

LSE press release: **Children and young people across the world call for safer, fairer AI**
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Children across the Global South are already using Generative Artificial Intelligence in apps, search tools and learning platforms. However, many face privacy risks, bias and uneven access according to four new reports from LSE's Digital Futures for Children centre, the 5Rights Foundation and partners in Brazil, India, Kenya and Thailand.

Drawing on interviews with children in all four countries, the report finds that children use GenAI for homework help, writing, entertainment and even emotional support. Yet their engagement is often unsupervised, shaped by patchy internet access, language barriers and limited understanding of how their data is collected or how AI systems work. Free versions of tools were most common, exposing children to weaker safeguards and extensive data harvesting.

The young people involved in the research commented:

"I think all of them are stakeholders. It's just a triangle. The parents, from your end, have you taught your child how to use it well? The government, what have you put in place so that if the children use it in a bad way, they shall correct it? And so, the tech developers . . . they're feeding it . . . all of them have a responsibility in their own capacities"
Jamai, 17, Kenya

I think at this point we've already reached the stage where we're putting an inordinate amount of trust in all of these companies because even with, say, Google Photos, we don't know how intimate those photos are or how personal they are . . . We've already crossed that barrier now.
Manisha, 16, India

Across all four countries, children described GenAI as helpful for schoolwork and language learning, and valued its ability to inspire ideas and creativity. But many also reported inaccurate answers, exposure to biased or harmful content, and confusion about how to use AI responsibly. Few had guidance from adults, and many were unaware of their rights to safety, privacy or participation in decisions about technology. Despite this, they proposed clear improvements – from better language support and privacy controls to more reliable information about risks.

The report stated: "In the global South countries studied, children's experiences of GenAI are strongly shaped by **inequalities of access, connectivity, cost, and digital literacy**. Children are also often aware of **linguistic, cultural, and racial biases**, as GenAI frequently fails to recognise or respect their circumstances and needs."

The study applied a child-rights framework to assess how GenAI supports or undermines young people's education, privacy, safety, cultural belonging and protection from exploitation. It highlights the absence of Global South perspectives from international debates about AI

governance, warning that current rules risk entrenching bias and inequities if children's needs and experiences are ignored.

The researchers urge policymakers, educators and AI companies to embed children's perspectives in the design and governance of GenAI. They call for regulation, guidance and resources that support safe, equitable use and ensure that innovation promotes, rather than undermines, children's wellbeing and opportunities.

Professor Sonia Livingstone, director of the Digital Futures for Children centre at LSE with 5Rights commented: "Children around the world are increasingly using Generative AI apps. Their voices and experiences deserve to be heard – by governments responsible for respecting the children's rights, and by the influential AI companies headquartered in the USA. Children in Brazil, Kenya, India and Thailand reported both GenAI risk and opportunities – and they had lots of recommendations for improvements."

Report author Dr Mariya Stoilova, Department of Media and Communications, LSE added: "Children aren't just using generative AI – they're shaping how it works for them, turning it into a tool for problem-solving, emotional support, and learning, while actively spotting its mistakes and demanding safer, more child-centred designs."

An event to launch the reports will take place at LSE on 16th September. More details: [Does Generative Artificial Intelligence \(GenAI\) affect children's rights? Insights from children in the global South](#)

Ends

For more information or to request a copy of the report, contact:

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Notes to editors

The reports are due to be published on **16th September 2025** and are available below:

- Overview of findings: <https://eprints.lse.ac.uk/129527/>
- Brazil country report: <https://eprints.lse.ac.uk/129516/>
- India country report: <https://eprints.lse.ac.uk/129517/>
- Kenya country report: <https://eprints.lse.ac.uk/129518/>
- Thailand country report: <https://eprints.lse.ac.uk/129519/>
- Methodology country report: <https://eprints.lse.ac.uk/129141/>

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