

BEING A CHILD IN A GLOBAL WORLD

*Childhood in an Environment of Violence,
Terror, Migration and Rapid Change*



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Being a Child in a Global World: Childhood in an Environment of Violence, Terror, Migration and Rapid Change

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Preface

Childhood is a fairy-tale period of human life that almost every adult would want to relive if one had not had a bad childhood. It is known that this special period is a vital beginning that is worth protecting physically, spiritually, psychologically and mentally and expresses the purest, cleanest and even the most beautiful period in a person's life. The value given to children and childhood varies from age to age and from society to society. In the muscle-intensive early ages, the consciousness formed against childhood was weaker and the importance given was less. As the human being came to the fore, with mental existence and quality of life gradually being increased, the importance given to childhood has increased. The state of childhood is best understood in the history of education. The fact that formal education has become compulsory has increased the importance given to children and has included them in a systematic institutional structure.

Children are individuals who have not reached puberty in psychological and mental aspects and have little knowledge and life experience. The first article of the United Nations Convention on the Rights of the Child states that every individual will be considered a child until they reach the age of 18. This requires the protection of every child in modern educational societies in terms of physical, mental and environmental conditions. Children cannot afford to live exactly what adults go through in this world, and they should not be burdened with responsibilities that they cannot bear. Children's nutrition, clothing, education, protection, arrangement of living spaces, suitability of their belongings, happiness, health, playgrounds and even unhappiness conditions must be unique to them. Children are not only the continuation of the human race, they are a symbol of humanity's future existence as well as the hope and the source of life – innocence. Therefore, children should be carefully protected and valued by central and local governments, families, caregivers, teachers and adults around the world, without any discrimination.

There has been gender discrimination in our world since human existence. This was followed by many forms of ethnic, religious, cultural, economic, ideological and political discrimination. Children were also affected by discriminatory attitudes, humiliated, persecuted and even killed. Gender Discrimination has not been eradicated in the last thousand years. Socrates, one of the ancient philosophers, refused to teach girls; Plato, on the other hand, argued that children should be separated into boys and girls after the age of six. This discriminatory

understanding did not let go of girls when they became adults and made it impossible for women to take up academic, public and private positions for centuries. Gender discrimination in the West has not been experienced very differently in the Eastern world, where even in some eastern societies, much more severe conditions have come before them.

Modernism, which came with industrialisation, caused radical changes in human life and created a beginning for children to have better living and educational conditions. Industrialisation is a very important milestone in understanding the distinction between adults and children. However, children, known as 'Victorian Child Labour' in history, were employed as cheap labour force of the British industry as heavy workers in mines, factories, railway construction and chimney cleaning, and they were tied in chains to avoid escaping. Based on the exploitation of child labour caused by brutal capitalism, although the British Parliament made some protective decisions in the nineteenth century, the International Labour Organization (ILO) was established in 1919 and legal measures were taken regarding child labour. Despite this, there are still adults who view child labour as a source of income today. Even though this approach seems to be more common among low-income groups and in poor countries, multidimensional exploitation of child labour is seen worldwide.

In this book, we tried to express what it means to be a little child in a global world. We focused on the history of childhood, the history of children's rights and the development of science in modern times, rediscovering childhood and putting it under legal protection. As the title of the book suggests, children face the effects of changing regional and global conditions, no matter how protected they are.

In its mildest form, even the deterioration of environmental conditions has a severe impact on children. Moreover, in our world, war, occupation, siege, violence, terror, immigration, immigrant babies crossing borders under bombs and bullets, children subjected to massacre and genocide, child soldiers fighting at the forefront, child militants, child suicide volunteers and starvation situations are still real. The situation of children dying of thirst is dire indeed, and it deeply affects all humanity.

Children's rights that need to be protected and implemented can sometimes be violated and abused. Children's rights are as important as the rights to basic health, nutrition, accommodation, education and upbringing of children. Protecting the rights of the children who have committed crimes and serving their punishments under suitable conditions should be considered as a method of reintegrating these children into society in the future. On the other hand, the adaptation of newly developed concepts to childhood is an area that needs to be approached carefully in today's advanced technology world. In this context, the importance of areas such as children's ombudsman should increase in the implementation of cultural diplomacy and children's rights.

As the name suggests, we wanted to focus on the children of the world in our book. But we haven't been able to fit all of them into this book. For example, we could not talk about the children who died of hunger and war in Yemen; we could

not adequately address the children who were deceived or kidnapped to be taken to terror camps in South-East Turkey, Syria and Iraq; we could not mention the children of genius, who stand out in science, sports and arts, as well as children of Africa who suffer from hunger and thirst. Likewise, we could not find the opportunity to talk about children killed, displaced and bombed in Arakan, Syria, and immigrant babies whose boats were sunk in the middle of the sea and their bodies washed ashore. Despite the United Nations' call for 'ending crimes against children', we could not give enough space to the murder of dozens of children in Palestine, the children who were subjected to genocide in Bosnia, Kosovo, Rwanda, and the children murdered in Iraq. We couldn't put on our pages the assimilation and atrocities suffered by the children of East Turkestan, which is reflected in the media almost every day, and their situation in the concentration camps of China and the detachment of these tiny children from their families and their seizure by the state. The struggle for survival of children in difficult parts of the world under tension has become even more severe with the COVID-19 pandemic.

Despite all our shortcomings, in this book, a union of mind and heart has been made in the academic field on the protection of the world's children. In this huge sphere, the multi-dimensional conception of being a tiny child has been tried to be presented. Turkey has an accumulation of knowledge that the first kindergartens in the world (*Sibyan Schools*) were opened during the Ottoman monarchy, in the Republic period, children were gifted the Children's Day and celebrated with the children of the world every year on April 23 for almost a century.

In this context, we also know that each individual is special, but the most special of these are children. Children are not just a minor model of adults, they are unique individuals in their own right. Based on this understanding, this book includes different studies on childhood and children's rights in many disciplines such as education, history, communication, art, law, politics, philosophy, economics and urbanisation that perceive children as unique individuals. With this state of mind, the book gives the message that children and children's rights are actually within the scope of every scientific discipline and that children should be taken into consideration in terms of every scientific discipline.

There are 26 chapters in the book in which different disciplines deal with and examine the concept of child and childhood. Each chapter sheds light on the problem in terms of its discipline. The fact that the disciplines such as diplomacy, art, history, public administration and international relations, which have not shown much interest in childhood and children's rights, have also brought their perspectives into its content constitutes the different and innovative aspect of this book. This book, which is the product of multi-disciplinary work, will contribute to scientists, students and all readers who study childhood and children's rights. More importantly, the book is expected to help develop holistic solutions to the problems experienced in this field by bringing together the perspectives and experiences of different disciplines. We would like to express our gratitude to all scientists and contributors who contributed to our book with their studies, referees and translations, to the valuable employees of Emerald Publishing House

and to everyone who contributed. We hope that such a study will be useful for anyone interested in the subject.

Best regards,

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Gonzi

Part I

Being a Young Child in the Global World

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Chapter 1

A Child's State of Being in a Global World

Kamuran Elbeyoğlu

Abstract

Globalisation, which is founded on an axis of dissemination and change, has economic, social, cultural and political dimensions. Since the rise of capitalism in the 1800s, the concept of childhood has evolved along with the shifting conception of man in globalisation. This shift can be investigated by looking at three pillars: (1) shifting play patterns, (2) child Labour and (3) violence towards children are all issues that need to be addressed. Play has been one of the most important phenomena that people have created for themselves throughout history. Toys that have grown more common and standardised as a result of globalisation are now available to children from various cultures all over the world and are designed to meet specific criteria. It is common knowledge that children have worked to aid their families' economies since they were young, and that child Labour is crucial for the family, village and clan. However, as a result of the commodification of Labour during the industrialisation process and major monopolies' quest for cheap Labour during the globalisation process, children were forced to work in exceedingly terrible conditions for extremely low wages. In the globalisation process, child pornography, the employment of girls and boys as sex workers and child abuse have become more frequent. Aside from child sexual assault, the rise in child murders, the fact that children are the most susceptible and easy targets for organised crime and the growing number of wars around the world illustrate the growing violence that children are exposed to as a result of globalisation. Computer games, which are often centred on war and involve heavy themes of violence, normalise and inter-nalise violence in youngsters.

Keywords: Globalization; children; child labour; violence; sexuality; play

Introduction

Being a child has always existed as a stage in the development of a human being throughout history, but what it means to be a child, that is, the notion of childhood, has taken on diverse meanings in different cultures and communities over time. Being a child in ancient times meant being a 'young citizen' who had to be taught within society's laws and culture, whereas the popular image of a child in the Middle Ages was 'a piece of property,' which was consistent with the philosophy of property or slavery (Cole & Durham, 2007; Thompson, 2012).

Childhood was not seen as a distinct and particular stage of human development in earlier times, but rather as a child's upbringing. There was no such thing as a particular childhood that lasted until a specific age, and childhood was a fleeting phase. Children were thought of as little adults, especially in medieval periods, and the concept of 'childhood' as we know it today did not exist. Children were a natural element of agricultural Labour within the family because most individuals were serfs or farmers living in villages (Cole & Durham, 2007).

The Renaissance, Reformation, Enlightenment, Romanticism, the birth of capitalism, and industrialisation processes shaped the modern childhood image (Sormaz, 2012, p. 991). In the institutionalisation and spread of formal education, the Industrial Revolution was as effective as the period's economic, political and social repercussions. In the West, schooling has played an important part in the modification of conventional childhood and the shift in child perspective. The 'potential economic value of the child' at the end of the eighteenth century was a significant turning point in childhood history. As Şirin stated 'the most widespread use of child labour in production relations is intimately tied to early capitalism in terms of child and childhood history' (Şirin, 2019, p. 11).

The concept of globalisation, which is primarily dealt with on an economic basis, had its origins in the late 1800s. Globalisation is primarily characterised along the axis of diffusion and change, which is primarily economic but also includes social, cultural and political dimensions (Chin, 2004; Oran, 2001; Takış, 2002). Globalisation is described as a growth in contact and interaction between communities and nations in different regions of the world because of cross-border mutual economic integration and the integration of national economies into global markets. As a result of the increased mobility of commodities, services and money, they are becoming increasingly reliant on one another (Kıvılcım, 2013, p. 121).

While globalisation has a significant impact on human relations and life, it is unrealistic to believe that children will be unaffected. Since the development of capitalism in the 1800s, the concept of childhood has altered, along with the shifting conception of humanity, as a result of globalisation. Childhood, according to globalism, is a unique era in a person's life. Child psychology and childhood sociology have also arisen as distinct fields of study, and numerous research on children's rights have been conducted during this time. During this time period, the discussion of children's rights began to gain traction in the West. The right of children to participate in decisions that impact their life is recognised in the Convention on the Rights of the Child. It acknowledges that children have

rights, including the right to an education, the right to a safe environment, access to health care, a decent standard of living and freedom from abuse and exploitation (UN, 1989).

The declaration has not been as effective as it should be in extending fundamental human rights to children while also acknowledging that childhood is entitled to specific care and assistance. Globalisation, according to Rizzini and Bush (2002), is a process in which nation-states and civilisations are exposed to a wide range of influences that originate outside their borders (Rizzini & Bush, 2002, p. 371). One of these influences is globalisation's allocation of resources in favour of private goods at the expense of public goods, resulting in a reduction in the primacy of economic, political and social institutions in many nations throughout the world, which has a significant impact on children's lives (Rizzini & Bush, 2002; Stiglitz, 2002).

In today's globalised world, global processes on welfare, education, immigration, access to water, health care and military alliances have impacted the lives of an increasing number of children, and as their families are forced to migrate, the children's lives are also impacted by these complex migration circuits (Finn, Nybell, & Shook, 2010, p. 248). In today's world, being a child means being subject to all types of abuse, exploitation and violence. Globalisation's effects on children can be studied in terms of child Labour and violence against children, as these are the areas where exploitation and abuse are most prevalent. Because play is the most useful instrument for understanding social roles in society, changing patterns of play is also an essential axis to explore the consequences of globalisation on children (İnal, 2007; Rana, 2012; Sormaz, 2012). As a result, the consequences of globalisation on children will be studied in this chapter by delving deeper into three pillars: (1) shifting play patterns, (2) child work and (3) violence against children.

Changing Playing Patterns and Globalization

Play has been one of the most important phenomena that people have created for themselves throughout history. Toys that have grown more common and consistent as a result of globalisation are now available to youngsters from all around the world. The rise of mass communication, combined with the widespread use of the internet, has made it easier to reach people all over the world and allowed international culture producers like CNN and Hollywood to tailor their products to appeal to a global audience (Olssen, Codd, & O'Neill, 2004; Rana, 2012). Furthermore, as technology has advanced and computer games have become more widely available, youngsters all around the world have begun to play computer games alone or online. These games, as Dey points out, usually involve severe themes of violence and are primarily based on the notion of war, normalising and internalising violence in youngsters. Games appear to be a simple and handy tool to instil consumerist attitudes in young brains and leave them vulnerable to abuse (Dey, 2017; Rana, 2012; Sormaz, 2012). It appears to be the central axis in discussions on what it means to be a child in a global world in this case.

We are raised from childhood in today's consumer society phase of capitalism to consume more than we need, to buy things we don't need but are produced for everyone, and thus we are made to believe we need them through a perception operation that everyone should buy, created through advertising (Elbeyoğlu & Sirkeci, 2019; Şentürk, 2010).

Of course, the focus of this advertisement is on children. Every child, no matter where they are on the globe, plays with the same toys created in certain centres, and their parents consume the same things that follow the newest fashion trend. As a result of globalisation and advertising, consumer culture has spread to far larger audiences, encouraging the 'buy, use, throw away' mentality (Dey, 2017; Elbeyoğlu & Sirkeci, 2019). Consequently, as youngsters join the pattern of trading one item for another, they become subject to abuse in the same cycle of owning, consuming and trading one connection for another. The changing patterns of play in the wake of globalisation can be used to investigate this move towards consumer culture.

Industrialists in the games and toy industry all over the world produce and market games and toys after evaluating the children's games in the nations they accept as markets. 'Products, pictures and ideas are circulated throughout the world by global media, information systems and world capitalist consumer culture. Local markets are being penetrated by multinational firms, and private cables and satellite systems are aggressively propagating a commercial culture around the world. Today, global culture is infecting local cultures, resulting in global homogenisation and the emergence of new local hybrid forms and identities' (Rana, 2012, p. 17).

Local and cultural toys are either taken entirely or fused into universal products as a result of globalisation. The game and toy industry has become one of the most important industries in the world due to the mass selection of not only children but also adults in marketing these games. According to Sormaz, 'the global toy market is now worth more than 80 billion dollars' (Sormaz, 2012, p. 995). People who have become homo-consumers, or 'consuming persons,' start to become uniform and gradually lose their identity by playing the same kinds of toys, going through similar educational processes, and wearing or using the same brands as a result of the globalisation process, which has led to mass production for large masses (Elbeyoğlu & Sirkeci, 2019, p. 11). In today's globalised society, the 'buy, use, throw away' mentality generated by capitalism and neoliberal policies have resulted in a consumer child image.

The devouring youngster is obsessed with getting a new toy and is willing to trade it in for a better one. In this process, the youngster becomes merely a user of toys, most of which are related to popular movies or computer games, rather than a developer of any toys or games. The most serious issue at this stage is that the toy has been changed into a product that is independent of the child (being) and beyond the child and transcends the child's innocent world through the mediation of the market and popular culture (İnal, 2007, p. 134). However, because the youngster 'lacks authenticity,' he or she is unable to overcome feelings of dullness, emptiness and meaninglessness (Elbeyoğlu & Sirkeci, 2019, p. 11). As a result of

globalisation, we now have a new type of childhood that can be easily shaped to meet the demands of the consumption wheel, constantly bored, unsatisfied, unhappy, ready, relaxed when consumed in the consumption-brand-identity triangle, and in fact, not dissimilar to adults in terms of the global, capitalist paradigm's codes (Hablemitoğlu, 2009, p. 22).

Globalisation has also influenced the dynamics of play culture. Children used to play in groups, usually in open settings, and any household item may be a toy, depending on the child's ingenuity. On the other side, the game culture in the globalised world is characterised by fewer group games and, as a result, fewer socially involved games, more indoor games with the proliferation of computer and internet games, and playing with toys that are created the same for all children worldwide. Parents buy the same mass-produced toys on all of the world's streets and in all of the world's toy stores.

Child Labour and Globalisation

Child Labour is crucial for the family, village and clan. It is a well-known truth that children have been working to aid the family's economy since an early age. However, the commodification of Labour during the industrialisation process, as well as big monopolies' pursuit of cheap Labour during the globalisation process, resulted in the employment of children in extremely poor conditions and for extremely low wages in the world's underdeveloped and developing countries.

Children make up 30.2% of the world's population in today's globalised world of consumption. According to 2017 estimates from the International Labour Organization (ILO), around 218 million children aged 5–17 Labour in economic activities around the world (ILO, 2017). That is, the global market economy uses children as cheap Labour with insatiable profit motives, turning them into either consumers or victims of the system.

The great economic crises that struck the world between 1980 and 2001, hitting all parts of society, resulted in income inequality, a rise in socioeconomic classification, and, eventually, poverty. This condition disproportionately affected children, and child poverty is fast rising (Finn et al., 2010; Lindberg, 2018). Children are the most affected population by migration policies in the globe, and they are the ones who confront poverty and are forced to Labour, even in hazardous conditions, because they work together with their families to earn family income. According to the ILO's global estimates of child Labour between 2012 and 2016, about 73 million youngsters work in dangerous situations around the world (ILO, 2017).

Because children are inextricably linked to and influenced by migration and Labour policies through their families, as Cole and Durham point out, they have become increasingly prone to exploitation and vulnerability (Cole & Durham, 2007). Approximately 8.4 million children are trapped in 'unconditional' forms of child Labour, such as slavery, trafficking, debt bondage, and other forms of forced Labour, forced recruitment for armed conflict, prostitution, pornography

and other illicit activities, according to the ILO (ILO, 2017). According to the Confederation of Progressive Trade Unions of Turkey (DISK), approximately two million children Labour in Turkey, with nearly 80% of them unregistered, making it the poorest country in Europe for children (Bianet.org, 2017).

Children's Rights Violations

Violence against children can be examined from a variety of perspectives. The first dimension is inextricably linked to the rise in child Labour, particularly the pressure on youngsters to work in hazardous situations, often unregistered and underpaid. The second dimension includes child sexual assault, physical violence and a surge in infanticide, as well as the reality that children are the most vulnerable and easy targets for organised crime. Finally, the fact that children are the most harmed by the growing number of regional wars around the world demonstrates the level of violence to which children are subjected as a result of globalisation. The lack of adequate social safety nets and volatile economic growth, particularly in underdeveloped and developing countries, have a negative impact on the well-being of children, who may be forced to drop out of school, take dangerous jobs or choose other unsustainable survival strategies such as child prostitution (Cornia, 2001). Child pornography and child trafficking have become more common as a result of globalisation, as has the employment of girls and boys as sex workers and sexual abuse of minors. Vulnerable children are frequently seized by pimps and sold to individuals or brothels (Cornia, 2001). Aside from that, the impact and consequences of war on children are immense. Because the vast majority of current battles occur within a single country, and because modern warfare does not take place in isolated or remote battlefields, but rather in residential areas, people are frequently caught in the crossfire and are routinely targeted. Children make up the majority of the victims of conflict, not just from weaponry but also through disease spread and damage of health and infrastructure (Cornia, 2001).

While some children are exposed to conflict and experience the effects, others in safer parts of the world, particularly in wealthier countries, are re-enacting the war in Afghanistan, allowing them to play as soldiers. The issue with these computer games is that they de-emphasise violence in children's thoughts (Chin, 2004; Thompson, 2012).

When children are driven into the spotlight of adult activities, such as the fashion and glamour industry in the case of beauty pageants, another sort of subtle violence towards children can be seen (Dolman, 2012).

As youngsters are compelled to undertake procedures such as brow waxing, make-up application and the wearing of high-heeled shoes and revealing clothing, they appear to be pushed into maturity earlier and earlier, and they become part of the exploitative world of a neoliberal system.