



ENYA RECOMMENDATIONS

Children's rights in the digital environment

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ENOC

European Network of Ombudspersons for Children



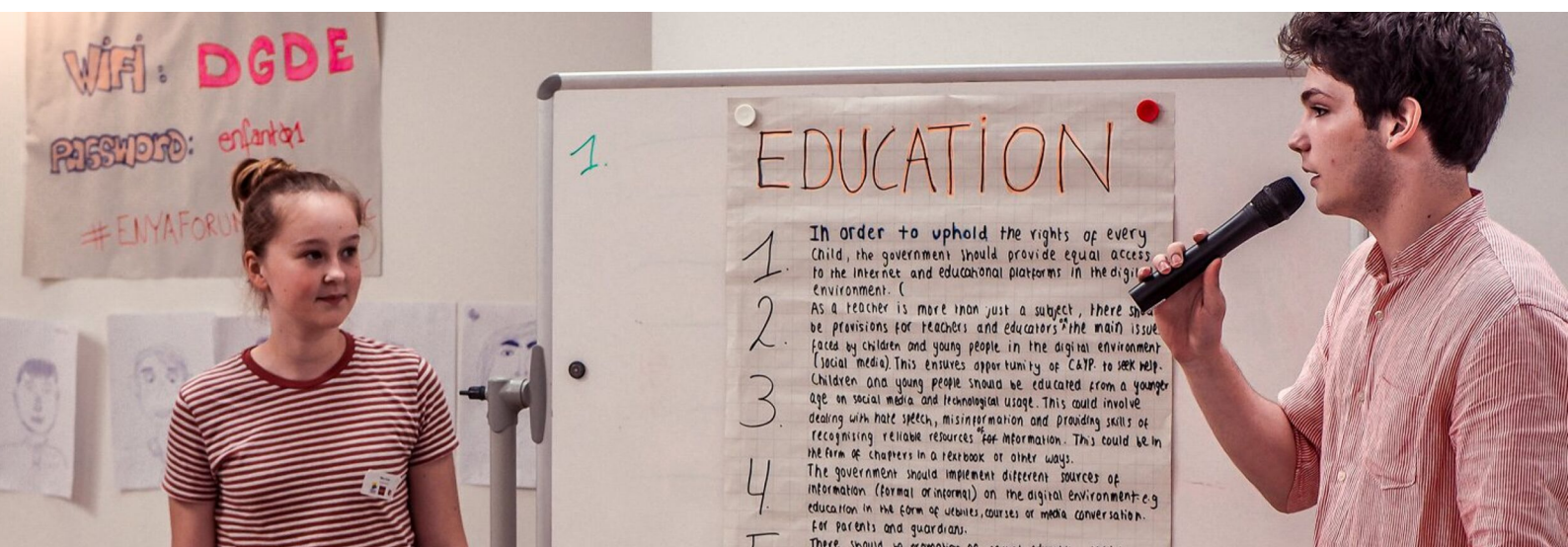
1. PRIVACY

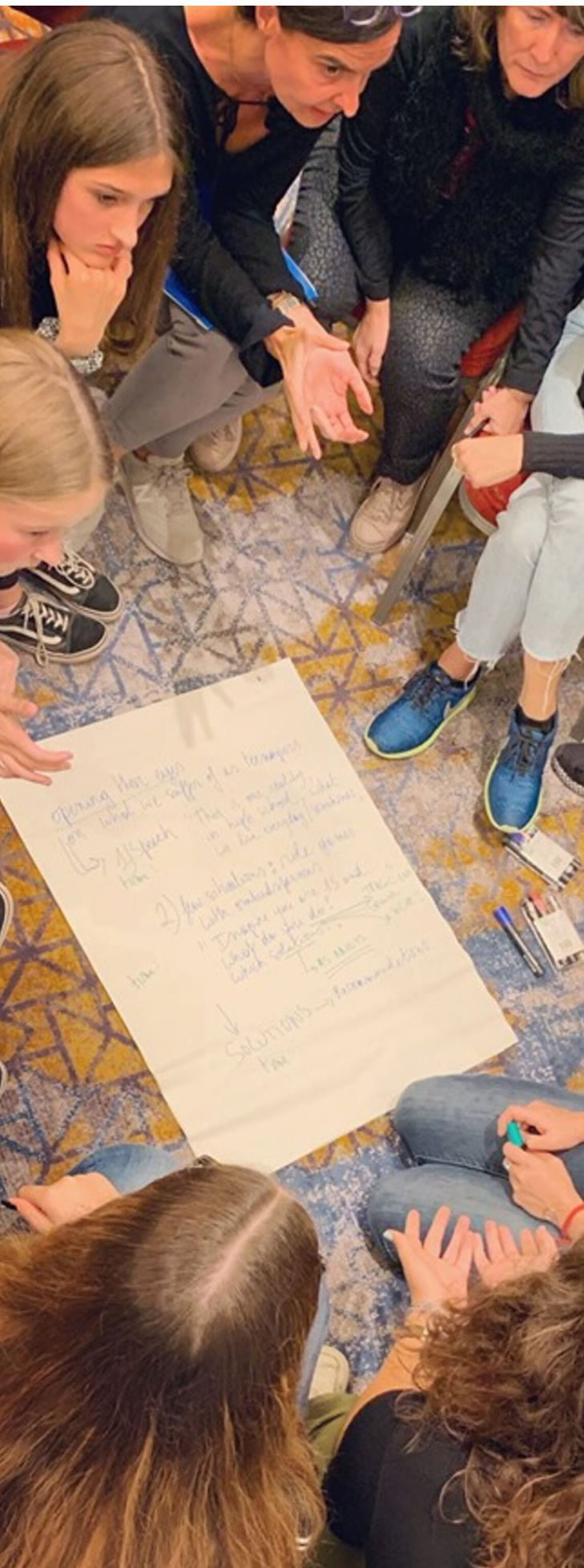
1. Schools, parents/guardians, the media and peers have to educate children and young people and their parents/guardians on online privacy.
2. There needs to be more awareness on oversharing amongst young people and parents/guardians. Parents/guardians should also be aware of the privacy rights of their children: they should not post pictures of them online without their consent.
3. It should be made mandatory for (social) media companies to ask people for their consent prior to their private content (pictures, information...) being published online by others. In addition, social media platforms should have an accessible and reliable reporting system.
4. (Social) media companies should take responsibility of the personal information that children and young people provide. They should not be allowed to use it for commercial purposes without young people's consent.

5. Europe should make it mandatory for companies to have terms and conditions that are accessible, easy to read and understand by people of all ages.
6. National Governments should be encouraged to provide accessible information to highlight the most important information and terms and conditions of the digital environment and to raise awareness of young people's rights in the digital area (through a website for example).

2. EDUCATION

1. In order to uphold the rights of every child, Governments should provide equal access to the internet and to educational platforms in the digital environment.
2. There should be specific provisions for teachers and educators on the main issues faced by children and young people in the digital environment. This ensures the opportunity for all children and young people to seek help.
3. Children and young people should be educated from younger ages on social media and technical usage. This education could involve dealing with online hate speech; misinformation and it should provide children and young people with critical thinking skills to distinguish real and trustworthy information from fake information.





4. Governments should implement different sources of information (in formal and informal ways) on the digital environment for children and young people as well as for their parents, guardians and teachers.

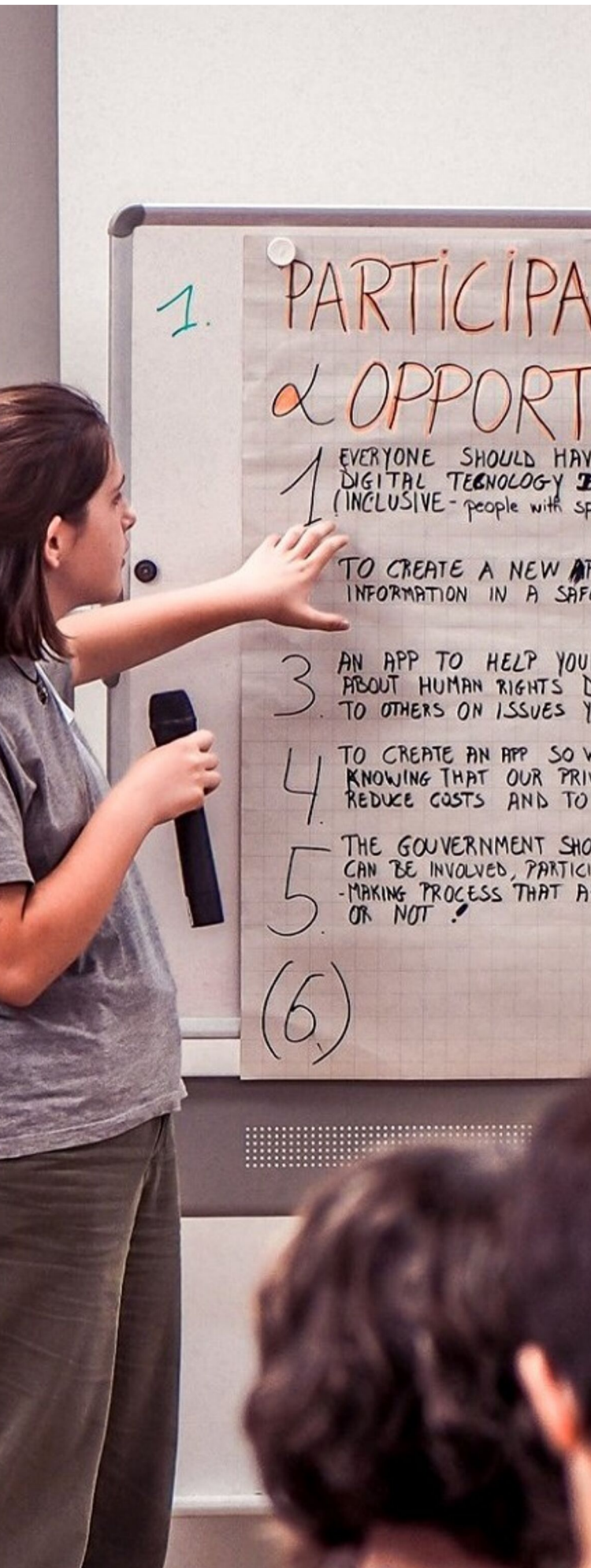
5. There should be promotion of sexual education involving the digital environment (for example on gender, on the risks of sexting, etc.) to promote online respect and sexual awareness. This should aim to create acceptance and understanding of diversity.

3. RISKS & CHALLENGES

1. Children and young people should be able to get personal support from a local person if they are experiencing problems online. This person should be assigned by children and young people and can be from a school or a local youth organization. Children and young people should be able to fully trust this person. This person should be trained and should receive ongoing training in supporting children and young people. This person can have lived experience.

2. In situations of online bullying or sexting it is important that both the victim and the perpetrator get support. In addition, it is important to focus on prevention rather than punishment. Creating a friendly and safe atmosphere within schools for example can prevent online bullying from happening.
3. “Don’t do it” attitudes towards sexting in education are ineffective and ignore the realities that children and young people nowadays live in. Schools should address the topic of sexting/sharing nudes in courses on sexuality or digital media. Adults (parents, teachers...) should also receive this education so that they can support children and young people to the best of their abilities in dealing with nudes, online hate speech, etc.
4. Children and young people should have the right to talk about sexting and online bullying in a confidential environment without their parents/guardians being told. A system of peer support needs to be established so that children and young people can support each other if someone faces online difficulties.
5. Fake news is a concern for children and young people and can put them at risk. Creating an app or website that can fact-check news can help children and young people to spot fake news.





4. PARTICIPATION & OPPORTUNITIES

1. The digital environment should be accessible to everyone. All (young) people should have access to digital technology, including free Wi-Fi. Special attention needs to be paid to the accessibility of the digital environment for children with specific needs (children with disabilities, children separated from their parents, children on the move, children in alternative care, children in poverty, etc.).
2. An app should be developed to help children and young people to learn about Human Rights and Children's Rights in a fun and accessible way.
3. A general app to protect the privacy of children and young people should be developed. This app has to provide children and young people with trustworthy information and a complaint mechanism for privacy issues. Children and young people should always be involved when governments make decisions and laws that affect them. Governments can include children and young people in decision making processes through online participation.

4. Grown-ups often mostly see and mention negative things about the internet. However, most of the time the internet is very positive. Children and young people should be supported to interact in a positive way with digital media – banning technology (for example banning mobile phones in schools) is not a good way to teach children and young people how to use it: adults should aim at promoting positive use of digital media by children and young people, rather than banning it.



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