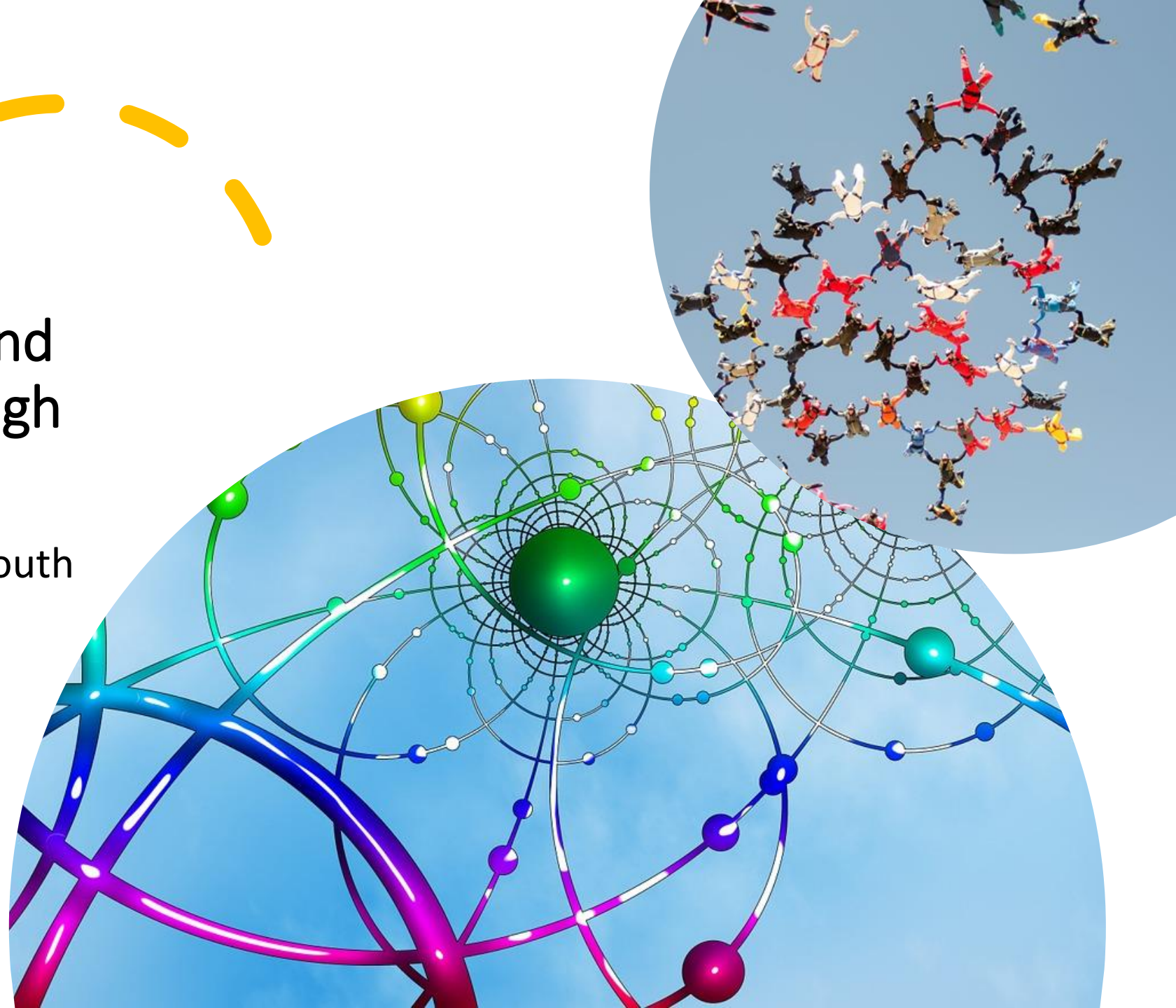


Moving online: learnings from involving children and young people through social media

Kay Tisdall, Childhood & Youth
Studies Research Group

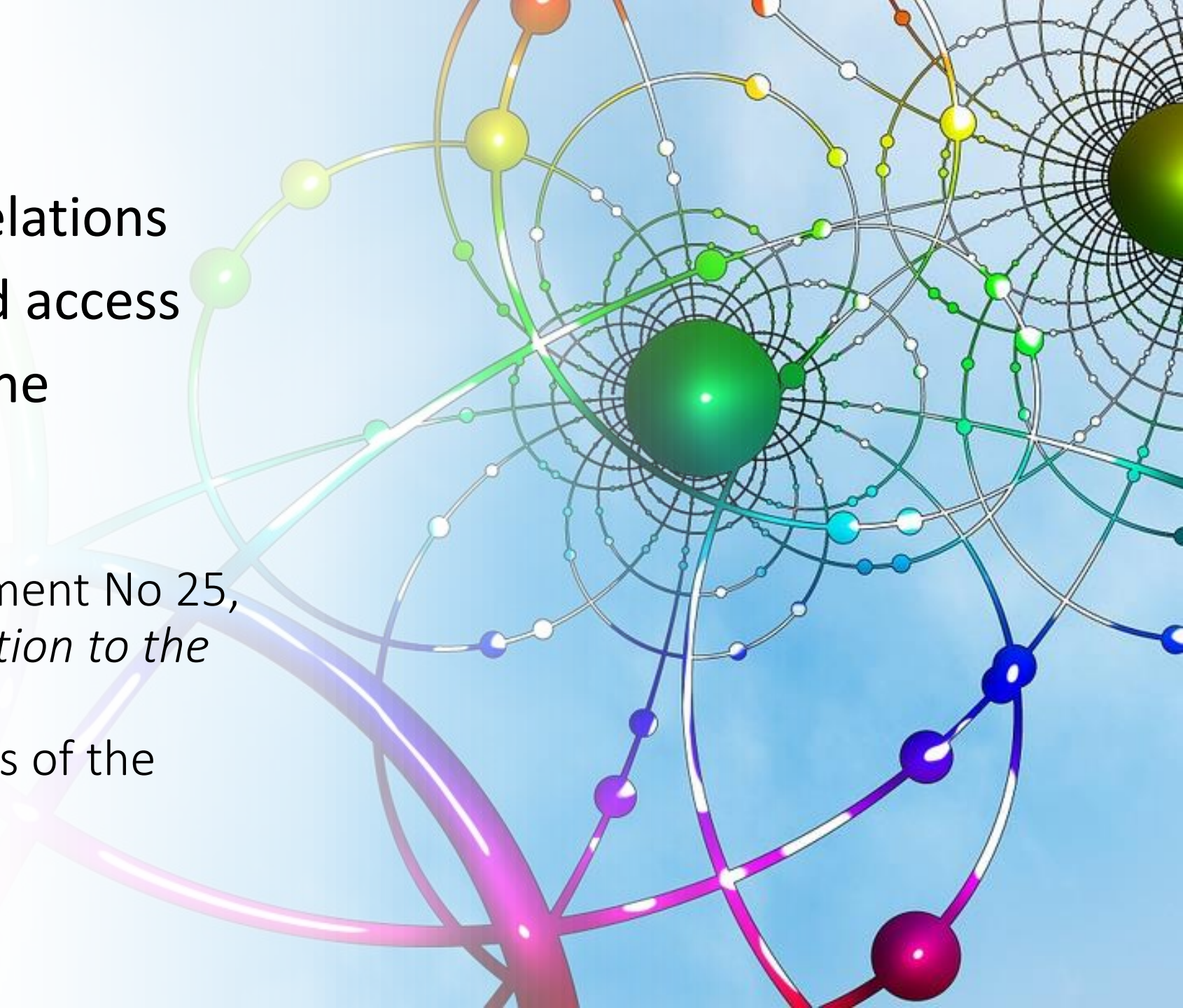
Moray House School of
Education and Sport,
University of Edinburgh



Collaborative learning e.g. ...

- Children and families affected by domestic abuse (CAFADA). (2019-23) website: <https://cafada.stir.ac.uk/>
- 'Cuál es la verdad? (What is the Truth?) (2019-21) <https://changingthestory.leeds.ac.uk/cual-es-la-verdad-colombia/>
- Global Child Forum: Children's Participation in Business (2019-20) <https://www.globalchildforum.org/internal-report/childrens-participation-guide/>
- Improving justice in child contact (2018-21) Yello! Young expert group <https://www.ed.ac.uk/education/rke/our-research/children-young-people/childhood-and-youth-studies-research-group/research/ijcc>
- International and Canadian Child Rights Partnership (2016-20) <https://www.ryerson.ca/international-canadian-child-rights-partnership/>
- Young Edinburgh Action – It's a Film (2016) https://media.ed.ac.uk/media/Young+Edinburgh+Action/1_etof4nna



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- Relationships and relations
 - Digital exclusion and access
 - The interface with the commercial

In light of General Comment No 25,
*Children's Rights in Relation to the
Digital Environment* (UN
Committee on the Rights of the
Child 2021)

To conclude ...

[The digital environment] affords new opportunities for the realization of children's rights, but also poses the risks of their violation or abuse. During consultations, children expressed the view that the digital environment should support, promote and protect their safe and equitable engagement.

(UN Committee on the Rights of the Child 2021: page 1)

