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Break out discussion: Research

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From risks & opportunities to rights related research



- Generally: How does research make a contribution to debates about children's online rights?
- Specifically: How can empirical data inform decisions about defining rights or refining those rights or how to implement them?
- When addressing a children's rights agenda, how does research itself have to adapt, compared to addressing another agenda, e.g. a risk agenda?

Key points



- Different understandings of children's rights and different social constructions of childhood across countries (and within the same country different framings in the research agenda, the policy agenda and children)
- Research tools are designed for investigating individual rights. What about communal rights, e.g. the rights around family life?
- We need to better understand the context of children's everyday lives in order to understand the meaning of children's rights to them

Key points



- We need to adopt an holistic approach to children's rights, rather than studying them in isolation, since rights can conflict with one another (e.g. the right to privacy vs. the right to self-expression or to identification; parents' vs. children's rights; individual vs. communal rights)
- How do we define a child? Is it a matter of age, whereby child= under 18? A matter of subordinate subject positioning/self definition?
- Rights/responsibilities: research needs to take into account different capacities of being responsible at different ages, and its ethical implications (e.g. on consent forms).