

Ana Žnidarec Čučković

University of Zagreb, Faculty of Teacher Education

<https://doi.org/10.5937/int-themed-bg25180Z>

Children's rights and digital technologies: urgent considerations in today's rapidly evolving digital age

Abstract

This paper examines the complex relationship between children's rights and digital technologies, analyzing both opportunities and risks within the framework of the UNCRC. While digital platforms can empower children through enhanced access to information, education, and social connections, they also expose them to new vulnerabilities, including online safety threats, data privacy violations, and the digital divide. The paper explores the four general principles of the UNCRC within this context, emphasizing the tension between protection and participation. It argues for a balanced approach that empowers children as active agents in shaping their digital experiences while safeguarding their well-being. Recommendations include fostering digital literacy, promoting ethical online interactions, and establishing robust regulatory frameworks. By prioritizing children's voices and needs, we can ensure the digital environment becomes a space where they can thrive and reach their full potential.

Keywords: *children's rights, digital environment, digital technologies, digital divide.*

Introduction

The rapid advancement of digital technologies has significantly impacted the lives of children, providing both new opportunities and potential risks to their well-being and rights (Lievens et al., 2018). As children increasingly engage with various digital platforms and devices, it is essential to examine these implications through the lens of the United Nations Convention on the Rights of the Child (UNCRC), a key ratified document. Key considerations regarding children's rights in the digital age must be carefully evaluated to ensure that the child's best interests remain at the forefront of decision-making and practice (Coppock & Gillett-Swan, 2016).

The widespread and affordable access to the internet through various devices has made the digital environment an integral part of life for peo-

ple worldwide. According to the International Telecommunication Union (2023), approximately 80% of the population in Europe, 75% in the Americas, 78% in the Commonwealth of Independent States, 40% in Arab States, and 25% in Africa are online. With increased investment in these latter regions, even higher online engagement is expected in the near future. Notably, an estimated one-third of all internet users globally are children under 18. Information and communication technologies have reshaped children's lives significantly, creating new opportunities as well as potential risks to their well-being and rights (Dorsey et al., 2016). Families, schools, and communities have increasingly integrated digital technologies as essential infrastructure in the digital age. The digital environment offers children opportunities for learning, play, health, communication, and participation. However, it also poses significant risks to their safety, privacy, mental health, and overall well-being. This rapidly evolving landscape is driven by the ambitions of global companies, innovative services, institutional policies, and the changing behaviors of individual users. Consequently, it is becoming increasingly difficult for children to distinguish between offline and online experiences (Berman & Albright, 2017).

While international organizations and governments promote access to information and communication technologies (ICT) for business innovation and societal benefits, some recognize the emerging child rights issues within this context (Livingstone et al., 2017). They collaborate with various stakeholders to empower and protect children in the digital environment. Notably, the United Nations Committee on the Rights of the Child emphasized the importance of children's rights concerning digital media in 2014. However, existing governance structures and policies do not consistently address the implications for children's rights as outlined in the UNCRC, the European Convention on Human Rights, and other related documents. Research and stakeholder experiences indicate that the digital environment influences children's lives in ways that can either advance or infringe upon their rights. Questions surrounding "children's digital rights," such as the right to be forgotten, the right to consent to terms and conditions or privacy policies, and the right to digital literacy, have emerged. Nearly every human right now has a digital dimension, prompting a re-evaluation of the UNCRC in the context of the digital environment.

This chapter explores how digital technologies impact children's rights through the lens of the UNCRC, highlighting the significance of communication contexts as vital means for children to exercise their rights. Some articles of the UNCRC align with existing human rights instruments or governance practices, while others create new challenges as the digital environment evolves. We will discuss specific UNCRC rights relevant to the

digital context, identify associated challenges, and propose suggestions to address existing gaps, considering the multidimensional aspects of specific rights. Our discussion will focus on the four general principles of the UN-CRC and related articles, emphasizing the necessity for appropriate remedies and reviews while noting how existing frameworks often prioritize protection over participation. We will also explore ways to better resolve conflicts among rights. Carefully considering the balance between participation and protection in relation to digital technology provides valuable opportunities for research aimed at investigating these issues (Coppock & Gillett-Swan, 2016).

The duality of participation and protection

The digital environment presents unique challenges to children's rights, affecting their access to information, participation opportunities, and overall well-being. While discussions on children's rights often emphasize 'protection,' 'provision' rights, particularly in education, are frequently overlooked (Lievens et al., 2018). Digital technologies can violate these rights (Coppock & Gillett-Swan, 2016), and similar debates have emerged in areas such as education and healthcare. While technology can help fulfil the Convention on the Rights of the Child (CRC), it complicates prioritizing children's best interests in decision-making processes.

To address these issues effectively, it is vital to involve children in the development of digital health policies (Holly, 2020) and to incorporate their perspectives in interventions that impact their health (Lievens et al., 2018; Coppock & Gillett-Swan, 2016). Focusing on the relationship between participation and protection in technology could offer valuable insights. A comprehensive approach is essential to uphold all aspects of children's rights in both digital and physical realms. All stakeholders, including governments, educators, and industry leaders, must work together to empower children in navigating the digital landscape while holding companies accountable for their impacts (Lievens et al., 2018; Coppock & Gillett-Swan, 2016). As children's internet access expands, the realization and violation of their rights are increasingly linked to both online and offline realities, highlighting the need for a balanced approach to safeguard their rights and promote digital literacy (Byrne & Burton, 2017; Rogulj & Žnidarec Čučković, 2024).

Data privacy and ethical considerations

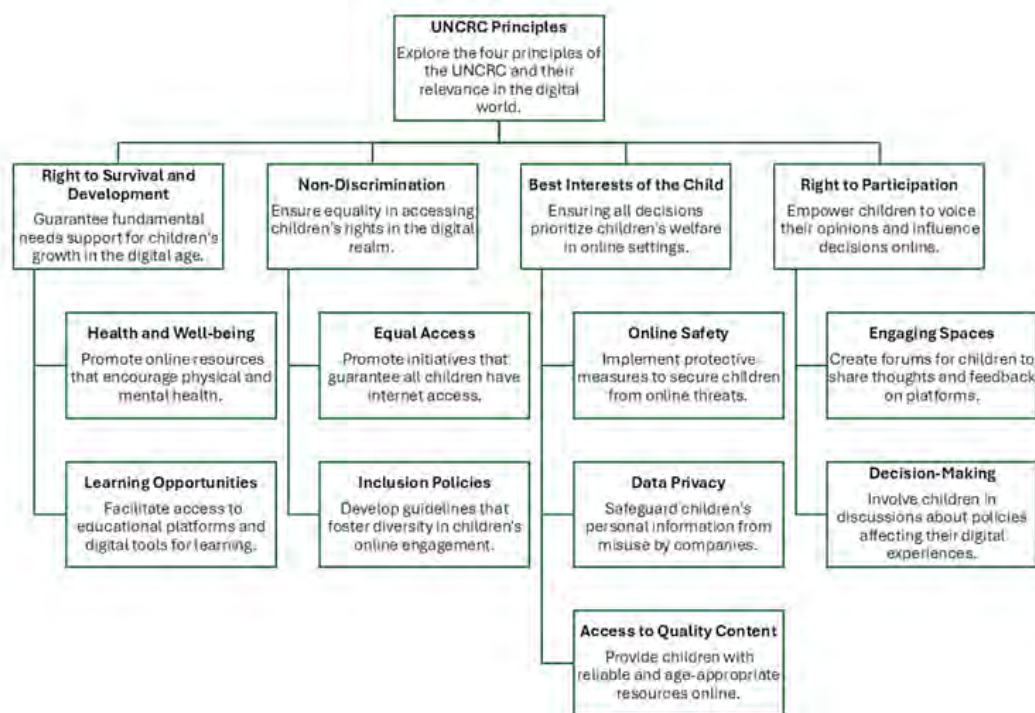
The widespread use of big data analytics, often outside traditional research settings, raises ethical concerns about children's data protection (Byrne & Burton, 2017). This issue calls for immediate action from policymakers, educators, and advocates focused on children's rights and digital ethics. Big data collection by public and private organizations faces inconsistent international and state regulations, often lacking sufficient guidelines for the ethical handling of children's data. To address these challenges, comprehensive regulatory frameworks specific to children's data collection and usage in the digital realm are essential. Such frameworks should incorporate data protection principles like purpose limitation and transparency while empowering children to exercise rights related to their data. Promoting data literacy among children, parents, and educators is also crucial for informed digital engagement (Milkaite & Lievens, 2019). For both younger children and teenagers, balancing the right to privacy with other rights, such as freedom of expression and access to information, is vital. For instance, the EU General Data Protection Regulation requires parental consent for processing children's data, which may limit teens' access to opportunities. As data collection becomes more automated, the effectiveness of privacy protections based on consent is increasingly questionable (Višnjić Jevtić et al., 2024). Moreover, many parents often overlook their children's privacy in the digital realm (Lupton & Williamson, 2017). One proposed solution is adopting global 'Fair Information Principles for Youth in the Global Digital Culture' based on the UNCRC, which would hold industry and governmental bodies accountable (Milkaite & Lievens, 2019). Advocates in children's rights must push for these principles, especially as monitoring devices increasingly gather extensive data on children (Berman & Albright, 2017). Research into children's rights in the digital age should address their needs, potential harms, and the implications for privacy rights and protective legislation (Milkaite & Lievens, 2019).

Specific rights and the digital environment

Ensuring that children's right to freedom of expression is not undermined within the digital environment is paramount. When regulating illegal content online, States should ensure that they are not indirectly limiting children's right to seek, receive, and impart information, including about issues that they find sensitive, such as sexuality and sexual health (Lievens et al., 2018). More generally, States must ensure that children are not pe-

nalized for expressing their views and have access to effective remedies if their right to freedom of expression has been violated. It is important to find a balance in facilitating children's freedom of expression and opinion, protecting children from exposure to harmful content, and respecting the rights and freedoms of others. Furthermore, the internet can also be a place where children encounter risks such as unwanted sexual solicitation, bullying, harassment, or even inappropriate marketing and advertising. The risks to their privacy from both corporations and governments need to be weighed carefully when data are collected from online sources (Byrne & Burton, 2017). Online safety policies can also impact children's rights to education and information. Children's access to information, knowledge, and resources will depend not just on their level of digital literacy but also on the availability, safety, and quality of the online content (Picture 1.).

Picture 1. *Four General Principles of UNCRC in Digital Environment*



Article 12 - highlights the potential of digital technologies to empower children by facilitating their participation in decision-making processes. Online platforms enable children to share their views and engage with decision-makers, which is a source of hope. Tools like forums, surveys, and social media allow children to influence policies affecting them, but ensuring these platforms are safe and age-appropriate is essential. According to Article 12 of the UN Convention on the Rights of the Child, children capable of forming views should have the right to express them freely. While protection rights in the digital context have received significant attention, participation rights, which

ensure children's active involvement in decisions that impact their lives, are often overlooked. Policymakers and educators must balance these rights, as provision rights, which involve access to essential resources for development, also require more consideration to ensure children's well-being in the digital age.

Article 13 - Balancing children's right to free expression online with the need to protect them from harm is a significant challenge. While digital platforms offer opportunities for self-expression, creativity, and access to diverse information, they can also expose children to cyberbullying, harmful content, and privacy risks. Moderation policies, educational initiatives, and digital literacy programs can help create a safer online environment without stifling children's voices. (Lievens et al., 2018) Mentions the importance of online freedom of association and the risks of leaving digital traces. States that a child who can form his or her views should have the right to express those views freely in all matters affecting that child and that the views of that child should be given due weight following the age and maturity of the child (Third et al., 2014). Digital technologies have the potential to amplify children's voices, enabling them to participate in discussions, share their perspectives, and engage with decision-makers.

Article 16 - Data collection and surveillance practices affect children's privacy in the digital age. (Milkaite & Lievens, 2019) While the UNCRC guarantees the right to privacy, its implementation must adapt to the technological landscape. The collection, use, and sharing of children's data raise concerns about their safety, autonomy, and future opportunities. Clear regulations, transparent data practices, and robust data protection mechanisms are essential for safeguarding children's privacy rights in the digital realm. Children's right to privacy can be at risk because the digital world facilitates intrusions into children's private lives. Frequently, there is insufficient guidance or practical and effective solutions to safely collect data directly or indirectly from children within a digital. Data collection, analysis, and regulation in the digital age raise questions about realizing and protecting children's rights (Berman & Albright, 2017). This prompts a critical inquiry into the continued adequacy and sufficiency of traditional ethical frameworks that guide academic research in institutional settings, alongside national legislative frameworks of data collection and consent from children, within this rapidly evolving digital ecosystem (Byrne & Burton, 2017; Milkaite & Lievens, 2019).

Article 17 - Digital technologies offer immense potential for providing children access to appropriate and diverse information, including educational resources, news, and cultural content. However, ensuring children can access safe, reliable, and age-appropriate information requires careful consideration. Content filtering, media literacy education, and the development of curated online resources can mitigate the risks while promoting access to valuable in-

formation. (Lievens et al., 2018) The report points out that the digital environment's impact on access to information needs re-evaluation through the lens of the UNCRC.

It's important to note that children recognize their shared responsibility in fostering a secure online environment. They advocate for digital literacy initiatives that empower them to take responsibility for their online safety. While digital technologies present new challenges, the tensions and contradictions surrounding children's rights to provision, protection, and participation are not entirely new. Careful consideration of the balance between participation and protection with digital technology provides fruitful research opportunities to investigate.

Article 19 - Addressing online child abuse and exploitation requires a multifaceted approach, including international cooperation, law enforcement, and technological solutions. Essential components include raising awareness, educating children about online safety, and providing victim support. There is an urgent need for research on children's rights in the digital age, as adults must model safe and responsible digital behaviors (Dorsey et al., 2016).

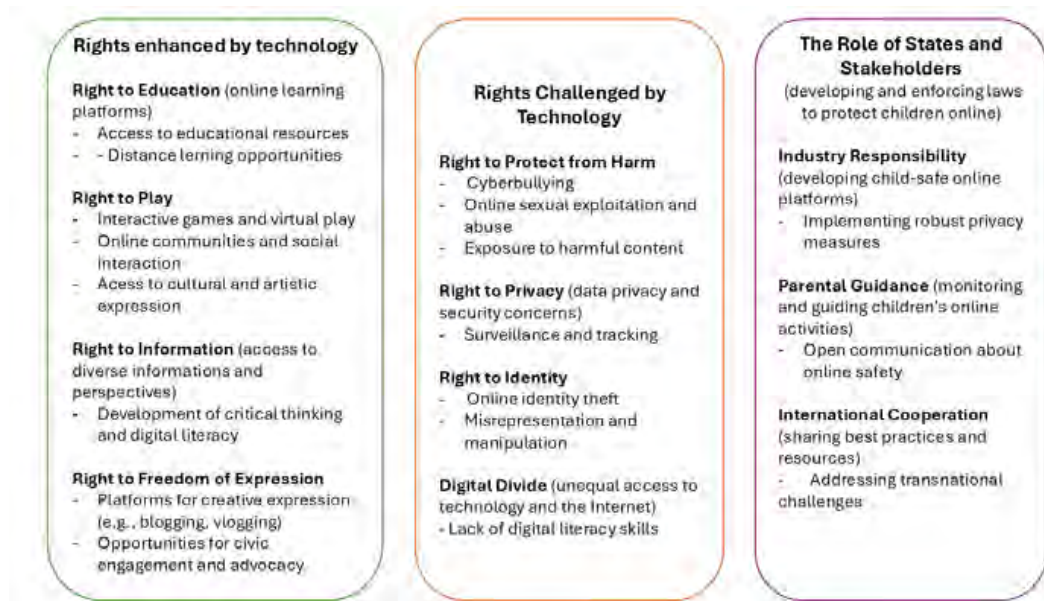
Current discussions often prioritize protective rights, focusing on shielding children from online risks, while overlooking participation rights that ensure their involvement in decision-making and freedom of expression (Lievens et al., 2018). A more holistic approach is necessary to support all children's rights in both online and offline contexts. Stakeholders like governments, parents, educators, and civil society must enhance children's rights related to digital technologies, actively considering children's views when developing policies. Bridging digital divides requires sensitivity to avoid worsening disparities, emphasizing both resource provision and skills enhancement. Despite improvements in digital literacy, children's rights to participate and access essential resources are often overlooked (Lievens et al., 2018; Nawaila et al., 2018). As the focus shifts from risk to opportunity and participation, digital children's rights have become integral to discussions on social justice.

Article 28 - Digital technologies have the potential to revolutionize education by enhancing access, personalizing learning experiences, and fostering collaboration. Online learning platforms, educational apps, and digital resources can complement traditional teaching methods and provide children diverse learning opportunities. Sáez et al. (2020) discuss various frameworks to foster digital literacy among educators and students while highlighting the importance of a citizen-centric approach to digital education. However, bridging the digital divide and ensuring equitable access to technology and digital literacy is critical for realizing the full potential of digital technologies in education. Children reported that the internet has made it easier to undertake schoolwork and engage in the education process (Third et al., 2014). States'

support for children's provision in the digital environment should take into account the diverse sources of content produced by both the public and private sectors that are likely to be consumed by children and seek to provide the appropriate incentives, investment opportunities, standards, and regulatory measures to ensure the overall availability of diverse, high-quality, and age-appropriate content for children (Picture 2).

Article 31- Promoting a healthy balance between online and offline activities is crucial for children's well-being. While digital technologies can provide opportunities for entertainment, social interaction, and creative expression, excessive screen time can negatively impact children's physical and mental health. Encouraging outdoor play, promoting healthy sleep habits, and fostering a balanced lifestyle are essential for children's development. Diverse international perspectives show that children can benefit significantly from digital opportunities. Despite widespread optimism about the potential of digital technologies, especially for information and education, the research reveals an insufficient evidence base to guide policy and practice across all continents, especially in middle- and low-income countries. Beyond revealing pressing and sizeable gaps in knowledge, this cross-national review also reveals the importance of understanding local values and practices regarding the use of technologies. This leads us to stress that future researchers must consider local contexts and existing inequalities and share best practices internationally so that children can navigate the balance between risks and opportunities (Livingstone et al., 2017).

Picture 2. *The basic framework of key concepts UNCRC through digital technologies*



Opportunities and challenges

Digital technologies hold immense potential to significantly enhance children's rights, particularly in areas of participation and provision. For instance, digital platforms can revolutionize access to information, education, and opportunities for self-expression, aligning with Article 13 (freedom of expression) and Article 17 (access to information) of the Convention (Coppock & Gillett-Swan, 2016). However, the digital landscape poses considerable challenges that threaten protecting children's rights. Data collection, analysis, and regulation issues raise concerns about how to realize and safeguard these rights, as the use of hardware, software, and data manipulation introduces new ethical complexities (Berman & Albright, 2017).

While digital technology can offer increased flexibility in implementing various articles of the Convention, it also creates challenges in ensuring that children's best interests are prioritized in decision-making, oversight, and practice. This delicate balance between censorship and protection adds further complexity when considering opportunities and challenges for children's rights in our digitalized world. The careful consideration of the balance between participation and protection in relation to digital technology is a critical issue that opens up valuable avenues for research. This balance is key to identifying methods to safeguard children's rights in the digital age (Coppock & Gillett-Swan, 2016). As children's experiences become increasingly shaped by digital technologies, the realization of their rights will depend on both their physical and virtual environments. Their access to and use of information, knowledge, and resources will rely not only on their level of digital literacy but also on the safety, quality, and availability of online content (Byrne & Burton, 2017).

Effectively navigating the digital landscape necessitates a comprehensive approach that involves collaboration among governments, technology companies, educators, parents, and children. This collective action is crucial in ensuring the protection and enhancement of children's rights in the digital age.

Balancing participation and protection

The balance between children's rights to participation and protection is increasingly complex in the digital environment. While digital technology can enhance the implementation of the Convention on the Rights of the Child (UNCRC), it also presents challenges in prioritizing children's best interests. Key issues arise between Article 13 (freedom of expression)

and Article 16 (privacy and protection), as children's online engagement exposes them to risks like privacy violations and harmful content. Promoting children's rights in the digital realm requires understanding the interplay between protection and participation. As Coppock and Gillett-Swan (2016) note, we must approach this challenge holistically, empowering children through digital literacy while safeguarding their rights. Participatory research methodologies can help recognize children as active agents in shaping their digital experiences. Involving children in developing online safety strategies can lead to more relevant solutions. Advocates stress the importance of including marginalized voices and respecting children's evolving capacities to ensure safe, inclusive digital environments. Balancing participation and protection require ongoing dialogue and collaboration, ultimately aiming to create a safe and empowering digital world for all children (Rogulj and Žnidarec Čučković, 2024).

Conclusion

In conclusion, addressing the interplay between children's rights and digital technologies requires a holistic, multi-stakeholder approach to recognize the inherent opportunities and risks (Dorsey et al., 2016; Lievens et al., 2018). While the digital environment facilitates learning, play, and communication, it also poses threats to children's safety, privacy, and mental well-being. The roles of global companies, innovative services, and institutional policies shape this evolving landscape, making it harder for children to distinguish between online and offline experiences. International organizations and governments endorse ICT access for societal benefits but also highlight emerging child rights issues. Collaboration among stakeholders aims to empower and protect children in the digital sphere, a focus emphasized by the UN Committee on the Rights of the Child in 2014. However, current governance structures often overlook the implications of children's rights articulated in the UN Convention on the Rights of the Child and other human rights instruments. As every human right now has a digital dimension, there's a need to reassess the UNCRC within the digital context. This chapter discusses how digital technologies impact children's rights, focusing on the four general principles of the UNCRC, the importance of communication contexts, and the need for appropriate remedies. It highlights the balance between children's rights to participation and protection while emphasizing the importance of empowering children to navigate their digital experiences safely. Ultimately, the paper calls for a focus on

online safety, data privacy, and equitable access to support children's well-being in the digital age (Byrne & Burton, 2017).

The recommendations outlined in this paper provide a roadmap for collaboration among governments, industry, educators, and parents to create a safe and enriching digital world for children. While protective policies are necessary, they should not inadvertently limit children's access to digital benefits. Fostering digital literacy, promoting critical thinking, and establishing ethical guidelines are essential. Parents and educators play a crucial role in guiding children's use of digital tools (Dorsey et al., 2016).

Considering international perspectives and local contexts is vital (Livingstone et al., 2017). Upholding children's rights in the digital age demands ongoing dialogue, collaboration, and a child-centered approach that prioritizes their needs. This paper explores the dual nature of digital technologies, offering opportunities for participation and education while also posing risks to privacy and safety. A holistic approach is crucial for addressing children's rights in the digital sphere. Ethical concerns related to data privacy require urgent attention, emphasizing the need for regulatory frameworks and data literacy. Collaborative efforts involving various stakeholders, including children, are essential for protecting their digital rights.

Future research should focus on the diverse contexts of children's engagement with digital technologies, the impact of emerging technologies, and strategies to enhance children's meaningful participation online, ensuring that their best interests remain central to policy and practice.

References

- Berman, G., & Albright, K. (2017a). *Children and the Data Cycle: Rights and Ethics in a Big Data World*. In arXiv (Cornell University). Cornell University. <https://doi.org/10.48550/arXiv.1710>
- Berman, G., & Albright, K. (2017b). *Children and the Data Cycle: Rights and Ethics in a Big Data World*. In arXiv (Cornell University). Cornell University. <https://doi.org/10.48550/arxiv.1710.06881>
- Blerk, L. van, Shand, W., & Shanahan, P. (2016). Street Children as Researchers: Critical Reflections on a Participatory Methodological Process in the "Growing Up on the Streets" Research Project in Africa. In *Springer eBooks* (1). Springer Nature. https://doi.org/10.1007/978-981-4585-89-7_6-2.
- 'But how do they know it is a child?' *Age Assurance in the Digital World*. (2024). <https://5rightsfoundation.com/in-action/but-how-do-they-know-it-is-a-child-age-assurance-in-the-digital-world.html>

- Byrne, J., & Burton, P. (2017a). Children as Internet users: how can evidence better inform policy debate? *Journal of Cyber Policy*, 2 (1), 39. <https://doi.org/10.1080/23738871.2017.1291698>
- Byrne, J., & Burton, P. (2017b). Children as Internet users: how can evidence better inform policy debate? *Journal of Cyber Policy*, 2(1), 39-52.
- Children's rights in relation to the digital environment*. (2023). <https://www.ohchr.org/en/documents/general-comments-and-recommendations/general-comment-no-25-2021-childrens-rights-relation>
- Children's rights in the digital age*. (2022). <https://home.crin.org/issues/digital-rights/childrens-right-digital-age?rq=digital%20age>
- Coppock, V., & Gillett-Swan, J. (2016). Children's rights in a 21st-century digital world: Exploring opportunities and tensions. *Global Studies of Childhood*, 6 (4), 36. <https://doi.org/10.1177/2043610616676025>
- Dorsey, A. G., Goffin, S. G., Guddemi, M., Gulley, B., Kalinowski, M., Silvern, S. B., & Dixon, B. R. (2016). National Association for the Education of Young Children. In *The SAGE Encyclopedia of Contemporary Early Childhood Education*. <https://doi.org/10.4135/9781483340333.n266>
- Duramy, B. F., & Gal, Tali. (2020). Understanding and implementing child participation: Lessons from the Global South. *Children and Youth Services Review*, 119, 105645. <https://doi.org/10.1016/j.childyouth.2020.105645>
- Edwards, S., Straker, L., & Oakey, H. (2018). Early Childhood Australia: Statement on young children and digital technologies. <https://doi.org/10.23965/eca.001>
- Guidelines to respect, protect and fulfil the rights of the child in the digital environment*. (n.d.). (2025). <https://edoc.coe.int/en/children-and-the-internet/7921-guidelines-to-respect-protect-and-fulfil-the-rights-of-the-child-in-the-digital-environment-recommendation-cmrec20187-of-the-committee-of-ministers.html>
- Holly, L. (2020). Health in the Digital Age: Where Do Children's Rights Fit In?. *Health and Human Rights*, 22(2), 49.
- ITU. (2023). *2017 global information and communication technology facts and figures*. <https://news.itu.int/itu-releases-2017-global-information-and-communication-technology-facts-and-figures/>
- Lievens, E., Livingstone, S., McLaughlin, S., O'Neill, B., & Verdoodt, V. (2018a). Children's Rights and Digital Technologies. In *International human rights* (pp. 1-27). https://doi.org/10.1007/978-981-10-4184-6_16
- Lievens, E., Livingstone, S., McLaughlin, S., O'Neill, B., & Verdoodt, V. (2018b). Children's Rights and Digital Technologies. In *International human rights* (p. 487). Springer Nature.
- Littlechild, B. (2000). Children's rights to be heard in child protection processes? law, policy and practice in England and Wales. *Child Abuse Review*, 9, (6), 403. [https://doi.org/10.1002/1099-0852\(200011/12\)9:6<403::aid-car659>3.0.co;2-9](https://doi.org/10.1002/1099-0852(200011/12)9:6<403::aid-car659>3.0.co;2-9)
- Livingstone, S., Lemish, D., Lim, S. S., Bulger, M., Cabello, P., Claro, M., Cabello-Hutt, T., Khalil, J. F., Kumpulainen, K., Nayar, U., Nayar, P., Park, J., Tan, M. M., Prinsloo, J., & Bu, W. (2017). Global Perspectives on Children's Digital

- Opportunities: An Emerging Research and Policy Agenda [Review of Global Perspectives on Children's Digital Opportunities: An Emerging Research and Policy Agenda]. *Pediatrics*, 140. American Academy of Pediatrics. <https://doi.org/10.1542/peds.2016-1758s>
- Lupton, D., & Williamson, B. (2017). The data fied child: The dataveillance of children and implications for their rights. *New Media & Society*, 19, (5), 780. <https://doi.org/10.1177/1461444816686328>
- Milkaite, I., & Lievens, E. (2019). Children's rights to privacy and data protection around the world: challenges in the digital realm. *European Journal of Law and Technology*, 10(1).
- Nawaila, M. B., Kanbul, S., & Özdamli, F. (2018). A review on the rights of children in the digital age [Review of A review on the rights of children in the digital age]. *Children and Youth Services Review*, 94, 390. <https://doi.org/10.1016/j.childyouth.2018.09.028>
- Rogulj, E., & Žnidarec Čučković, A. (2024). Informacijska i komunikacijska tehnologija (IKT) u sustavu RPOO-a. In A. Višnjić Jevtić (ur.), *Pedagogija ranog i predškolskog odgoja i obrazovanja : sveučilišni udžbenik* (pp. 292-321). Zagreb: Alfa ; Sveučilište u Zagrebu Učiteljski fakultet.
- Ruiz-Casares, M., Collins, T. M., Tisdall, E. K. M., & Grover, S. C. (2016). Children's rights to participation and protection in international development and humanitarian interventions: nurturing a dialogue. In *The International Journal of Human Rights*, 21 (1) . <https://doi.org/10.1080/13642987.2016.1262520>
- Sáez, F. T., Jiménez, D. Á., Montes-Rodríguez, R., Martín, M. J. G. S., & Robles, A. S. (2020). *Learning and educating in the digital age: reference frameworks*. <https://digibug.ugr.es/handle/10481/69570>
- Third, A., Bellerose, D., Dawkins, U., Keltie, E., & Pihl, K. (2014). *Children's Rights in the Digital Age: A Download from Children Around the World*. UNICEF. <https://resourcecentre.savethechildren.net/document/childrens-rights-digital-age-download-children-around-world>
- Todres, J. (2020). Children's Right to Participate: Insights from the Story of Malala. In Springer eBooks (p. 25). Springer Nature. https://doi.org/10.1007/978-3-030-32146-8_2
- Višnjić-Jevtić, A. , Žnidarec Čučković, A., Miočić, M. (2024). Odgoj, socijalizacija, obrazovanje – temeljni pedagoški procesi. U A. Višnjić Jevtić (ur.), *Pedagogija ranog i predškolskog odgoja i obrazovanja* (str. 37-52). Zagreb: Alfa; Sveučilište u Zagrebu Učiteljski fakultet.
- When children take the lead: 10 child participation approaches to tackle violence*. (2024). <https://violenceagainstchildren.un.org/news/when-children-take-lead-10-child-participation-approaches-tackle-violence>
- Wilkinson, C., & Wilkinson, S. (2017). Principles of Participatory Research. In Springer eBooks (p. 15). Springer Nature. https://doi.org/10.1007/978-3-319-71228-4_2

Дечја права и дигиталне технологије: хитна разматрања у данашњем убрзаном дигиталном добу

Овај рад истражује сложени однос између дечјих права и дигиталног окружења, наглашавајући двоструку природу дигиталних технологија које истовремено оснажују и појенцијално могу да буду штетне. Уштемљена у оквиру Конвенције Уједињених нација о правима деце (1989), анализа наглашава пошреду за реинтерпретацијом и применом ових права у контексту дигиталног пејзажа који се непрестано развија (Lievens *et al.*, 2018; Third *et al.*, 2014).

Дигитално доба деци нуди невиђене могућности. Присуство информацијама, образовним ресурсима и друштвеној повезаности значајно је унапређено путем дигиталних платформи. Међутим, те могућности истрайлине су са значајним ризицима, укључујући претње безбедности на интернету, повреде приватности и појенцијал за злоупотребу. Рад наглашава кључну важност балансирања права деце на учешће и његових права на заштити у овом сложеном окружењу (Byrne & Burton, 2017; Дечја права у дигиталном добу, 2022). Оснаживање деце као активних субјеката у обликовању њихових дигиталних искустава кључно је за њихов развој и за ублажавање ризика (Lievens *et al.*, 2018). Ипак, то мора да буде њажливо уравнотежено са мерама за заштити њиховој блаосиња (Age Assurance in the Digital World, 2024). То укључује подстицање дигиталне писмености, развој веитина критичког мишљења и успостављање етичких смерница за онлајн интеракције (Dorsey *et al.*, 2016).

Кључни изазов представља неуједначена примена дечјих права у дигиталној сфери. Док права на „заштити“ често добијају значајну њажњу, права на „учешће“ и „дружање“ могу да буду занемарена. То захтева целивистији присусти који прекознаје међусобну повезаност свих дечјих права (Lievens *et al.*, 2018). На пример, обезбеђивање присусти технологији и подстицање дигиталне писмености кључни су за омоућавање смисленог учешћа и откључавање пуног појенцијала дигиталних прилика (Livingstone *et al.*, 2017). Надаље, рад истражује важност укључивања деце у обликовање политица и пракси које утичу на њихове дигиталне животе (Third *et al.*, 2014). Њихови тласови и перспективе кључни су за стварање дигиталног окружења истински усмереног на децу.

Решавање етичких дилема које постављају приватност података и надзор још је једно кључно подручје. Прикупљање и коришћење података о деци захтева чврсте регулаторне оквири, трансграничне праксе управљања подацима и образовне иницијативе за подстицање писмености у области података међу децом, родитељима и наставницима (Milkaite & Lievens, 2019). Међународна сарадња и одговорност технолошке индустрије такође су кључни фактори у заштити дигиталних права деце (Children's Rights and the UN Global Digital Compact, 2024; Livingstone *et al.*, 2017). Документи заговара ирајни дијало и заједничке најоре између влада, технолошких компанија, наставника, родитеља и саме деце како би се створио дигитални свет који је и безбедан и оснажујући за сву децу (Lievens *et al.*, 2018). То укључује стилну ревизију и прилапођавање политика и пракси ради одговора на дигитални пејзаж који се дрзо мења (Nawaila *et al.*, 2018).

Кључне речи: дечја права, дигитално окружење, дигиталне технологије, дигитални јаз.

Prawa dziecka i technologie cyfrowe: pilne zagadnienia w dzisiejszej szybko ewoluującej erze cyfrowej

Niniejszy artykuł bada złożoną relację między prawami dziecka a środowiskiem cyfrowym, podkreślając podwójną naturę technologii cyfrowych, które mogą wzmacniać i jednocześnie szkodzić. Analiza, oparta na Konwencji ONZ o prawach dziecka (1989), wskazuje na potrzebę reinterpretacji i zastosowania tych praw w kontekście nieustannie zmieniającego się cyfrowego krajobrazu (Lievens i in., 2018; Third i in., 2014).

Era cyfrowa oferuje dzieciom nieograniczone niemal możliwości. Dostęp do informacji, zasobów edukacyjnych i kontaktów społecznych jest znacząco poszerzony dzięki platformom cyfrowym. Możliwości te wiążą się jednak również z istotnymi zagrożeniami, takimi jak ryzyko związane z bezpieczeństwem online, naruszenie prywatności czy potencjalne możliwości wykorzystania. Artykuł podkreśla kluczowe znaczenie równoważenia prawa dziecka do uczestnictwa w tym złożonym środowisku, z uwzględnieniem prawa do ochrony (Byrne & Burton, 2017; *Children's Rights in the Digital Age*, 2022). Wzmacnianie pozycji dzieci jako aktywnych uczestników współtworzących swoje cyfrowe doświadczenia jest kluczowe dla ich rozwoju i jednocześnie dla ograniczania ryzyka (Lievens i in., 2018). Musi to jednak iść w parze z działaniami mającymi na celu ochronę ich dobrostanu (*Age Assurance in the Digital World*, 2024). Obejmuje to rozwijanie kompetencji cyfrowych, promowanie umiejętności krytycznego myślenia i ustanawianie etycznych wytycznych dla interakcji online (Dorsey i in., 2016).

Kluczowym wyzwaniem jest nierówne stosowanie praw dziecka w sferze cyfrowej. Podczas gdy prawa związane z „ochroną” często przyciągają dużą uwagę, prawa dotyczące „uczestnictwa” i „zabezpieczenia” mogą być pomijane. Wymaga to bardziej holistycznego podejścia, uznającego współzależność wszystkich praw dziecka (Lievens i in., 2018). Zapewnienie dostępu do technologii i promowanie kompetencji cyfrowych są kluczowe dla umożliwienia dzieciom znaczącego uczestnictwa i pełnego wykorzystania potencjału możliwości cyfrowych (Livingstone i in., 2017). Artykuł podkreśla też znaczenie włączania dzieci w proces kształtowania polityk i praktyk wpływających na ich cyfrowe życie (Third i in., 2014). Ich głos i perspektywy są niezbędne do tworzenia środowiska cyfrowego naprawdę zorientowanego na dziecko.

Kolejnym istotnym obszarem jest rozwiązywanie dylematów etycznych związanych z prywatnością danych i nadzorem. Zbieranie i wykorzystywanie danych dotyczących dzieci wymaga solidnych ram regulacyjnych, przejrzystych praktyk oraz inicjatyw edukacyjnych wspierających rozwój kompetencji związanych z danymi wśród dzieci, rodziców i nauczycieli (Milkaite & Lievens, 2019). Współpraca międzynarodowa i odpowiedzialność branży technologicznej stanowią również kluczowe czynniki w ochronie cyfrowych praw dziecka (*Children's Rights and the UN Global Digital Compact*, 2024; Livingstone i in., 2017). Artykuł opowiada się za stałym dialogiem i wspólnymi działaniami rządów, firm technologicznych, nauczycieli, rodziców oraz samych dzieci na rzecz tworzenia cyfrowego świata, który będzie zarówno bezpieczny, jak i wzmacniający dla wszystkich dzieci (Lievens i in., 2018). Obejmuje to konieczność nieustannej aktualizacji wiedzy, a także ewoluowanie polityk i praktyk w odpowiedzi na szybko zmieniający się cyfrowy krajobraz (Nawaila i in., 2018).

Słowa kluczowe: prawa dziecka; środowisko cyfrowe; technologie cyfrowe; luka cyfrowa.

Dječja prava i digitalne tehnologije: hitna razmatranja u današnjem brzo mijenjajućem digitalnom dobu

Ovaj rad istražuje složeni odnos između dječjih prava i digitalnog okruženja, naglašavajući dvostruku prirodu digitalnih tehnologija koje istodobno osnažuju i potencijalno su štetne. Utemeljena u okviru UN-ove Konvencije o pravima djeteta (1989), analiza naglašava potrebu za reinterpretniranjem i primjenom ovih prava u kontekstu digitalnog krajolika koji se neprestano razvija (Lievens i sur., 2018.; Third i sur., 2014.).

Digitalno doba djeci nudi neviđene mogućnosti. Pristup informacijama, obrazovnim resursima i društvenoj povezanosti značajno su poboljšani putem digitalnih platformi. Međutim, te su prilike isprepletene sa značajnim rizicima, uključujući prijetnje online sigurnosti, povrede privatnosti i potencijal za iskorištavanje. Rad naglašava ključnu važnost balansiranja prava djece na sudjelovanje i njihovih prava na zaštitu u ovom složenom okruženju (Byrne i Burton, 2017; Dječja prava u digitalnom dobu, 2022). Osnajivanje djece kao aktivnih subjekata u oblikovanju njihovih digitalnih iskustava ključno je za njihov razvoj i za ublažavanje rizika. (Lievens i sur., 2018.) Ipak, to mora biti pažljivo uravnoteženo s mjerama za zaštitu njihove dobrobiti (Age Assurance in the Digital World, 2024). To uključuje poticanje digitalne pismenosti, promicanje vještina kritičkog mišljenja i uspostavljanje etičkih smjernica za online interakcije (Dorsey i sur., 2016).

Ključni izazov je neujednačena primjena prava djece u digitalnoj sferi. Dok prava na "zaštitu" često dobivaju značajnu pozornost, prava na "sudjelovanje" i "pružanje" mogu se zanemariti. To zahtijeva cjelovitiji pristup koji prepoznaje međusobnu povezanost svih dječjih prava (Lievens i sur., 2018). Na primjer, osiguravanje pristupa tehnologiji i promicanje digitalne pismenosti ključni su za olakšavanje smislenog sudjelovanja i otključavanje punog potencijala digitalnih prilika. (Livingstone i sur., 2017). Nadalje, rad naglašava važnost uključivanja djece u oblikovanje politika i praksi koje utječu na njihove digitalne živote (Third i sur., 2014). Njihovi glasovi i perspektive ključni su za stvaranje digitalnog okruženja istinski usmjerenog na djecu.

Rješavanje etičkih dilema koje postavljaju privatnost podataka i nadzor još je jedno kritično područje. Prikupljanje i korištenje podataka o djeci zahtijeva čvrste regulatorne okvire, transparentne prakse podataka i obrazovne inicijative za promicanje podatkovne pismenosti među djecom, roditeljima i nastavnicima (Milkaite i Lievens, 2019). Međunarodna suradnja i odgovornost industrije također su ključni čimbenici u zaštiti digitalnih prava djece (Children's Rights and the UN Global Digital Compact, 2024; Livingstone i sur., 2017). Dokument zagovara trajni dijalog i suradničke napore između vlada, tehnoloških kompanija, nastavnika, roditelja i same djece kako bi se stvorio digitalni svijet koji je i siguran i osnažuje svu djecu (Lievens i sur., 2018). To uključuje stalnu reviziju i prilagodbu politika i praksi za rješavanje digitalnog krajolika koji se brzo mijenja (Nawaila i sur., 2018).

Ključne riječi: dječja prava, digitalno okruženje, digitalne tehnologije, digitalni jaz.