Researching children's rights globally in the digital age

What is the problem in China?
Critical Perspective

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What is the problem in China? Critical Perspective

1. children population structure in China

2. ICTs use by children

3. the opportunities and barriers to children rights when they begin to use internet-enabled technologies

4. Law and policy framework and agenda.

5. some points: what is our problem in Chinese context?

1.Real China—Census Data about Children in China
Key Data and Facts in 2013

The Sixth National Census:

the child population aged 0-17 in China was 279 million in 2010, accounting for 21% of the total national population

By sex: There were 150 million males, accounting for 54%, and 129 million females, accounting for 46% of the child population in 2010

By urban-rural residence: There were 125 million children in urban areas, accounting for 45%, and 154 million children in rural areas, accounting for 55% of the child population.

1.Real China—Census Data about Children in China
Key Data and Facts in 2013

Over 100 million children nationwide were affected by migration

migrant children aged 0-17 was 35.81 million

rural left-behind children aged 0-17 was 69.73 million

 38% of the total child population in China

about 4 out of every 10 children in China were directly affected by migration.

The vast majority of children affected by migration came from or lived in rural areas.

1.Real China—Census Data about Children in China
Key Data and Facts in 2013

Children affected by migration face a series of challenges to their development:

Migrant children lose access to traditional and community support systems, and are confronted with difficulties and discrimination in terms of urban schooling, medical treatment, social security and other aspects.

As for left-behind children, with one or both parents working away from home, it is difficult for them to receive emotional support and help from their families, which can be detrimental to their physical, emotional and mental health.

These challenges require adequate social and policy responses.

1.Real China—Census Data about Children in China
Key Data and Facts in 2013

In 2010, the number of children living in poverty-stricken areas (832 counties in total) was estimated to be 70 million, accounting for about 25% of the child population nationwide. Child poverty is multi-dimensional.

More rural children drop out from school

The legal age of entry into employment in China is 16 years of age. There were 39.57 million children aged 16-17 in China, of which 8.39 million or 21.2% were economically active.

2. ICTs use from critical perspective

Key data from CNNIC

By the end of December 2013, China has had 256 million young internet users (6-24), accounting for 71.8% of china young population; and China has 140 million children Internet users (6-17).

Most users are urban children, it is 195 million; rural users reached 61.40 million. The ratio is 76:24. The urban young people use more functions than rural young people, unless the instant messaging

2. ICTs use from critical perspective

Key data from CNNIC

In the end of 2014, weekly average online duration of the young Internet users in China reached 20.7 hours.

Online experience from young people:

Search engine, online music, blog/personal space, online video, online game, Online literature, and instant messaging.

2. ICTs use from critical perspective

Key data from CNNIC

Mobile Internet users reached 221 million, accounting for 86.3%。 Three top using rates by mobile phone to access the Internet: instant messaging, 90.6%; search, 79.4%, online music, 70.2%。

In China, maybe it is mobile phone-enabled technologies from online experiences of Chinese young people, for migrant children and young people, they like to use QQ or QQ space, not computer or the Internet resource.

3. Opportunities and Barriers

Survivor and development rights

Have access to health knowledge; HIV/ADS; reproduction health, nutrition, personal hygiene, and public health, and have access to appropriate information, including education and entertainment ——for children who can have access to the Internet.

Distance education

3. Opportunities and Barriers

Protection rights:

Separation from parents: keep in touch through mobile phone

"Baby, come back to home", the Internet project launched by a NGOs, help some trafficked women and children to find their parents after 10 or 20 years.

Participation rights:

For children by our country: "Chinese Chip" Computer Application Competition for Children in China, supported by government and NGOs, 20 years, 5 million children participated it for creating knowledge, information and new technologies in 2014.

3. Opportunities and Barriers

Participation rights:

For children by youth

1kg more project

launched by a young people, when you plan to travel in rural places, please take 1kg more in your back bag for rural children, 1kg maybe textbook, story book, or football, any things that can help rural children. Participants will provide and share the needs from rural children, exchange experiences and lessons.

3. Opportunities and Barriers

Participation rights:

For children by children, Design for Change China

DFC is a global movement that empowers children to be the change they wish to see in this world. Founded by Kiran Bir Sethi, this movement has spread to over 36 countries and reaching out to 300,000 children in the past six years.

Based on a simplified design thinking process, this initiative asks students to FEEL any problem that bothers them, IMAGINE a way to make it better, DO an act of change and SHARE their story of change with the world.

In China, initiator and managers are children and young people.

3. Opportunities and Barriers

Participation rights:

Voice from migrant children

Documentary For and by left-behind children, launched by UNICEF projects, "Stories through 180 Lenses",

MV for and by migrant children, launched by a Labor NGO

Children can enjoy the experience of interactivity online, collective creation TV drama or story, and enjoy their fans culture.

For social networking: blued.cn, APP for LGBT group, 15 million users, big business

3. Opportunities and Barriers

Barriers: most children, especially rural children can't have access to the Internet, not only digital divide in Access, also digital divide in resources, information and languages.

For these children, they need social change for them, and participating into social change as agent. It makes us rethink the digital technology, why digital technology? Why not ICTs, why not mass media? or alternative media or traditional media?

In many cases, ICTs will benefit the poor more significantly when the poor participate as 'Information Sources' rather than as 'Information Recipients'.

3. Opportunities and Barriers

The problem:

What kind of ICTs can promote marginal groups to participate into social change? How do they create new media form (convergence from below, or cross media communication) for social change?

critical perspective:

Who establish the ICT standard, criterion, or rules? Who get benefits from these criterions, and rules? It is city-centered, so it highlights the new T as an advanced force and have-not Internet as a backward value, so that technology maybe excludes the marginal groups in our society.

# 4.	Policy and its agenda

Laws and Policies framework on children's right and ICTs:

- The Law of the People's Republic of China on the Protection of Minors
- The Law of the people's Republic of China on prevention of juvenile crime
- The National Plan for Medium and Long-Term Education Reform and Development (2010–2020)
- The Outline for Development-oriented Poverty Reduction for China's Rural Areas (2011-2020)
- NPAs 1990s, 2001-2010, and 2011-2020

4.   Policy and its agenda

Key content:

Supporting more accesses to the ICTs for education and culture development

—— Improving access to the Internet in rural primary and secondary schools the proportion, the expansion of rural modern distance education network coverage, increase the per hundred students in primary and secondary schools have computers, is equipped with multimedia distance learning facilities for rural primary and secondary schools;

—— continue to promote the radio, TV, film coverage to every village, and other major projects for cultural construction such as rural library.

Providing good content for children

4.   Policy and its agenda

Main points:

Preventing Internet addiction

The pornography, violence, murder, terror, gambling and other harmful to minors in books, newspapers, audio and video products, electronic publications and Internet information are prohibited.

Information literacy education

Protection of privacy

We have not more details on network abduction, and Content rating system based on age of children. Some organizations tried to discuss on legislation to protect young people online from 2013, but has not yet been put it into National agenda.

4. Policy and its agenda

Key content:

Preventing Internet addiction

The content including pornography, violence, murder, terror, gambling and other harmful to minors in books, newspapers, audio and video products, electronic publications and Internet information are prohibited

Information literacy education

Protection of privacy

Not include: network abduction; Content rating system

5. Problems

In the digital age,

(1) most rural children have not access to the Internet and other new ICTS;

(2) pay more attention to urban children use of New ICTS;

(3) pay more attention to new technologies, instead of alternative technologies for migrant children

5. Problems

Challenges to our research:

(1) participatory survey for rural children: how do they define ICT

(2) researching migrant children: sampling and data

(3) what kind of information used by children? Content analysis

(4) how to develop mobile appropriate technology according to needs from migrant children

(5) Qualitative research on ICT projects in China

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