

CHILDREN'S AND YOUNG PEOPLE'S RIGHTS IN THE DIGITAL AGE



IAMCR 2016 Pre-conference

26-27 July, 2016

LSE, London

Abstract Booklet

LSE Media and
Communications



WESTERN SYDNEY
UNIVERSITY

About the conference

Concerns that children's rights are being newly infringed rather than enhanced in the digital age are often raised by researchers, child rights' advocates, and internet governance experts. Children's needs and experiences in the digital age are often neglected in high-level debates about global internet provision and governance and children's rights are treated as a minority interest and seen as demanding exceptional treatment from adult society.

Further, current debates frequently emphasise the risks children potentially face online and underline their right to protection but much less debate focuses on children's provision and participation rights and the opportunities children may encounter online.

The conference seeks to unpack the ways digital media intersect – both positively and negatively – with children's rights today and to reflect on how children's rights might provide a meaningful counterpoint from which to consider the role of 'the digital' in advancing human rights more broadly.

Convenors: Sonia Livingstone, Amanda Third and Mariya Stoilova

Conference programme:

<https://www.lse.ac.uk/media@lse/events/CYPR-IAMCR-2016.aspx>

Twitter: #LSEChildRights
#GlobalKidsOnline

Conference registration:

<http://goo.gl/eWckSC>

Tuesday 26 July - Overview

13.00-14.00	Registration – Shaw Library
14.00-14.30	Opening plenary: <i>Children's Rights to Opportunities and Participation in the Digital Age</i> Chair – Sonia Livingstone Speaker – Amanda Third
14.45-15.55	Parallel sessions I (Session 1, 2, 3)
15.55-16.25	Break
16.25-17.35	Parallel sessions II (Session 4, 5, 6)
17.45-18.45	Plenary: <i>Global Kids Online</i> Chair – David Miles Speakers – Jasmina Byrne & Sonia Livingstone Respondents – Jenny Thomas & Magdalena Aguilar
18.45-20.00	Wine reception – Shaw Library
20.00	Optional dinner (off site)

Wednesday 27 July - Overview

9.00-9.30	Breakfast – Shaw Library
9.30-10.40	Parallel sessions III (Session 7, 8, 9)
10.40-11.10	Break
11.10-12.20	Parallel sessions IV (Session 10, 11, 12)
12.30-13.00	Final plenary Chair – Sonia Livingstone Rapporteurs – Eva Lievens, Fabio Senne & Mariya Stoilova

Day 1: Tuesday 26th July 2016

Parallel sessions I: 14.45-15.55

Session 1: Children's voice and agency

Location: Vera Anstey Room (VAR), 1st floor

Gitte Stald – Children as digital rights agents

This paper looks at children's involvement and contribution to internet safety policy. In many respects, the research perspective on children and young people has also seen a shift towards the child as agent, as citizen (Livingstone 2002, 2009; Dahlgren 2007). With increasing attention given to children's communication rights there is an acknowledgement that children's voices should be heard in all matters that affect them (Hamelink 2008). We still, however, primarily discuss how adults could and should take responsibility in guarding children and young people from risk and harm, and what the role of the "adult world" is. We need to focus more on the active role that children and adolescents play, according to age, skills and various capacities, in identifying, reflecting upon and acting according to opportunities and challenges in relation to digital media and digital rights (Hartman et al 2007).

The paper presents a model for analysing the intersecting levels of children as agents in relation to digital risks and rights:

- Children as peer-to-peer agents. Children provide mutual practical guidance; experience sharing; advice. re. to risk and harm.
- Children as advocates/ politicians. Children participate in youth parliaments; media councils; Safer Internet day; IGF; NGOs,
- Children as informants. Children contribute to research; media coverage; content providers; reporters (of negative content/ behaviour)

The model is primarily supported by empirical data from the Net Children Go Mobile study (2014). The findings document that children do actively reflect about and act in relation to digital opportunities and challenges. The model further draws on the documentation from EU Kids Online 1-3, and reports from the safer internet awareness nodes, the Danish Media council, and the focus on children's digital rights at 8 Internet Governance Fora.

Klaus Thestrup – SMALL STEPS - how to be a digital world citizen?

This abstract is based on recent practical projects in Denmark where pedagogues, researchers and children have been part of a practical project on how to be and become a digital world citizen. The latest in 2015 included 17 kindergartens where children were between 3-6 years old.

The focus was on framing kindergartens as open laboratories where any technology and any narrative coming from the outside world in principle could be transformed

into something of value locally. Children and pedagogues were asked to experiment and tell new stories when communicating with other people outside the kindergarten. Children and pedagogues were framed as experimenting communities, where both parties took part in the activities using digital media asking themselves questions on how to use a certain technologies and certain narratives.

The implications and possibilities are many. The pedagogical methods and principles used will eventually turn kindergartens and schools into connected places in the middle of the world. The implication of changing a kindergarten or any other part of the educational system for that matter into an open laboratory and the relationship between children and pedagogues into an experimenting community is that both parties and anyone else involved is part of this communication. Therefore it is needed that all involved find ways to protect themselves and simultaneously engage in the world around them on their own terms.

The abstract will report from the recent and earlier projects pointing at the possibilities and challenges ahead.

***Smiljana Simeunovic Frick* – Challenge accepted: web-portal for children's participation in the Convention for the Children's Rights monitoring in Moldova**

Digital media has been increasingly recognized and used to advance human rights in Moldova. Yet, this is less the case with children's rights. Debates on children and the internet focus more on risks than opportunities, and, consequently, children's rights to protection receive more attention than their other rights. There is lack of knowledge of how digital media is and can be used to support children's rights, specifically their participation rights in the context of Moldova.

Taking part in the monitoring and reporting process of the Convention on the Rights of the Child is a rare opportunity for children to influence decision making processes. In Moldova, a local NGO is facilitating this process since 2008. On the initiative of a group of children currently engaged in this process, a web-portal has been created to enable more children to learn about this opportunity and share their views and experiences on the situation of their rights.

I would like to present this new and fresh initiative and what we learned from it so far. Children's role and their perspective on achievements, challenges and limits of this new and fresh initiative will form a focus of my presentation. It will also include perceptions of the facilitating NGOs and others involved. This novel initiative will provide a basis to reflect on the meaning of the Internet for children's participation in Moldova today. I will focus on its potentials, but discuss also barriers and risks, and how can they be dealt with.

Session 2: Child protection from online risks

Location: Graham Wallace Room (AGWR), 5th floor

Lelia Green and Donell Holloway – What rights do young people have to explore sexually explicit materials?

This paper takes as its starting point the proposition that parents of young people, and policy makers, share a range of concerns around young people under 18 accessing sexually explicit material – typically sexual images in the case of young males, and sexually explicit writings (for example slash fan fiction) in the case of young females. Additionally, young people in this age group are frequently cautioned against sharing sexual images of themselves with each other, even in the case of established romantic relationships where the couple concerned is above the age of consent and may indeed be consenting sexual partners. Where such materials are classified according to government regulations, they are either judged as unclassifiable (as with sexual images of minors which can be constructed as child pornography) or as being restricted to adults (over 18). Even so, there is ample evidence that these materials are actively sought, valued and consumed by young people in private, or as part of a peer group, or as one element of exchange in the context of a romantic relationship.

It would seem reasonable to assume that, as children explore the sociocultural stages through which they grow into sexual citizens, these young people should have the right to access and process relevant aspects of digital culture to inform and educate themselves about their sexuality. Instead, under-18s can find that even materials that they create themselves for peer consumption, such as is the case with many of the slash fan fiction writings in the Harry Potter fandom, is either unclassifiable according to government regulation because one or more of the characters concerned is a minor or restricted to readers over 18. Given the evidence that some children who identify with minority sexual practices feel actively reassured and emotionally supported by access to materials produced within that sexual-practice context, we ask what rights are being infringed by ignoring and impeding the resolution of young people's sexual curiosity and the legitimate sexual interests of under-18s.

Martina Cirbusová – Protecting children from unwanted information

Syndrom CAN was created as a response to calls from public and professionals for identification of fundamental forms of child endangerment – abuse and neglect. Nowadays, however, there are new threats about which creators of syndrome CAN have never dreamed about. Examples include cyberbullying, migration of families moving children from their natural environment, justice unfriendly to children, general pressure on child participation, etc. Therefore we ask, where we can put these risks and forms of child endangerment, and if we know how to work with them effectively? Do we pay the currently insufficient attention to how endanger information that children can find on the Internet? As the Office for International Legal Protection of

Children we work with cases that are often published? Most often cases of children taken from their families because of their protection from maltreatment, inadequate family conditions, or life-threatening. Parents trying to get the kids back often publicize a lot of sensitive informations about children, their health, in the event that there was any abuse also this circumstances. It is always hard to read or listen this information for us as uninvolved person. But what if in a few years finds this information the child itself? What if the informations find out his peers and the child will become an object of ridicule and bullying? Modern digital age is thus a danger for children not only from external threats that lurk on them. Often can cause children the unpleasant situations their own parents. It is necessary consider the measures that we should implement in this specific area.

***James Marsh* – Full restitution for child pornography victims: the Supreme Court’s Paroline decision and the need for a congressional response**

How to provide restitution to victims of child pornography crimes has recently proven to be a challenge for courts across the country. The difficulty stems from the fact that child pornography is widely disseminated to countless thousands of criminals who have a prurient interest in such materials. While the victims of child pornography crimes often have significant financial losses from the crimes, it is difficult to assign a particular fraction of a victim’s losses to any particular criminal defendant.

Last spring, the United States Supreme Court gave its answer to how to resolve this issue with its ruling in *Paroline v. United States*. Interpreting a restitution statute enacted by Congress, the Court concluded that in a child pornography prosecution, a restitution award from a particular defendant is only appropriate to the extent that it reflects “the defendant’s relative role in the causal process that underlies the victim’s general losses.” Exactly what this means remains unclear.

This article questions the Court’s *Paroline* holding, particularly its failure to offer any real guidance on exactly what amount of restitution district court judges should award in child pornography cases. Members of Congress, too, have doubted the wisdom of the decision, introducing a bill (the Amy and Vicky Act) with strong bi-partisan sponsorship that would essentially overrule *Paroline*. Congress has proposed certain set amounts of restitution for particular child pornography crimes. This approach seems like a good one for providing clarity to district court judges as well as assuring full restitution for child pornography victims.

Session 3: Rethinking children's rights

Location: Room 3.21, 3rd floor

***Elisabeth Staksrud* – Which is more important for people – freedom of expression or protecting children from unwanted media content?**

Which is more important – freedom of expression or protecting children from unwanted media content? Are you willing to accept more online surveillance and less privacy if it is in the interest of protecting children? And what about content targeting specific individuals, can bullying or harassment be tolerated? This paper will present an analysis of survey data from 2014, looking at the normative status of the principle of protection of children from media harm/bullying/harassment among the general public and elite informants (journalists, artists, writers) in Norway. Three aspects will be analysed: (1) The status of freedom of expression vs. the protection of children and the public's willingness, or not, to forfeit own fundamental human rights "in the interest of children"; (2) Whether "the protection of children" is the commonly accepted valid argument for the restriction of media content, access and output. This is done by comparing the public's acceptance of various regulatory interventions for online content in the interest of 1) protecting children, 2) protect against terror and 3) protect against hate crimes against specific ethnical groups. (3) How the attitude towards of bullying/harassing content varies and is dependent on a) the social context (family/peers/workplace/public); b) the identity of the of person being bullied/harassed; c) the mediated context (traditional media, social media, news, peer-to-peer contact, within the family etc.). Conditions under which bullying and harassment are seen as acceptable are explored.

***Uwe Hasebrink and Claudia Lampert* – Content | contract | contact | conduct: translating a risks and opportunities classification into a children's rights framework**

For several years public debates and academic research on children's growing up in digital environments were focused on the interplay between risks and opportunities. In order to systematically classify risks and opportunities, Livingstone and Haddon (2009) as well as others have proposed to distinguish different roles of children with regard to online communication: children can be considered as

- Recipients of pre-produced media content, who are positively or negatively affected by these media products ("content"),
- Participants in individualised communication processes during which they get into contact with different kinds of people which turn out as positive or negative ("contact"),
- Agents who themselves produce or spread content that affects others in a positive or negative way ("conduct").

This distinction has been helpful for the design of research instruments and for a structured discourse about the wide range of potential risks and opportunities and

their particular implications for policy action. In this paper we are going to reconsider this classification as a potential conceptual instrument for the current debates on children's rights. On the one hand, due to recent developments in online communication we propose to add a relevant fourth role, i.e. children in their role as

- Market participants and contracting parties for media providers ("contract").

On the other hand we set out to translate these four categories to develop a concrete operationalisation of children's rights in digital media environments.

Gerard Goggin and Meryl Alper – Disability, children, and new challenges to digital policy and human rights

Children and young people with disabilities, especially from the Global North, often figure into public discourse as beneficiaries of the "digital revolution." However, if youth voices and experiences are generally under-considered in digital policy and rights debates, this is even more likely when it comes to disability. In this paper, we discuss the global rights of youth with disabilities in the digital age that suggest new conceptions of human rights and their activation. The paper considers the state of digital inclusion and exclusion, before discussing the intersection between children's rights and disability rights, and their relevance to digital rights. Adopted in December 2006, the Convention on the Rights of Persons with Disabilities (CRPD) explicitly acknowledges and expands upon the Convention on the Rights of the Child (CRC). While full inclusion remains contingent on government implementation (seeing, for example, as the United States has ratified neither) of particular interest are the new kinds of communication rights enunciated in the CPRD that offer a powerful cross-fertilization with rights in the CRC treaty. Building on the work of Sonia Livingstone and Brian O'Neill (2014) who structure their analysis of children's rights online around the "three Ps of protection, provision, and participation," we identify four key overlaps between the CRC and CPRD with particular relevance to the digital rights of children with disabilities: mediated sexual health; online safety, security, and privacy; education and technology; and youth decision making in digital rights policy.

Parallel sessions II: 16.25-17.35

Session 4: Online civic participation

Location: Vera Anstey Room (VAR), 1st floor

Xin Zeng and Fen Xiang – Chinese young citizens' emerging media practices and political engagement

The increasingly salient role of digital media in young people's lives has led to a debate about the potential of the online social platforms as means of political communication and youth participation. A growing body of scholarship has engaged with the issue, expressed their concern about the disengagement of younger generation regarding their apathy towards news and civic rights. However, there is a lack of empirical research examining young people's political behaviours in their use of the internet, especially in non-democratic regimes like China, where political activities regarding civic participation are limited.

This article provides a critical examination of online media practices by Chinese young netizens regarding political and civic engagement with the use of new media tools. The paper aims to conceptualize the emerging spaces for realizing new forms of citizenship and methods of claiming their citizens' rights on new media. The study proceeds by case studies, examining how young people use online networks to claim their civic rights, such as joining in regional elections, making comments and spreading recommendation on Weibo, and using emoji-text to converse with Taiwanese on Facebook about the Taiwan presidential election.

The paper argues that new media is better positioned to recognize afresh towards citizens' rights from the bottom up, and young people are aware of their rights as citizens and are willing to engage with public affairs via civic websites. Extending existing notions of youth citizenship, the paper articulates a view that young media practitioners become active citizens in the exercise of their civil and communication rights and self-expression, signifying an extending potential of understanding and realizing citizenship in different social contexts.

Renata Souza, Andrea Medrado and Adilson Cabral – Online activism by Rio's favela youth: technology appropriation and surveillance

In the past few years, there has been a surge in online activism amongst young people who live in the Brazilian shantytowns, or favelas. Several initiatives have focused on strengthening a sense of favela pride, identity and solidarity, creating online networks that connect young activists from several parts of the country. These initiatives share one key philosophy to which young activists refer to as "us by us" (Nós por Nós). In this way, they start to use the available technologies to reclaim their own stories, simultaneously becoming the narrators and protagonists. Our paper will explore the case study of an app called "Nós por Nós", which was created by members of Rio de Janeiro's Forum da Juventude as a tool to protect young resident's human rights. The idea is that young people from the favelas and

marginalised areas use this app to protest against violent and abusive police behaviour. The app also provides young people with a platform to upload videos, photos and text, allowing them to remain anonymous. Based on this example, we would like to demonstrate the dynamics of technology appropriation by the young poor in Rio. At the same time, the online trail left by favela activists has a problematic side. Activists often complain that their online activities and Facebook pages are being hacked and monitored. In this way, we can see a controversial subversion of roles in which institutions use their power and authority to place the population that they should be protecting under surveillance.

Philippa Collin - 'No Right of Way': institutional barriers to enacting children's rights in a digital age

Despite the plethora of online practices and platforms that support the emergence of networked young citizens, and experiments in participatory and open governance, this paper will argue that government institutions remain more closed than ever to engaging with young people in policy processes. Drawing on new empirical research with 60 policy makers in government, non-government and advocacy organisations in Australia, we highlight how children's rights to participation remain limited by the persistence and deepening of: a) developmental models of childhood that delimit the capacity of young people to contribute to policy work; and b) perceptions of digital communications as risky and uncontrollable. The data highlights how these policy makers are turning to data about young people, rather than data generated with young people, raising implications for policy that shapes children's provision and protection rights as much as those associated with participation. These key barriers pertain, moreover, to those young people considered 'vulnerable', in ways that further entrench inequality structured through everyday experiences of gender, class and ethnicity.

Session 5: Online privacy challenges

Location: Graham Wallace Room (AGWR), 5th floor

Máire Messenger Davies and Brigit Morris– Children's rights to privacy in an age of digital media: a comparison between press codes from around the world

Concerns about children's privacy in the digital age tend to focus on peer interactions on social media. In contrast, this proposed presentation focuses on the representation of children in the press and the question of children's consent to this representation – whether this be their own consent or that of their parents (see Davies & Mosdell, 2001). We refer to high-profile cases of images of children being published against their parents' wishes, in order to review the contribution that press regulation and editorial codes can make to protecting children's privacy. Examples of such high profile cases in the UK include Weller (Weller & Ors v Associated Newspapers Ltd [2014] EWHC 1163 (QB)) and Rowling (Murray v Big Pictures Ltd [2008] EWCA Civ 446). Similar cases have occurred in New Zealand (Hosking and Runting [2004] NZCA 34). In Australia, the Australian Law Reform Commission, in a 2013 report on Serious Invasions of Privacy, argued that 'The privacy and dignitary interests of a person may be harmed without that person's knowledge. For example, in some circumstances it may be a serious invasion of privacy to take or publish a photo of a young child.' (Section 8.22

http://www.alrc.gov.au/sites/default/files/pdfs/publications/final_report_123_whole_report.pdf). The proposed presentation will draw on recent research into editorial codes from the Press Councils of different countries, to discuss how the privacy of children – one of their basic rights according to article 16 of the UN Convention on the Rights of the Child – can be protected, or not, in media representations. Replace this text with your complete abstract.

Milda Macenaite – Children's right to privacy in the digital age: the new interpretation of an old right

Article 16 of the UN Convention on the Rights of the Child (UNCRC) states that '[n]o child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honour and reputation'. This provision originally addressed children's privacy in a real-world environment. It still to a large extent remains to be interpreted in the offline context, while with time the European Court of Human Rights clearly demonstrated how the right to privacy should be extended to the digital world. For example, the Court declared that e-mail, online gaming, and social network accounts constitute private personal spaces, within the meaning of Article 8 of the Convention for the Protection of Human Rights and Fundamental Freedoms and Article 7 of the EU Charter.

The article aims to explore the new challenges and dimensions that the internet creates for the children's right to privacy, established in Article 16 of the UN CRC. It first looks into the privacy risks and harms that children face online and explores the way and the extent to which they differ from privacy risks and harms as traditionally conceptualized for children in general. It then analyses the case law of the European

Court of Human Rights related to the internet to translate the basic components of the right to privacy into the online setting. Finally, it provides suggestions how the Article 16 of the UNCRC should be interpreted and extended in order to protect children's digital privacy and account for online privacy risks.

Lidia Marôpo, Ana Jorge, Inês Vitorino Sampaio and Raiana de Carvalho – Digital rights and young people with cancer: perspectives from Portugal and Brazil

Based on a qualitative research with young people who have or have had cancer, we discuss children's rights in the digital age. We conducted focus group with 21 participants aged 12 to 22, in Brazil and Portugal, taking into account their voices under a vulnerable condition and different cultural contexts. The rights to protect their images, to be heard and participate in public life on their own terms were the mandatory reason for this study.

Using a sociocultural approach and based on childhood studies, we investigated the opportunities and restrictions posed by digital media. We analyzed the access to information about cancer and how they face their rights to privacy and participation in this context.

Most of them reported using more intensely the media during treatment. About information access: digital media was appreciated as having appropriate content and being source of health information, demonstrating the relevant side of the right to information, to the quality of and accessibility to media contents about this topic and health literacy.

About public exposure: they unanimously rejected the victimization. Several of them also refused heroic portrait, appreciating richer and more humanized approaches. Some claimed the right to remove content about them on the Internet and the right for their image as sick children to be forgotten, whereas others are more receptive to different types of visibility in digital media (among their social media circles or even public campaigns), provided they participate in setting the tone. Brazilian children were less concerned about self-exhibition or exposure by third parties than Portuguese ones, reflecting different cultural contexts.

Session 6: Rights to digital literacies

Location: Room 3.21, 3rd floor

Toshie Takahashi – Preparing the young for Japan's global future: opportunities in digital literacy

We live in a rapidly changing social environment. It has been called as “The fourth industrial revolution” because new communication technologies such as global social media, smartphone, wearable computer, AI, big data, robot, and IoT (internet of things) have been emerged. These developments are experienced both on a local and global scale, bringing with them both risks and opportunities, particularly to children and young people who are often their most avid consumers. In this paper, I shall demonstrate through my ethnographic data that this has implications for questions of children’s rights.

My ethnographic research on Japanese engagement with media and ICT in the Tokyo Metropolitan Area started in 2000 and I had since extended the research to cover the newer developments and to include a comparative dimension. Fieldwork on young people and digital media was extended to the UK and the US in 2010 and 2011. The results demonstrated multi-dimensional audience engagement with mobile social media in terms of both the opportunities (connectivity, access, critical, tactics, collaboration, share and participation) and the risks (cyber bullying and defamation, infringement of privacy, hacking and stalking, over-dependency and addiction) of such engagement.

In this paper, I will focus on the opportunities of audience engagement in terms of digital literacy. I will demonstrate how the opportunities given by their engagement with mobile social media can promote children’s rights in the contemporary Japanese society.

Sara Pereira – Teenagers’ transmedia practices: Portuguese preliminary results from the ‘Transliteracy’ European study

In 2009 John Hartley stressed that “teens evidently don’t see computers as technology. It’s as if they have developed an innate ability for text-messaging, iPodding, gaming, and multitasking on multiple platforms. They can share their life story on Facebook, entertain each other on YouTube, muse philosophically in the blogosphere, contribute to knowledge on Wikipedia, create cutting-edge art on Flickr, and compile archives on Del.icio.us” (Hartley, 2009: 129-130). After seven years of Hartley’s statement, the digital media landscape has continued to change and to challenge media consumption and practices. In a hyper-connected world, teenagers in particular develop transmedia uses and skills, intertwining media and practices.

This paper intends to present the preliminary results of a study conducted in Portugal under the European research project “Transmedia Literacy. Exploiting transmedia skills and informal learning strategies to improve formal education” (645238 - H2020 Research and Innovation actions). Using the acronym “Transliteracy”, this research

project focuses on teens (12-18 years old) and applies a quantitative and qualitative methodology based on a survey, interviews and participant observation. Building on the results coming from the survey, this paper aims to understand what transmedia practices, production dynamics and sharing strategies are teenagers developing in the current media environment. Based on these data we seek to understand the role of peers on this transmedia culture and to reflect on teen's participation rights in the digital age.

***Conceicao Costa, José Rogado and Carla Sousa – Inside the “black-box”:
children rights in the digital age***

The current debates about online potential risks tend to emphasize children 'protection' but also to empower them to have a voice in the contemporary society. In the actual online landscape, giving the inherent complexity of the interactions that managing one's identity implies better results could be achieved if the basic concepts of the underlying interactions are clarified, so that children are able to avoid risks and take knowledgeable decisions. In this line of thought, citizens (and children) literate on managing their digital identities will be able to navigate, communicate, play and learn online more safely, achieving a more responsible connected presence and protecting their privacy. However, fully understanding these concepts can lie beyond the scope of the average citizen's media literacy, mainly if their technological aspects are to be considered.

In the present paper we give account of pedagogies of play in learning encryption concepts among a group of secondary school students, focusing on their behaviours and attitudes towards managing their digital identity and online presence. As a conclusion, we propose an approach towards children's appropriation of digital environments and technological underlying processes, in order they fully exert their rights to participate, their rights to privacy and their rights to freedom of expression, among others.

Day 2: Wednesday 27th July 2016

Parallel sessions III: 9.30-10.40

Session 7: Inequalities and digital divides

Location: Vera Anstey Room (VAR), 1st floor

Fabio Senne and Maria Eugenia Sozio – Addressing the digital divide: internet access and children’s online opportunities in Brazil

In the last decade, digital divide research has shifted attention from inequalities of access to digital skills and usage (van Deursen & van Dijk, 2013), putting in place a growing debate on a second-level digital divide, also identified among those individuals who have overcome the first barrier of Internet access (Van Dijk, 2005; DiMaggio, Hargittai, Celeste, & Shafer, 2004). In this context, socioeconomic variables (such as gender, level of education, age), motivational differences, capabilities and skills for the use of information and communication technologies (ICTs) came into the debate on Internet inequalities (Van Dijk, 2005).

The very notion of Internet access started to be redefined in face of substantial changes yielded by the pervasiveness of mobile devices (Livingstone, Mascheroni, & Staksrud, 2015). Although there is a growing number of studies investigating the relationship between online activities and access to mobile devices (Mascheroni & Ólafsson, 2015; Pearce & Rice, 2013; Donner, Gitau, & Marsden, 2011), there is a lack of research on how different types of access influence online opportunities – especially in countries of the Global South.

Aligned with the trend of mobility observed in both Latin American countries and other emerging economies (ITU, 2014), Brazil has registered in recent years an increase in the use of mobile devices to access the Internet. In fact, between 2011 and 2013, more than 27 million people have used these devices to access the Internet in Brazil (CGI.BR, 2015a). This growth is even more pronounced among children and young people, given that among Internet users aged 9 to 17, 82% used mobile phones to access the Internet (CGI.BR, 2015b).

This paper aims to address the relation between devices used to access the Internet and online activities. For this purpose, quantitative analysis will be carried out based on microdata of the ICT Kids Online Brazil Survey, conducted by the Regional Center for Studies on the Development of the Information Society (CETIC.br) – a research center under the auspices of Unesco based in São Paulo, Brazil. The survey’s target population comprises Brazilian children aged 9 to 17 years who are Internet users.

Based on the classification of Internet usage provided in previous studies (van Deursen, van Dijk, & Helsper, 2014; van Deursen & van Dijk, 2013), a set of online activities will be grouped into dimensions (such as information, news, personal development, social interaction, leisure, commercial transaction and gaming). Using multivariate data analysis, this paper will explore the relation between the above

mentioned activities' dimensions and variables of Internet access, such as the type of device used to go online: desktop computers, portable computers, tablets, and mobile phones. Data analysis will also explore sociodemographic variables, such as socioeconomic status, age, gender and parents' education. Taken together, the findings of this paper might provide empirical evidence on the relation between Internet access and online activities, especially with regard to the influence of the use of different devices for generating digital opportunities.

***Monica Barbovschi and Tatiana Jereissati* – Gender representations and ICT among Brazilian youth in the context of children's rights, reflections from a qualitative investigation**

With achieving gender equality as one of the Sustainable Goals for 2030, understanding how ICTs and social media help reduce the gender gap is an important undertaking. In the newly revised EU Kids Online framework (Livingstone, Mascheroni & Staksrud, 2015) the PPP framework of the UN Convention on the Rights of the Child – protection, provision and participation – is useful for understanding the relationship between ICT and wellbeing, in the sense that any dimension of wellbeing can be influenced by the availability (or absence) of access, use, and means of participation, as well as by the limits of protection from harmful experiences online. Understanding how social representations around gender play a role in the young people's protection, provision and participation online can help us to better understand the 'gender gap' of ICT and social media use.

The ICT and gender project (2016) undertaken by CETIC.br in Sao Paulo, Brazil, aims to explore practices of access, uses and activities of young people online, as well as ways of self-expression and presentation on social media, socialisation of privacy in the context of learning about consent and boundaries, and technology-related violence (including sexualised violence). The project is interested in how dominant social representations and discourses around gender-specific uses of ICT are being reproduced or challenged among young people and adults. The fieldwork consist in 12 single-sex focus groups with young people aged 10-12, 13-14, 15-17, 12 individual interviews with parents of both sexes (mothers, fathers) and 3 interviews with teachers of children from each age group.

Session 8: Migration and belonging

Location: Graham Wallace Room (AGWR), 5th floor

Lisa Trujillo – Exploring unaccompanied refugee minors' access to and experiences with digital media: a qualitative exploratory case study in Berlin

In our modern age, digital communication facilitates asylum seekers across geopolitical and cultural borders in their attempt to find refuge and protection in a host country. In particular, the number of unaccompanied refugee minors (URM) are on a rise in Europe and Germany. Little empirical research has been done to reveal the digital media access situations and behaviours amongst refugees in Europe, let alone URM. Additionally, research regarding their digital competencies, potential vulnerabilities and strategies as they settle in their host countries is even further at the forefront of exploration.

This research aims to reveal the findings of a qualitative exploratory study being conducted in order to uncover the access to and usage experiences with digital media by URM, and better examine the impact that these activities (or lack thereof) have on their rights. The project aims to portray the voices and perspectives of URM (including their caretakers) regarding their digital media situations in their host country of Germany.

This unique study is currently being conducted at a youth home for unaccompanied minors in Berlin and will act as a case study. Individual qualitative interviews are being held with staff members working at the home and URM who live there. In addition, an examination of existing research on the usage of digital technologies by young refugees worldwide as well as EU recommendations and legislative documents regarding the rights of children and youth in the digital arena will be discussed.

As this study is currently underway, results and conclusions are yet to be revealed and will be made available after June 2016.

Nadia Kutscher and Lisa-Marie Kreß – Contexts and contradictions of digital children's rights of unaccompanied minor refugees

Unaccompanied minor refugees are a special group concerning children's rights. Empirical data from a recent study show that they are framed by on the one hand side being young people like others and on the other hand side being refugees mostly far from other family members and due to this as well as to flight experiences being especially vulnerable young people. Digital media like mobile phones and social networks play a vital role in "doing family" in globalized migrant contexts, in helping to cope with geographical distances and the longing for the distant parents and siblings. During the flight, media also have a special role in supporting flight organization when available resp. when not underlying strong limitations. After arriving in the receiving country, the importance of digital media changes again und shows its meaning for providing social participation, belonging and coping in

everyday life. In contradiction to that, restrictions faced in institutional contexts in terms of material support and media educational norms form opportunities and capabilities. Moreover, limitations in terms of social, cultural and economic capital on the young people's as well on their family's side point to vital aspects of children's rights in a special and increasingly relevant context. The paper will present results and implications from an empirical study from December 2015 with unaccompanied minor refugees in Germany.

Session 9: Parenting and rights in the digital age

Location: Room 3.21, 3rd floor

Sonia Livingstone and Alicia Blum-Ross – Children’s digital rights: negotiating parental responsibilities in the digital age

In debates over societal management of digital change in relationship to children, a central emphasis is placed on the role of parents. Charged with both child protection and empowerment, parents view the task of facilitating their child(ren)’s access to technology with both excitement and trepidation. As both legal and pastoral ‘guardians’ parents acknowledge their role in ensuring the exercise of their children’s digital rights, and that those rights are not infringed upon by others. For instance, many parents highlight the potential opportunities for expression, learning and participation online, while simultaneously expressing concerns over bullying, the impact on family life and dangers like grooming or extremism. Parents are seen by other actors – including government, educators and industry – as the frontline ‘gatekeepers’ managing digital change, yet parents themselves often feel unsupported or let down by these bodies when difficulties arise.

In this paper we highlight the discourses and practices of parents to explore how parents view and enact their responsibilities for their children’s digital rights. Drawing from our fieldwork with parents of children aged 0-17 in London, we argue that understanding how children’s digital rights are articulated or curtailed in practice requires acknowledging a double mediation process. Parents, ultimately, act as the mediators of digital technologies, which are already mediating children’s rights. We also acknowledge that while macro-level policy addresses children as a whole, parents instead view the micro-level needs, aptitudes and interests of a particular child. We will include empirical case studies from our fieldwork to discuss how the specificities of children’s developmental stages, interests and family values require diverse ways of approach the question of double parental mediation of rights.

Bojana Lobe, Anca Velicu, Michael Dreier, Stephane Chaudron, Monica Gemo, Rosanna Di Gioia – Cross-case Qualitative Comparative Analysis (QCA) identifying patterns of ICT use and parental mediation of very young children

Interactions with digital technology are witnessing a substantial increase in ICT use by very young children, which may entail risks and benefits that have to date not been fully analysed. Since young children lack agency as well as technical, critical and social skills, the mediation of their online presence could see the precedence of children’s welfare over children’s rights (Hamelink, C., & Hamelink, C. J., 2008).

Relying on the EU Kids Online revised model (Livingstone et al., 2015), this paper aims to highlight how individual and social level interact in young children’s engagement with ICT. More precisely, the focus will be on children’s rights for online access and communication (encompassing practices, skills, risks and opportunities), rights for online identity and privacy (including protection and personal-data control),

at the individual and family level.

To address these issues and to enhance understanding of online presence of very young children, a study limited to the home and family context targeting children aged 0-8 was carried out. In 16 selected EU countries and Russia, 196 families were interviewed on engagement, mediation strategies and potential benefits and risks associated with ICT use. To get insight into the complexity of the phenomenon, the data gathered in the study was cross-compared applying formal configurational comparative methods (fsQCA) to uncover underlying structure and factors leading to patterns of online presence by very young children. The study also significantly benefited from the advice of the EU Kids Online and INSAFE networks funded by the Better Internet for Kids programme.

***Ana Francisca Monteiro* – Parental mediation in the use of technology by children: Paradoxes of imposing restrictions**

Based on an ethnographic study of children on the informal use of digital technologies, this paper explores the paradoxes of imposing safety standards that restrict access and online autonomy of children. In the European context, Portugal stands out as one of the countries where parents and educational institutions favour, for security reasons, a restrictive mediation of the use of technology by children. In this context, we present an analysis that focuses on children's own perspectives about their digital practices. This approach highlights the contradictions that arise from imposition such restrictions, in terms of security, access to opportunities and intergenerational relationships. While recognizing the imperative to understand and address the risks that using technologies may represent, in its various fronts (e.g. content, contacts, behaviour, human-computer interaction design, education, prevention, regulation, research), this analysis reflects on digital technologies as indispensable tools for the development of social and cultural skills. Considering the progressive technological ubiquity, as well as the organization of digital spaces as sociocultural arenas, this analysis further discusses the place of childhood and children in the context of the changes affecting Europe. It particularly considers how modern representations of the child-citizen, subject of rights to safety but also agency and participation coexist with the images of the child-victim, vulnerable and increasingly in need of new protective measures.

Parallel sessions IV: 11.10-12.20

Session 10: Online information and children's rights

Location: Vera Anstey Room (VAR), 1st floor

Laura Moorhead – Open access to biomedical information in regard to the public health of children and young people: a discussion of equity and policy

In evaluating health promotion and other behavior change programs ultimately targeting children and young people, researchers have historically overlooked the potential role of open access to information, most notably through the use of journal articles. Consider, for instance, the 2015 New York Times Opinion Page with an article titled, “Yes, we were warned about Ebola.” The authors, Bernice Dahn, the chief medical officer of Liberia’s Ministry of Health; Vera Mussah, the country’s director of county health services; and Cameron Nutt, the Ebola response adviser to Dr. Paul Farmer at the U.S.-based nonprofit Partners in Health, penned the article as members of the team drafting Liberia’s Ebola recovery plan. As part of the effort, they systematically reviewed the literature on Ebola since the virus’s discovery in central Africa in 1976. They were shocked to learn that researchers began publishing articles highlighting the risk of Ebola in the early 1980s, citing in particular an article in *Annals of Virology*. However, the research was kept behind paywalls. The authors explained, “Had the virologists’ findings been linked to long-term efforts to train Liberians to conduct research, to identify and stop epidemics, and to deliver quality medical care, the outcome might have been different” (Dahn, Mussah, & Nutt, 2015). This paper explores other such public health situations and documented or potential outcomes in particular regard to children, including the current Zika virus crisis. Ultimately, it explores issues of equity and policy around access to biomedical information and its potential effects on children and young people.

Camille Tilleul and Pierre Fastrez – How can website design support young people searching information regarding their rights online?

This paper reports on a short research project commissioned by the Observatory of Childhood, Youth and Youth Support of the Federation Wallonia-Brussels (Belgium). The project sought to identify factors supporting (or hindering) young people in searching information related to their rights online, in order to inform the design of child-friendly public information websites.

As a first step, we selected eleven websites that met linguistic readability criteria, defined in a prior research, among a larger sample of existing websites informing children on their rights.

Sixteen children and teenagers (aged 9 to 18) participated in an experiment requiring them to answer questions regarding their rights by searching the web, and by navigating specific websites from our selection. Our small sample was designed to observe the diversity of youth informational practices, and in particular the difficulties

they encountered. Our analysis focused on the identification of the criteria used by participants to select and evaluate information online, as well as on the assessment of their ability to navigate the selected websites and to understand the information they found and its social context (e.g. the credentials of its authors).

Our findings were converted into factors enhancing the graphic readability, the navigability and the social readability of information websites by children, which were documented in a handbook for public information webmasters responsible for adapting their website to a children audience. Our recommendations differ sharply from what seems to be common practices of children's website design, i.e. presentations overusing flashy and colorful layouts, animations and fictional humorous characters.

Shulamit Almog and Liat Franco – Wild playgrounds - social networks as lawless domains

Acute cognizance of children's perceptions of legal norms relevant to their digital life, is essential to shape optimal legal regime that will guarantee safe and empowering digital space for children. Having in mind the need to enhance such cognizance, we conducted in-depth-semi structured interviews, which were thematically analyzed. Participants were 66 students in Grade 8 and 9 from three high schools located in northern Israel.

According to the findings, first, most children have no knowledge of existing relevant law. Second, children report experiencing a lack of legal response to severe digital aggression events. Lastly, children believe that law is irrelevant to their online conduct. In sum, children perceive the digital realm, and particularly the social networks, as a lawless and unsafe space, which necessitates continuous alertness.

Existing study shows that children's greater levels of access to digital media do not imply a greater awareness of their rights (worldwide survey). This research provides an additional layer, suggesting that children misperceive existing laws that pertain to their lives online, principally laws that are relevant to cyberbullying in social networks, and to their privacy rights.

Following the breadth of the findings and their relevance to various aspects of children's wellbeing, we put forward that it is high time to call for a new convention that will construct Digital Rights of children, and will entrench additional rights such as guaranteeing the awareness of children to their digital rights and defining the duties of caregivers, parents, teachers and legislatures to ensure the digital interests of children.

Session 11: Public and private responsibilities for children's rights online

Location: Graham Wallace Room (AGWR), 5th floor

Leigh Campoamor – Digital technologies and child labour in the age of transnational corporate social responsibility

This paper examines the implications of a major Spanish telecommunications company's use of digital technologies to establish itself as a global leader on children's rights through efforts to end child labour and support education in Latin America. My analysis situates the company's development of a smartphone application for reporting child street labour, such as candy vending, within its broader project to improve educational quality in the region by equipping classrooms with smart technologies and developing extracurricular activities in schools. Drawing on ethnographic research within the corporation, NGOs, and state agencies, and among children who work on the streets, I show how digital technologies are, in this case, reformulating the already problematic assumption about the relationship between education and child labour. The company's initiatives – grounded in a language of rights, citizenship, and democratic opportunity – have contradictory effects on children in a time when formal employment and higher education, the supposed pay-off for prioritizing school over work, are increasingly difficult to attain. This paper bridges the anthropological literature on corporate social responsibility (CSR) with discussions about digital technologies to ask what kinds of citizenship are produced through such technologies. In a time when increased foreign investment has produced new networks of communication and new forms of precarity among both children and the adults to whom they are intimately related, I show how digital technologies provide an important lens through which to consider the corporate appropriation of children's rights discourses in relation to the everyday spatial practices of poor children.

Tijana Milosevic – Towards a rights-based self-regulatory framework: assessing the responsibility of social media companies in addressing bullying

Social media companies play an important role in child protection and empowerment, yet how these companies' policies ensure children's rights is not a sufficiently understood issue. By analyzing the policies and mechanisms that these companies have in place to address cyberbullying and various forms of abuse or harassment, this contribution examines the effectiveness of industry self-regulation, proposing a rights-based framework for corporate social responsibility. These mechanisms include, but are not limited to, reporting and social reporting tools, blocking, filtering, geofencing, any forms of human or automated moderation systems such as supervised machine learning; as well as anti-bullying educational materials. I point to concerns regarding transparency and accountability and explain the process through which these policies develop and influence the perceptions of regulators as to what constitutes a safe platform. The results are based on a textual analysis of 14 social media companies' policies, 27 in-depth interviews with social media company representatives, representatives of e-safety non-governmental organizations and e-

safety experts in the United States and Europe. The companies included in the sample are: Facebook, Instagram, Twitter, Ask.fm, YouTube, Google+, Yik Yak, Whisper, Secret, What'sApp, KIK, Voxer, Snapchat and Tumblr. Within the framework of corporate social responsibility theories, I discuss the strengths and the weaknesses of the current self-regulatory environment regarding digital bullying and I leverage this discussion to further our understanding of what would constitute an adequate abuse-prevention mechanism consistent with the rights-based framework.

Eva Lievens – Ending the shifting game: towards true responsibility for children's rights in the digital age

Policies aimed at a 'safer' internet for children have over the past 15 years put significant emphasis on the importance of a multi-stakeholder approach. Such an approach entails that children's rights can only be effectively realised if all actors that are involved take up their responsibility. Policy documents issued by the Council of Europe (e.g. Recommendation on the protection of human rights with regard to social networking services, 2012) and the European Union (European Strategy for a Better Internet for Children, 2012) explicitly refer to the responsibility of governments, civil society, industry, educators and parents to take certain measures. Yet, still all too often, responsibility is shifted to other actors, from government to industry, from industry to parents, from parents to schools, or reversely. Additionally, the responsibilities and participation rights of children themselves in this context are only gradually being included in the debate (McLaughlin, 2013; Livingstone, Carr and Byrne, 2015). A fundamental children's rights perspective, however, rooted in children's (and general human) rights instruments and scholarly thinking about duties and responsibilities of the public and private sector as well as individuals for the realization of children's rights, has the potential to provide clarification and incentives to put an end to the shifting game. This paper proposes an in-depth analysis of legislation, policy documents, fundamental rights case-law and doctrine in order to construct a responsibility grid (with key requirements) on which future children's rights-oriented policies could be based.

Session 12: Conceptualising children's rights in the digital age

Location: Room 3.21, 3rd floor

Rayen Condeza - Expectations of parents and teachers on the digital rights of adolescents in Chile

One of the key dilemmas shaping children's and youth's rights in the digital age are the particular expectations of parents and of professors, and the way they communicate with young people about their points of view. In Chile very little is known about this tension. This paper shows the results of the first phase of an ongoing study, aiming to identify the perceptions and expectations of adults in relation to cultural consumption of children (3-5; 6-12) and adolescents (12-17) Chileans on multiple screens. These expectations are explored according to a triple digital divide in the country: 1) access to different platforms according to the socioeconomic status of the parents and the type of school attended by children and young people, 2) urban-rural gap and 3) gap by years of schooling of the parents. The methodology used is mixed. Specifically it includes the application of a questionnaire administered to 100 teachers in different regions of Chile and 500 parents of pupils studying with these teachers. 50 teachers are primary and 50 secondary schools. Then it delves into in-depth interviews about this issue in focus group of teachers and parents. The study aims to promote intergenerational dialogue and educational actions that articulate the different perceptions and expectations of different actors in a community, respecting the communication rights of children and adolescents in a rapidly changing digital environment. Results are expected to impact the curriculum of initial teacher training. A second phase will contrast these expectations with those of children and youth.

Anthea Henderson - Rights and/or needs? Caribbean children and the digital age

Digital services are becoming increasingly available to children in the Caribbean region, primarily as a consequence of liberalization and competition within the telecommunication and broadcasting sectors. With the associated falling costs of digital devices such as smart phones, tablets and computers, as well as customer-friendly packages for broadband access, young people are enjoying improved access to the digital environment, although swathes of digital exclusion in rural and low income communities are common regionally.

Although children in the region have benefited from these developments, child rights have not featured prominently as a basis for improving digital inclusion. In part, this is because the notion of children's rights per se has not been wholeheartedly adopted deep within Caribbean cultures, thus constraining such policy deliberations to contexts that are an "easier sell", such as matters of education and health provision.

This cultural ambivalence regarding rights as a framework for discussing digital

access lies in contrast to the widening use and exposure to digital media regionally, particularly among teenagers, and with it the implications (and complications) of their transforming engagements with media. It is argued that along with the rights perspective, the adoption of both social constructivist and ontological frames of reference would widen the perimeters of analysis regarding children's engagement with media, and may facilitate a more agreeable lens through which to discuss the needs of Caribbean children in the digital age.

Elvira Perez Vallejos, Ansgar Koene and Derek McAuley - iRights Youth Juries: Acting out digital dilemmas to promote digital reflections

The iRights Youth Juries are an innovative and engaging methodology designed to facilitate discussion, reflection and deliberation upon the issue of children digital rights. These juries have an explicit objective of arriving at clear youth-led recommendations regarding the digital rights of children as well as promoting digital literacy. During the juries, youth concerns are identified and dramatized into vignettes to elicit reflective responses from participants.

The aim of our juries is not only to find out what participants think and feel about their experiences of the digital world, but to discover what shapes their thinking and whether they are open to changing their minds in the light of discussion with peers or exposure to new information. In order to explore such questions, we are interested in assessing the extent to which participant's perspectives and positions change, individually and collectively, between their arrival on the jury session and their departure.

This is a comparative methodological study to assess the impact of two different formats for vignette presentation during the iRights Youth Juries in a large sample (n = 240) of children and young people (12-17 years). While one group experienced the dramatization of the vignettes with live acting, a matched group was presented with professionally edited video clips of those same vignettes. Both groups completed a pre-/post-jury survey designed to measure attitudinal change. Preliminary results showed not significant differences between groups on the degree of attitudinal change before and after the jury session.