

Being a Child in a Global World

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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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scientific meetings and articles published in national peer-reviewed journals. The artist participated in many national and international group exhibitions. She has studied digital art. As a member of the Global Street Economy Platform, she also works on the design of streets.

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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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