this Action Point
Ensure child-friendly environments at home, school and in the community. Treating children with respect and equal to adults is important for this – just because children are smaller, does not	Parents, teachers, and communities.	As soon as possible!	Children can become peer educators/mentors so that children can support each other through difficulties. Peer to peer support groups

<p>mean they are different to adults in terms of their rights, wants and needs.</p> <p style="text-align: center;">Regional and National levels</p>			
<p>Organise child-centred programmes to make communities aware of the various types of violence and abuse children face at home, school and in society. Some forms of violence children face do not present physically, so children have no ‘evidence’ of the violence they are exposed to (especially at home and at school). It is important to understand what types of mental/psychological violence children face and training programmes can help people understand this to eradicate it from our societies.</p> <p style="text-align: center;">International, Regional and National Levels</p>	Governments, NGOs, and schools.	As soon as possible!	<p>Children can become peer educators so that children can support each other through difficulties.</p> <p>Peer to peer support groups</p>
<p>Create child-centred helplines and make people aware of these helplines for them to make use of the helplines.</p> <p style="text-align: center;">International, Regional and National Levels</p>	Governments, NGOs, experts and peer educators.	As soon as possible!	<p>Children can become peer educators so that children can support each other through difficulties.</p> <p>Peer to peer support groups</p>
<p>Educate children about the difference between good and bad touching by adults at school, home and in society.</p> <p style="text-align: center;">National Level</p>	Especially female teachers need to help with this, peer educators and experts.	As soon as possible!	<p>Children can become peer educators so that children can support each other through difficulties.</p> <p>Peer to peer support groups</p>
<p>Create committees in local government (including experts) who can act as first</p>	Governments and experts	As soon as possible!	

<p>responders consulting directly with children</p> <p>Regional and National Level</p>			
<p>Stricter monitoring and banning of online content that instigates cyberhate that could lead to bullying and other forms of violence against children. This includes creating appropriate laws on cybercrime and make people aware of these laws.</p> <p>International, Regional and National Levels</p>	Governments, NGOs	As soon as possible!	
<p>Deconstruct gender norms and address toxic masculinity via improved school curricula. Such issues are often intensified in rural communities where girls and boys are taught to fulfil certain gender norms – e.g., girls do all the work, boys do very little. Boys are actively taught to assert their masculinity and dominance, which in turn leads to violence against girls.</p> <p>International, Regional and National Levels</p>	Governments, NGOs, local authorities, communities, and parents.	As soon as possible!	Young people can contribute by calling out peers on toxic behaviour and being conscious of the fact that language matters and influences people (language can for example promote and normalise rape culture)
<p>More resources for child offenders to enter rehabilitation and restorative programmes rather than jail. Young people who commit crimes often have underlining mental health issues that are never addressed appropriately. This is</p>	Governments and justice departments, NGOs, parents, and communities.	This may take a few years, but should be started as a matter of priority	Young people should help by contributing to discussions related to reconciliation and rehabilitation of young offenders.

<p>especially important for sex offenders and abusers (of all ages)</p> <p>Regional and National Levels</p>			
---	--	--	--

Subtopic 3: Unhealthy Competition

What needs to be done?	Who needs to do it? (Government, NGOs, family, community, experts, etc.)	When this needs to be done?	What can children and young people contribute to this Action Point
<p>Setting realistic targets / expectations for children to achieve. This should involve having regular meetings with children to support them in the process of setting their own targets based on their interests, needs and abilities. This includes involving parents in training initiatives to educate them on how to inspire and motivate their children in a non-harmful way.</p> <p>International, Regional and National Levels</p>	<p>Schools, experts (supported by governments), and parents.</p>	<p>Immediately – doesn't take much to start implementing</p>	<p>.</p>
<p>Creation of individually negotiated learning plans (NLPs) that are specific to each child's interests, needs and abilities. In other words, this entails the development of an individual learning approach that strengthens a child's natural strengths and skills. People contribute differently to society and the education system should reflect that too.</p> <p>National Levels</p>	<p>Schools and experts</p>	<p>Immediately – doesn't take much to start implementing</p>	<p>Children can be involved in the creation of a process to determine the set-up and implementation of individually negotiated learning plans (NLPs)</p>

<p>Awareness creation about the impact of unhealthy competition on the mental state of children</p> <p>International, Regional and National Levels</p>	<p>NGOs should specifically work with schools and communities</p>	<p>In a phased manner over time</p>	<p>5</p>
<p>Create new assessment methods at school that differ from traditional methods. For instance, test children’s knowledge, not their ability to memorise.</p> <p>Regional and National Levels</p>	<p>Governments and Education Departments should take the lead in changing traditional assessment methods – in cooperation of course with teachers and schools</p>	<p>Get started as soon as possible</p>	<p>Children, teenagers and young people are extremely creative in thinking of new ways of evaluating their knowledge at school.</p>
<p>Stop comparing children in terms of how they perform academically, physically, and socially. We are all different and unique. Children do things differently and they are good at different things – just like adults are. So, comparing the performance of children can be harmful. It is like comparing apples with oranges.</p> <p>International, Regional and National Levels</p>	<p>Parents, teachers, and community members</p>	<p>As soon as possible!</p>	<p>Children can help by stopping social media show-off.</p>
<p>Children must be supported to internalise who they are and accept themselves as valuable members of society with something meaningful to contribute.</p> <p>International, Regional and National Levels</p>	<p>Schools, experts, communities, and parents</p>	<p>As soon as possible!</p>	<p>Children can become peer-mentors helping with this process.</p>

<p>Governments should invest in non-traditional opportunities for children to build alternative futures that are not exclusively based on academic achievement. Children excel in different ways. Cultural and sports achievements should also be celebrated and awarded. Non-traditional fields are opportunities that children can tap into. Competing for academic success does not have to be the only avenue to achieving a sustainable and fulfilling life. If a child is not able to become a lawyer, doctor etc. they should not be regarded as disappointments by schools, communities and parents.</p> <p style="text-align: right; color: #e91e63;">Regional and National Levels</p>	<p>Governments, schools and communities</p>	<p>As soon as possible!</p>	<p>Children can assist in brainstorming activities in order to help develop non-traditional opportunities.</p>
--	---	-----------------------------	--

5.3 Multilingual Conference Padlet Download – open for all delegates (children and adults)

padlet

padlet.com/manuelapegoraro/gconference2022

Global Campus Child-led International Conference 2022, 31 Jan - 1 Feb

Mental Health: Children's perspectives on the Challenges and Ways Forward | Salud mental: perspectivas de niños y niñas sobre los desafíos y caminos a seguir | Saúde Mental: Perspectivas das crianças sobre os desafios e caminhos a seguir |

الصحة العقلية: وجهات نظر الأطفال حول | التحديات وطرق المستقبل | मानसिक स्वास्थ्य: चुनौतीहरू र अगाडि बढ्ने तरिकाहरूमा बालबालिकाको दृष्टिकोण | मानसिक स्वास्थ्य: चुनौतियों और आगे के तरीकों पर बच्चों के दृष्टिकोण | Salute mentale: prospettive dei bambini sulle sfide e i passi futuri

MANUELA PEGORARO JAN 20, 2022 11:32AM

Action Pan - Armenia

**GLOBAL CAMPUS ON HUMAN RIGHTS
CHILDREN'S CONFERENCE - NEPAL 2022**

"Mental Health: Children's Perspectives on the Challenges and Ways Forward"
(31 January & 1 February 2022)

CHILDREN'S ACTION PLAN

#	Action Area	What needs to be done? At what level? (Global, Regional, National)?	Who needs to do what? (Institutions, NGOs, Family, community, experts, etc.)	When this needs to be done?	What can children and young people contribute to this Action Point?
1	Topic 1: Lack of educational mechanisms for mental health Թեմա 1: կրթական մեխանիզմների բացակայությունը ստրեստային առողջապահության հարցում	1. The engagement of the school psychologists and their consistent work at school and at home both with children and parents (adult education) / Երեխաների և ծնողների հետ համատեղ աշխատանքի և կրթության և ընտանիքի 2. Online education including the mental health content / Կրթական և ներառյալ առողջապահության մեխանիզմների մտերմացումը ստրեստային առողջապահության	1. At the state level / Պետական մակարդակի վրա 2. The state should organize and the parents should encourage / Պետական կողմից կազմակերպել և ծնողներին հրահանել 3. The state should do, but motivate them to learn, work with parents should be done through parent committees / Պետական կողմից անց կատարել և ծնողներին հրահանել	1. immediately 2. immediately, within the next year 3. in phased manner, quarterly	1. խոսել հասակակիցների հետ, որ ամենի շատ դեմք, անոց անպետքությունների օգնությունը կրթական 2. ծնողներին թանկացնելու 3. ծնողների հետ համատեղ աշխատանք կազմակերպել 1. Talk to peers to apply more, without differences day. Disabled children 2. Distribute content 3. Meetings with parents will be organized

ACTIONPLAN_English and Armenia
Word document
PADLET DRIVE

Action Plan - Brasil

GLOBAL CAMPUS ON HUMAN RIGHTS CHILDREN'S CONFERENCE - NEPAL 2022

"Mental Health: Children's Perspectives on the Challenges and Ways Forward"
(31 January & 1 February 2022)

CHILDREN'S ACTION PLAN

#	Action Areas	What needs to be done? At what level: Global, Regional, National?	Who needs to do what? (Governments, NGOs, family, community, experts, etc.)	When this needs to be done?	What can children and young people contribute to this Action Point?
1	Topic 1: Lack of Educational mechanisms for mental health	1. National training plan on mental health for educators 2. National 3. Schools	1. Experts together with the Community and NGOs, to create the plan. 2. Government, responsible for economic investment, integration and achievement. 3.	1. It is extremely urgent to start a public debate between institutions and citizens as soon as possible. 2. Then the Government put it into practice for the entire school calendar. 3.	1. Contribute with your view of how important the topic is and of the damage that can exist in the mental health of children and young people. 2. No one better than the protagonists to say this. 3.
2	Mental Health impact on Violence against children and teenagers	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
3	Unhealthy Competition and Mental Health	1. Create new school assessment methods, different from the traditional ones, with more creativity. Not demanding from memory, but from knowledge. 2. National 3. Schools	1. Government 2. Teachers, schools, 3. Education Departments.	1. Get started as soon as possible. 2. 3.	1. Children, teenagers and young people are the most creative in helping to think of new ways of evaluating at school. 2. 3.
4	Any other Areas	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

ActionPlan_Brazil (EN, PT-BR, ES)

Word document

PADLET DRIVE

Action Plan - Ecuador

GLOBAL CAMPUS ON HUMAN RIGHTS CHILDREN'S CONFERENCE - NEPAL 2022

"Mental Health: Children's Perspectives on the Challenges and Ways Forward"
(31 January & 1 February 2022)

CHILDREN'S ACTION PLAN Ecuador and Chile

#	Action Areas	What needs to be done? At what level: Global, Regional, National?	Who needs to do what? (Governments, NGOs, family, community, experts, etc.)	When this needs to be done?	What can children and young people contribute to this Action Point?
1	Topic 1: Lack of Educational mechanisms for mental health	1. State-Government 2. Parents 3. Inside the classrooms	1. Parent collaboration in school activities 2. State, provide financial resources	1. short and medium term	1. Use of social networks, videos. 2. Sending petitions/letters, raise our voice 3. Make a call to attention to teachers, state.
2	Mental Health impact on Violence against children and teenagers	1. Support children with mental health professionals 2. Communicate with family, teacher, trusted person of the child 3.	1. Mental health specialists 2. Guarantors of Rights, fulfill their role 3.	1. 2. 3.	1. Inform 2. Talk to psychologists, trusted people 3.

Ecuador and Chile EN-SP

Word document

PADLET DRIVE

Action Plan - Nepal

**GLOBAL CAMPUS ON HUMAN RIGHTS
CHILDREN'S CONFERENCE - NEPAL 2022**

"Mental Health: Children's Perspectives on the Challenges and Ways Forward"
(31 January & 1 February 2022)

CHILDREN'S ACTION PLAN

#	Action Areas	What needs to be done? At what level: Global, Regional, National?	Who needs to do what? (Governments, NGOs, family, community, experts, etc.)	When this needs to be done?	What can children and young people contribute to this Action Point?
1	Topic 1: Lack of Educational mechanisms for mental health	1. promote healthy social and emotional development of all children and youth 2. recognize when young people are at risk or are experiencing mental health problem 3. identify how to intervene early and appropriately when there is problem	1. Mental health awareness in schools 2. educate staff, parents, staffs and students on symptoms of and help for mental health problems 3. Appoint counselors at schools 4. Help ensure access to school based mental health support	1. Counselors should be always available 2. 3.	1. Children need to approach the person they think will help them overcome the issue 2. 3.
2	Mental Health impact on Violence against children and teenagers	1. children to be taught to express their feelings in appropriate manner 2. 3.	1. There must be urgent investment in strategies to promote good mental health including prevention of gender based and other forms of violence	1. 2. 3.	1. 2. 3.

ACTIONPLAN_Nepal

Word document

PADLET DRIVE

Action Plan - India

**GLOBAL CAMPUS ON HUMAN RIGHTS
CHILDREN'S CONFERENCE - NEPAL 2022**

"Mental Health: Children's Perspectives on the Challenges and Ways Forward"
(31 January & 1 February 2022)

CHILDREN'S ACTION PLAN

#	Action Areas	What needs to be done? At what level: Global, Regional, National?	Who needs to do what? (Governments, NGOs, family, community, experts, etc.)	When this needs to be done?	What can children and young people contribute to this Action Point?
1	Topic 1: Lack of Educational mechanisms for mental health	1. promote healthy social and emotional development of all children and youth 2. recognize when young people are at risk or are experiencing mental health problem 3. identify how to intervene early and appropriately when there is problem	1. Mental health awareness in schools 2. educate staff, parents, staffs and students on symptoms of and help for mental health problems 3. Appoint counselors at schools 4. Help ensure access to school based mental health support	1. Counselors should be always available 2. 3.	1. Children need to approach the person they think will help them overcome the issue 2. 3.
2	Mental Health impact on Violence against children and teenagers	1. children to be taught to express their feelings in appropriate manner 2. 3.	1. There must be urgent investment in strategies to promote good mental health including prevention of gender based and other forms of violence	1. 2. 3.	1. 2. 3.

ACTIONPLAN_India

Word document

PADLET DRIVE

Mental health and culture

Young people's mental health has indeed been a neglected area especially in the African context as culturally mental health issues aren't recognised and acknowledged as something that needs to be addressed. "medical". The default position is that any mental issues are a result of some generational curse or some form of bewitching so the "cure" is to perform a ceremony to appease ancestors or exorcise demons. This creates a situation where mental health issues fall through the cracks and children will not get the help that they need.

This is the most sensitive and challenging area to address in mental health - as it relates to values, attitudes, beliefs and practices (including black magic in some countries), religious and cultural traditions, etc. Needs urgent attention (Victor Karunan, GC-Bangkok) – ANONYMOUS

Summary of the discussions - Day 1

MENTAL HEALTH: CHILDREN'S PERSPECTIVES ON THE CHALLENGES AND WAYS FORWARD

31 January 2022

Session 1 – Group 1 (2.30 hours) - Translation: Arabic, Armenian, Nepali, English, Hindi, Italian

S/N	Sub-topics	Main Points
1	Lack of Education Mechanisms for Mental Health	<ol style="list-style-type: none">1. Covid 19 has increased confinement of children, enhanced peer pressure, created stressful family environment, and is depriving underprivileged children from receiving education. This is creating mental stress2. Stigmatisation of mental health among children and absence of therapy in schools and homes3. Existing inequalities in the quality of education in rural and urban areas is exposing children in rural communities more to mental health issues.4. There is absence in policy implementation and trivialisation of the issue, that otherwise would improve mental health education in schools, homes and in communities.5. Economic depravity is exerting pressure on parents, and this is having effect on mental health of children.
2	Mental health impact of violence against children and adolescents	<ol style="list-style-type: none">1. Political instability in countries, (destruction of schools, shootings near schools, heavy militarisation), creates fear, anxiety, and loss of personality among children.2. The digital space is one where children face violence on: insults, cyber bullying, pornography. And girls are the most affected.3. Violence against children occurs in homes and schools with parents, relatives and teachers being the main perpetrators. This is increasing the rate of suicide among children.4. Children are excluded from decision making on solutions to problems that concern them.5. Urgent action is needed; governments need to prioritise investments, train social workers, create prevention and response mechanisms commit to SDG 16.2 – elimination of violence against children by 2030.
3	Unhealthy competition and mental health	<ol style="list-style-type: none">1. Children compete in schools, homes, communities in an unhealthy manner. This is altering their personalities, making them lose, self-love and individual talents they have.2. Parents and teachers encourage unhealthy competition among their children with comparative remarks that put pressure and stress on children.3. Children are unable to enhance their individual potentials in an environment with unhealthy competition.4. Parents do not know much about unhealthy competition among children and so do not understand that they must develop a positive mindset, which is preventive of mental stress among children.5. Children shy away from counselling because of stigma linked to mental stress.

Summary Notes for Day One

PDF document

PADLET DRIVE

About marriage

Sometimes marriage can be viewed as an escape. [Nicole]

I have personally faced that situation when i do attempt to stop child marriage of one of my friend
[Rejina] – MANUELA PEGORARO

There are several factors that contribute for the young girls to get married early. In our recent observations, we have seen different evolutions that many girls (at least in our project locations) were preferring to marry someone they love. In consultation with the child clubs they shared examples of how the use of internet and technology is playing a huge role there. It was felt very important to consider the evolving trends when working on social issues like child marriage.

[Sudarshan Neupane] – MANUELA PEGORARO

Some children do not know that things like child marriages are violent situations for them, as that has been shielded and accepted behaviour in certain communities. Education on these matters is so important, and not just "formal education" in schools. The work of organisations such as the GC on bringing children to the fore of these discussions is a big step. [Idah Makhafola]

– MANUELA PEGORARO

Salud mental y entorno

Creo que los niños/as adolescentes, su salud mental no solo depende de ellos si no también de su entorno, como su familia el hecho de como los tratan en casa, que hacen si se comportan de buena manera o no.

I think that adolescent children, their mental health not only depends on them but also on their environment, like their family, the fact of how they treat them at home, what they do if they behave in a good way or no. [Mia]

Education on mental health

Totally agree with education on mental health. What actually is it? Remember some years ago some very young children were accused of being witches! Education on the topic is important. [Jane M.]

Educators are not trained properly to even detect these challenges, let alone treat or help with mental health concerns [Carinne] – MANUELA PEGORARO

Además de la formación a los docentes seria importante el fortalecimientos de redes educativas con enfoque en salud mental y mentorias [Consuelo] – MANUELA PEGORARO

Prioritising mental health

It's very interesting to hear the consensus from all the speakers about the fact that mental health is not prioritised in the education setting despite being increasingly important since the start of the pandemic

Es muy interesante escuchar el consenso de todos los ponentes sobre el hecho de que la salud mental no es prioritaria en el ámbito educativo a pesar de ser cada vez más importante desde el inicio de la pandemia. Gracias a todos los ponentes por ponerlo de manifiesto.
[Kristen Hope]

About counselling: testimonies from children

Testimonies were shared by children who were working in exploitative conditions in Nepal and who benefitted from counselling to support their coping with their situation

Read the translation in English

https://docs.google.com/document/d/1uLx3MyG7sk5YuORQbVFjg3OqU7q15uJ_D9IAGgP0oEA/edit

Translations : Testimonies of Nepal children

Time code	Translation of the transcript
00:00 – 00:04	I was a bit more depressed before counselling.
00:05 – 00:15	I suffered from insomnia caused by depression, I could not focus, I could not even study well.
00:16 – 00:19	After counselling, I am now able to focus myself.
00:20 – 00:26	I learnt about how to get rid of depression and also learnt to focus on studies.
00:27 – 00:31	Then, I knew the problems and learned to cope.

Translations : Testimonies of Nepal children

by Kristen Hope

GOOGLE DOCS

<https://www.youngminds.org.uk/young-person/>

<https://www.mind.org.uk/>

UN report '[Children as agents of positive change. A mapping of children's initiatives across regions, towards an inclusive and healthy world free from violence](#)'

The "Pode Falar" initiative is aimed at teenagers and young people, with a dialogue channel via the internet, and works anonymously and free of charge. [Nelma Da Gloria Nunes]

<https://www.podefalar.org.br/>

<https://www.opencounseling.com/hotlines-za>

<https://prevent-suicide.org.uk/find-help-now/stay-alive-app/>

<https://www.mind.org.uk/>

<https://www.youngminds.org.uk/young-person/>

<https://resourcecentre.savethechildren.net/document/i-support-my-friends-training-children-and-adolescents-how-support-friend-distress/> [Kristen Hope]

Children as agents of positive change. A mapping of children's initiatives across regions, towards an inclusive and healthy world free from violence

We are in the midst of a new era of child engagement, where children are to be considered partners and key players in achieving change. Children are acting against violence and being part of the solution everywhere, taking forward positive change, working as partners with adults and young people.

UN



Legislation and governments

We have a lot on legislation in place, we need to push our governments to implement and actualize them! [Bestone Banda]

On the point I made yesterday on only two references to mental health in the UN Convention on the Rights of the Child - perhaps we should consider advocating for an Optional Protocol on Mental Health of Children and Adolescents with the CRC Committee, UNICEF, child rights organisations, etc.

– ANONYMOUS

Victor Karunan, GC-Bangkok – ANONYMOUS

Relevant resources

MOOC on "Children's rights and technology in the digital age" with an entire section on children's health and safety in the digital environment: <https://gchumanrights.org/education/e-learning/moocs/childrens-rights-and-technology-in-the-digital-age/about.html> [Angela Melchiorre] – ANONYMOUS

About unhealthy competition

Parents expect their children to always be at the top. Hence, Children cheat during exams to get higher grades. Children are forced to believe that their grade is more important than their understanding. Certificate matters these days. This really impacts mental health once a child fails to fulfill adults expectations! [Januka]

Children always have to be the best at everything. Competition is integral to how schools are run. That needs to be address. [Reina-Marie Loader] – MANUELA PEGORARO

Unhealthy competition is also more prevalent in countries with high populations. I myself am from India originally but was brought up in Austria. When I used to travel to see my family I saw how horrible the level of competition is in India. You can have 97.5% in your exams but still feel like you are a failure. On top of this - even if you are one of the best in your school, your parents need to be financially well off to even bribe the universities. Unhealthy competition also creates a divide between your friends in school, bullying between young people and a lack of companionship [Manu Krishan] – MANUELA PEGORARO

I want to say that in schools, teachers instruct the whole class to reach the same point, while there are children in the class who do not have the ability to achieve it. This leads to unhealthy competition. [Lusine] – MANUELA PEGORARO

I want to say that in schools, teachers instruct the whole class to reach the same point, while there are children in the class who do not have the ability to achieve it. This leads to unhealthy competition. [Shantiram] – MANUELA PEGORARO

Very much agree and excellent point Lusine. Every human/child is unique in their own way. If you really cared about "best interest of the child" it would be in the best interest to not group children but respect each child individually, in their education too. One would have to consider their background without any form of discrimination, consider their specific views, discuss in the process their development individually, and always have their best interests at heart! [Manu Krishan] – MANUELA PEGORARO

In the era of competition the feeling of lacking behind as well as social pressure create impact over our mental health and being a teenager I actually can connect with it [Akansha]. – MANUELA PEGORARO

About violence

Research shows that violence against children contributes to negative mental health outcomes throughout children's lives and into adulthood [Kristen Hope]

Those who are victims of violence often reproduce violence toward others [Kristen Hope] – MANUELA PEGORARO

Agree that breaking the cycle of violence and mental health is crucial in tackling the problem. [Manu Krishan] – MANUELA PEGORARO

Children's rights education is key and it would bring more awareness also on the issue of corporal punishment, which is prohibited in the CRC Convention but whose abolition still meets so much resistance... [Angela Melchiorre] – MANUELA PEGORARO

To be able to get necessary help, it is critical for children to have mechanisms and pathways to report on violence situations they are facing. Children's support in developing these pathways is critical to have most appropriate and child-friendly mechanisms, in order for children to be able to get timely and quality support. [Kristine Mikhailidi] – MANUELA PEGORARO

I think that it's important to continue to advocate on 2 fronts : 1) ending violence is their responsibility in upholding their commitments in both the SDGs and international human rights law (the CRC). 2) Ending violence is also economically beneficial for States : the social & economic cost of violence to States is immense, so it is actually in government's interests to focus on prevention. [Kristen Hope] – MANUELA PEGORARO

It is imperative that schools have anti-bullying mechanisms in place that encompass and discourage the various kinds of violent behaviour that can pose a threat to the mental health of children in the school environments. [Idah] – MANUELA PEGORARO

It is sometimes very difficult to understand, what is really "violence"? So for you as children, what does it mean, that you have a right to be protected against all forms of violence? If you look at the Children's Rights Convention, it is very broad, many things are understood as violence. Also slapping, pinching, shouting at someone, also between young people. Maybe we need to share that information more with young people. So that they know their rights. [Marieke] – MANUELA PEGORARO

About suicide

We should all reflect and keep working with children. I also want to acknowledge the very important points about suicide made in this chat, another important aspect that we adults should take on board and address properly [Angela Melchiorre]

Indeed, Angela. Suicide is a real and urgent issue that requires acknowledgement and attention. Adults need to be equipped with the right skills to orient children to the support that they need. (Kristen Hope) – MANUELA PEGORARO

About mental health in Nepal

Mental health is important for all but it is in shadow here in Nepal. Police report shows that 15-16 children per person commit suicide in Nepal. In the context of COVID-19, children with disability, separated children, household headed children are more vulnerable. There are problems like extreme fear, worry about life/education etc. One big challenge is that, there is stigma about mental health. Incorporating counseling in child protection mechanism is very important. Develop para social worker in community, school counselor would be beneficial. [Juthiram]

Many girls and boys are committed suicide because they don't know what can they do on these solutions. Many places and villages of Nepal still believe on superstition. Nepal had good education system but many children face different kind of problem every time. If we talking about Covid-19. We children's face like internet, no money for food, buying education material .. [Sajina] – MANUELA PEGORARO

Focus on parents

Its true that due to lockdown it is difficult for students to have support from teachers and their peers. Hence, having big focus on parents who will have to take that responsibility to check on the mental health of their child. [Sudarshan Neupane]

Its true there are lots of problems the children are facing even at home. Each one of us need to be responsible to eliminate violence and abuse [Chandrakala Sharma] – MANUELA PEGORARO

Mental health and stigma

It is so important to have supporting adults in educational settings to allow mental health to be discussed openly instead of staying hidden and stigmatised. [Kristen Hope]

Child protection & safeguarding policy

The policy just above is about how to prevent and react to any possible abuse towards child participants. Please take it into account before your write on this board!

Política de Protección y salvaguardia de niños, niñas y adolescentes

Esta política de protección trata sobre cómo prevenir y responder ante cualquier posible abuso hacia niños y niñas participantes. ¡Por favor, tómallo en cuenta antes de escribir en este tablero!

[Haga clic aquí](#)

Política de Proteção e Salvaguarda de Crianças e Adolescentes

Esta política de proteção trata sobre como prevenir e responder a qualquer possível abuso contra crianças e adolescentes participantes. Por favor, leve isso em consideração antes de escrever neste quadro!

[Clique aqui](#)

बाल संरक्षण और सुरक्षा नीति

यो नीति बाल सहभागीहरू माथि हुने कुनै पनि सम्भावित दुर्व्यवहारलाई कसरी रोक्ने र प्रतिक्रिया दिने भन्ने बारे हो। कृपया यो बोर्डमा लेख्नु अघि यसलाई ध्यानमा राख्नुहोस्!

[यहाँ क्लिक गर्नुहोस्](#)

बाल संरक्षण और सुरक्षा नीति

यह नीति बाल प्रतिभागियों के प्रति किसी भी संभावित दुर्व्यवहार को रोकने और उस पर प्रतिक्रिया करने के तरीके के बारे में है। कृपया इस बोर्ड पर लिखने से पहले इसे ध्यान में रखें!

[यहाँ क्लिक करें](#)

سياسة حماية الطفل وحمايته

تتور هذه السياسة حول كيفية منع أي إساءة معاملة محتملة تجاه الأطفال المشاركين والرد عليها. يرجى أخذها في الاعتبار قبل الكتابة على هذا المنتدى!

[النقر هنا](#)

CHILD PROTECTION & SAFEGUARDING POLICY

**FOR THE INTERNATIONAL CONFERENCE 2022,
ITS REGIONAL PREPARATORY AND FOLLOW-UP MEETINGS**

CHILD-FRIENDLY VERSION

WHAT IS CHILD PROTECTION & SAFEGUARDING ABOUT?

The Global Campus of Human Rights believe your **health and safety** is very important.

That is why we developed certain rules to prevent and react to any possible abuse towards child-participants of the International Conference in Nepal 2022, its preparatory and follow-up meetings.

Child abuse is when someone (whether through an action or failing

CPSP_child-friendly FINAL
PDF document
PADLET DRIVE

Very important document, great format of presentation! (Helmut, AT) – HELMUT SAX

Board rules

This board is for all conference (young people, adults) participants and will be open Jan 31-Feb 4. You're welcome to write **in your own language**: we will **translate each post in English** using an automatic tool.

Please put your **name ONLY** and the **region/state** you come from at the end of your post.

Reglas de la plataforma

Este tablero es para todos los participantes de la conferencia (jóvenes, adultos) y estará abierto del 31 de enero al 4 de febrero. Te invitamos a escribir **en tu propio idioma**: traduciremos cada publicación en inglés utilizando una herramienta automática. Indica **SOLAMENTE tu nombre** y la **región/estado** de donde proviene al final de tu publicación.

Regras da plataforma

Este quadro é para todos os participantes da conferência (jovens, adultos) e estará aberto de 31 de janeiro a 4 de fevereiro. Convidamos você a escrever **em seu próprio idioma**: traduziremos cada publicação em inglês usando uma ferramenta automática.

Liste **APENAS seu nome** e a **região/estado** de onde você é na parte inferior do seu post.

(,)
31-
4- :

प्लेटफर्म नियमहरू

यो बोर्ड सबै सम्मेलन (युवा व्यक्ति, वयस्क) सहभागीहरूका लागि हो र जनवरी 31-फेब्रुअरी 4 मा खुला हुनेछ। तपाईंलाई आफ्नै भाषामा लेख्न स्वागत छ: हामी प्रत्येक पोस्टलाई स्वचालित उपकरण प्रयोग गरेर अंग्रेजीमा अनुवाद गर्नेछौं। कृपया आफ्नो पोस्टको अन्त्यमा आफ्नो नाम मात्र र तपाईं बाट आउनु भएको क्षेत्र/राज्य राख्नुहोस्।

قواعد المنصة

هذا المنتدى مخصص لجميع المشاركين في المؤتمر (الشباب والكبار) وسيكون مفتوحًا في الفترة من 31 يناير إلى 4 فبراير. يمكنك الكتابة بلغتك الخاصة: سنقوم بترجمة كل منشور باللغة الإنجليزية باستخدام أداة تلقائية. يرجى كتابة اسمك فقط والمنطقة / الولاية التي أتيت منها في نهاية رسالتك.

1. Lack of educational mechanisms for mental health

A. Comment here on this topic and/or

B. Add your action point(s)

1. Falta de mecanismos en la educación para la salud mental

A. Comentar aquí sobre la temática y/o

B. Añadir la(s) línea(s) de acción

1. Falta de mecanismos en la educación para la salud mental

A. Comente aqui sobre o tema e/ou

B. Adicione a(s) linha(s) de ação

1.

A.

B.

१. मानसिक स्वास्थ्यको लागि शैक्षिक संयन्त्रको अभाव

A. यस विषयमा यहाँ टिप्पणी गर्नुहोस् र/वा

B. आफ्नो कार्य बिन्दु(हरू) थप्नुहोस्

1. عدم وجود آليات تربية للصحة النفسية

أ. التعليق هنا على هذا الموضوع و / أو ب. أضف نقطة (نقاط) العمل الخاصة بك

Like with many child-related topics, the information that is out there on Children's mental health can sometimes not be easily accessible to children who desperately need it. Accessibility remains a challenge especially for children in remote areas or with limited access to technology. Work needs to go into bringing child friendly information on mental health to places and spaces where it can reach more children. [Idah Makhafola] – ANONYMOUS

Therapy Dogs and Childrens Mental Health benefits

Do therapy dogs improve mental health?

Check out these links for more information:

i Therapy dogs can help reduce student stress, anxiety and improve school attendance

<https://theconversation.com/therapy-dogs-can-help-reduce-student-stress-anxiety-and-improve-school-attendance-93073>

i The Emotional Power of Pets: As Classrooms Reopen, Why Schools Should Also Save a Place for Therapy Animals

<https://www.the74million.org/article/reopening-schools-animals-dogs-cats-therapy-pets/>

Dr. Zoi Aliozi

Global Campus of Human Rights (GCEurope)

Therapy dogs can help reduce student stress, anxiety and improve school attendance

In the wake of the schools shootings in Florida, therapy dogs have been used as a way to provide comfort and support for students returning to school. Research has shown therapy dogs can reduce stress and provide a sense of connection in difficult situations.



THE CONVERSATION

2. Mental health impact of violence against children & teenagers

A. Comment here on this topic and/or

B. Add your action point(s)

2. **Impacto en la salud mental sobre la violencia contra niños, niñas y adolescentes**

A. Comentar aquí sobre la temática y/o

B. Añadir la(s) línea(s) de acción

2. **Impacto na saúde mental sobre a violência contra crianças e adolescentes**

A. Comente aqui sobre o tema e/ou

B. Adicione a(s) linha(s) de ação

2.

η

η

A.

B.

2. **बालबालिका र किशोरकिशोरीहरू विरुद्ध हिंसाको मानसिक स्वास्थ्य प्रभाव**

A. यस विषयमा यहाँ टिप्पणी गर्नुहोस् र/वा

B. आफ्नो कार्य बिन्दु(हरू) थप्नुहोस्

2. **أثر الصحة النفسية للتعف ضد الأطفال والمراهقين**

أ. التعليق هنا على هذا الموضوع و / أو ب. أضف نقطة (نقاط) العمل الخاصة بك

3. Unhealthy Competition & Mental Health

- A. Comment here on this topic and/or
B. Add your action point(s)

3. Competencia nosiva y Salud Mental

- A. Comentar aquí sobre la temática y/o
B. Añadir la(s) línea(s) de acción

3. Competição nociva e Saúde Mental

- A. Comente aqui sobre o tema e/ou
B. Adicione a(s) linha(s) de ação

3.

- A.
B.

3. अस्वस्थ प्रतिस्पर्धा र मानसिक स्वास्थ्य

- A. यस विषयमा यहाँ टिप्पणी गर्नुहोस् र/वा
B. आफ्नो कार्य बिन्दु(हरू) थप्नुहोस्

3. المنافسة غير الصحية والصحة العقلية

- أ. التعليق هنا على هذا الموضوع و / أو ب. أضف نقطة (نقاط) العمل الخاصة بك

Free thoughts & comments on whatever you find relevant :-)

Lo que encuentres relevante :-)

Pensamentos e comentários livres sobre o que você achar relevante :-)

..... η :-)

तपाईंले सान्दर्भिक फेला पार्नु भएकोमा निः शुल्क विचार र टिप्पणीहरू :-)

:-) أفكار وتعليقات مجانية على كل ما تجده ذا صلة

Such an intergenerational conference! Really loved the format of the event. Bravo to all the children who participated in the discussion. Thank you for inviting me! [Januka, Nepal]

– MANUELA PEGORARO

I am very proud of the children for this splendid presentation. these are discussions to be had often to inform reforms [Nosiku Situmbeko]

– MANUELA PEGORARO

This is a rich discussion in a child friendly environment ..Thank you everyone . Most importantly Thank you to all the children's.and congratulations for this successful session. [Sajana Kumwar]

– MANUELA PEGORARO

5.4 Agenda for the final Action Plan Presentation

Final Action Plan Presentation “Mental Health: Children’s Perspectives on the Challenges and Ways Forward”

The following Action Plan contains the views of children who participated in the *Global Campus International Child-led Conference on Mental Health* in Nepal (2022). The work with the children began in September 2021 with a series of national and international consultations with children in Nepal, India, Lebanon, South Africa, Armenia, Italy, Brazil, Chile, and Ecuador. At the national consultations, a total of **111 children participated across 13 individual sessions**. The boys and girls who participated ranged between 10-17 years old and came from diverse backgrounds, including refugee children and minority groups. We also conducted 5 international consultations where representatives from each national consultation attended, taking ownership of the design of the conference. The Global Campus Children’s Leadership Team consisting of **17 children in total** was thus formed. The work with the children culminated with the child-led conference between 31 January and 1 February 2022. This two-day event was attended by **83 children, 19 invited experts and 333 registered participants**. The entire conference was also simultaneously translated into 7 languages. Over the course of the event, the children led discussions, asked questions, and developed their own action plans. Today’s meeting is for representatives of the children to briefly present their action plan and enter into a brief discussion about ways forward.

AGENDA (7 June 2022, 14:00 CET)

14:00	Welcome
14:05	Preparation Process and Convergence Recap
14: 15	Action Plan Presentation <ul style="list-style-type: none">• Introduction• Subtopic 1: Lack of Educational Mechanisms• Subtopic 2: Violence against Children and Mental Health• Subtopic 3: Unhealthy Competition
14: 30	What do we want to see happen with the Action Plan
14:40	Reactions
15:00	End

5.5 Links to Video Recordings of the GC Child-led Conference on Mental Health

Day 1, Session 1: https://www.youtube.com/watch?v=7FJUiYac_zc&t=2993s

Day 1, Session 2: <https://www.youtube.com/watch?v=GuZdzNru9uI&t=2833s>

Day 2, Session 1: <https://www.youtube.com/watch?v=6SU5JbaUF-4>
<https://www.youtube.com/watch?v=hzE3t-qC2nE&t=329s>

Day 2, Session 2: <https://www.youtube.com/watch?v=DqN6NxuiBeg>
<https://www.youtube.com/watch?v=AaFQQJvVJ68&t=607s>

5.6 Concept for the Intergenerational Dialogue

Suggested areas of focus/discussion for the Inter-Generational Dialogue (GC Alumni-GA/Council members) on Knowledge, Teaching/Learning and Research on Children and Child Rights (M.A./Ph.D. levels)

1. KNOWLEDGE ON CHILD RIGHTS

- Children/Youth inputs and contributions to our knowledge on children and child rights.
- Child/Youth perspectives, approaches, worldviews in diverse contexts and settings – with special focus on approaches and views from the Global South
- Child/Youth friendly concepts, theories, approaches on child rights that are culturally appropriate and respectful of children/youth.

2. TEACHING AND LEARNING METHODOLOGIES ON CHILD RIGHTS

- Curriculum/Syllabus Development – involving children and youth in providing inputs, feedback and contributions to curriculum and syllabus development for teaching graduate, post-graduate and doctoral courses on child rights in Universities.
- Creative and innovative child/youth-led learning methodologies in academic courses – including using social media and interactive technologies.

3. RESEARCH ON CHILDREN AND CHILD RIGHTS

- Ethical standards and guidelines on researching children
- Role of Children/Youth in Child Rights research:
 - Children co-designing research proposal, methodology, questionnaires, etc. with adults
 - Providing feedback, inputs to ethical standards and guidelines for research and university regulations
 - Expert child consultants and advisors for research on child rights and children
 - Analysing data and report, presentations
 - Child-youth led research
 - Children facilitating mutual learnings: Global North and Global South

*Prepared by: Victor P. Karunan, Ph.D.
Consultant – Child Participation
Global Campus on Human Rights*

6. Reflection, Evaluation, Lessons Learnt

6.1 Assessment and Evaluation by Consultant Victor Karunan

2. The role and support provided by the GC child rights officers was critical to help and support the children to participate meaningfully - in the National Consultations, the CLT and the Nepal Conference. Thanks to all.

3. I want to specially note the "turbo leadership" (if I can use this term) of the children from Nepal - the host country. Their role and proactive participation was critical factor in the success. The fact they were also involved in some of the national consultations (e.g. Lebanon) was another innovative experience which children in those countries much appreciated. This is a "good practice" - to facilitate cross-border/cross-cultural engagement of children - that we need to continue - as there is little attention paid to this important way of cross-cultural learnings among children across borders.

4. I also want to say we all worked so well as a team together. Each of us brought our insights, ideas and expertise which were maximised in enabling the children to meaningfully participate in the process. And, most important, in the process, when we met as a team we also had so much fun and laughter, jokes - which is what made it all so human and emotional. I think we were at the brink of panic a day before the first day of the Nepal Conference - but then, it all worked out so well. Thanks to each one of you for this. I feel so proud and honored to be part of such a great team in the GC.

So, finally - let me add and reiterate what I said earlier: "TRUST IN CHILDREN - AND ALL WILL BE WELL"....so, on that note, let's look towards the future.....

What did not work well

instances where many of them were not familiar with these documents. There was also limited feedback on these key documents.

2. The online platform using zoom had its own challenges. We struggled at the initial meetings - especially with translation - but as we move on, we became more professional - thanks to Cue. We also noted the challenges many children faced with internet connection, software issues and computer literacy. We need to factor this in the future - especially if we want to involve more marginalised and vulnerable children. There is nothing in the world that can replace face-to-face meetings and engagement between children and adults. So, as long as COVID-19 lasts, let's bear with it....

3. Although some efforts were made to connect and mobilise the GC Alumni - it all fizzled out in the end - and they had their own meeting which had little or negligible impact on the Nepal Conference. This was another innovative initiative - based on inter-generational dialogue between adults-youth-children - that was a missed opportunity.

Lessons Learnt

1. Child Participation is a process - not an event. The process we put in place through the National Children's Consultations was critical for the Conference.

2. We have achieved EQUAL PARTNERSHIP between children and adults through this process. This is what I meant by "CHILDREN AS PARTNERS". In the process, we as adults put our ideas, knowledge, skills and potentials - and children do the same - so that we are able to see the common areas where we can build synergies on the potentials of both children and adults

together. This is what child participation is all about - an equal partnership between children and adults.

3. Just engaging with children with their "voices/views" (CRC Art 12) is not enough - it is passive. We need to more actively engage with children - to go beyond "voices" - to "meaningful partnerships with children". By this, children can take ownership, drive the process and determine the outcomes.

4. As we witnessed, children have tremendous competencies and potentials that waits to be discovered. By focusing on childrens potentials with a POSITIVE MIND-SET, we - as adults - will be better able to support and empower them. We need to tap their "hidden potentials" that lie dormant - yet to be discovered. By doing so, we can also help children to overcome the dormant and negative concerns and issues.

Followup & Next Steps

IMMEDIATE ACTIONS

1. Report of the process and the Nepal Conference
2. Create a web/internet platform for the children to continue their connections and exchanges
3. Provide Certificates for all the children who participated in the National Consultations and the CLT
4. Thank You letters to all partner organisations
5. Regional De-Brief Session to be convened by the GC regional child rights officers with all children to get their feedback, comments and suggestions on the process and the Nepal Conference, as well as update the Action Plan with other ideas

and suggestions from the children.

6. Circulate an Evaluation form for children to fill up.
7. GC to decide on the next meeting of the CLT to review inputs and finalise the Action Plan.
7. GC prepare a Workplan on Followup: key actions to be taken; by whom?; by when? how? support needed? expected result? This plan must be agreed by GC management and GC regional officers and implemented in the immediate term - between now and July/December 2022.

MEDIUM-TERM ACTIONS

1. GC to decide on the time-frame for the CLT and the technical and financial support required. I suggest at least for one year.
2. Networking: connect our children with other global, regional and national children and child rights networks: EU, Africa, Asia, Latin America, SRSG-VAC, UNICEF, CRC Committee, RL M.A. students, etc.
3. GC consider publishing journal articles or booklets on this child-led process on mental health of children.
4. Clarify role of GC Alumni in these followup plans.
5. Explore linking our children to other ongoing GC projects: (a) Movement Building (Jamila/Clare); (b) GC E-Learning Group initiate a CLT (child-led) MOOC on child participation.

LONG-TERM ACTIONS

1. TBC

7. List of Partners

