***The role of Globalisation on Child Labour***

Should include, but is not limited to; (1000 Words)

* Definitions of key concepts such as globalisation and child labour from a variety of perspectives.
* Examples of constructions of childhood and their impact on policy and practices.
* Internationally and nationally recognised Children’s Rights.
* Examples of policies and practices across a variety of globalised economies (global north and global south).
* Concluding opinions.

**Critically define Globalisation**

Globalisation is defined as the growing economic, political and social interconnectedness among societies throughout the world, creating a global village (Mooney, Knox & Schacht, 2009).

Globalisation: a dynamic process of increased communication, trade and interconnectivity which is leading to increasingly standardising social, cultural and economic behaviour across the world. (Spiker, 2015).

Key benefit: Globalisation is providing income for poor families as Global North provides more jobs in developing countries to improve their economic growth and lives (Ahmad, & Ghani, 2005). Improved telecommunication allows countries to share knowledge and research findings (Lee, 2003), therefore, promoting growth potentials across countries through increased productivity (Aslam et al., 2018).

Shared employment in services has increased from 33.5% in 1990 to 43.5% in 2010 (Hoeven, 2015)

Disadvantage: The process can cause health risks, from travelling to transportation (Pang & Guindon, 2004). The increased transportation of goods by air, sea and land contributes to pollution. Thus, set up shops in developing countries to take advantage of lower labour cost and environmental and labour regulations. Import infections and virus from returning from a country with common virus (Mooney, Knox & Schacht, 2009).

**Child Labour**

Any work that deprives children of their childhood, that has adverse effects on their mental, physical, social or moral development or involves excessive long hours of work and heavy work in any occupation (Wells, 2015) and depriving them the opportunity to attend school (ILO, 2020).

Child labour involves:

* underage workers leading adult lives
* working full-time jobs, long hours, low wages
* damaging conditions that may affect their health, physical and mental development

(Gifford, 2009)

In addition, possible deprivation of training opportunities and meaningful education that could help support future aspirations (Ahmad, 2004).

**Example of child labour in UK compared to Bangladesh**

Child labour is not accepted in the UK, but child work permit is put in place allowing children aged 13 and over to work. They can only work if their local authority approves it and is only on an occasional basis. They are restricted to limited hours and can only do light work (GOV, 2019). However, National Crime Agency (2016) identified 266 minors (32%) were exploited, compared to modern slavery within the UK, with an increase of 63% from 2015. Kevwin Braine stated there was a lack of awareness about labour exploitation, identifying an increase in the numbers of referrals for labour exploitation victims, resulting in modern slavery being an issue for UK employers (Independent, 2017).

The Bangladesh Labour Act 2006 states children can work from the age of 14 but need to be 18 to work in a hazardous environment. In Bangladesh around 26% of the people are living below the poverty as many families are unable to provide for the basic needs, thus children are working to generate income for their families to survive (Mohajan, 2014). Around 50% of primary and 80% of secondary school students drop out of school to contribute towards family income (Mohajan, 2014: Children’s Hope, 2019). As child labour is accepted in Bangladesh due to economic and social realities means (UNICEF, 2010) around 13% of children are involved in child labour and are deprived from education (Mohajan, 2014). Children as young as 8 are working in overcrowded hazardous factories to produce materials in demands across Europe, hence putting their physical and mental development at risk (Boseley, 2017).

Child labour is increasing in Bangladesh due to the failure of the government of Bangladesh (GOB) and civil society (Mohajan, 2012).

**How does globalisation impact child labour?**

Globalisation is irreversible and inevitable as it increases integration of national economics (Garg, 2005). Trade liberation is beneficial for Global North as the export sector has raised, therefore the demand of child labour and their wages has increased (Xu, 2017). Child labour has a great market demand as they are cheap to employer and are seen as hard workers, easy to control, less demanding and potentially more productive (Flanagan, 2006) thus, exploiting and making children vulnerable (International Labour Office, 2007).

Poverty has a huge impact on child labour as the labour markets force parents to send their children to work, hence around 45% of child labourers do not attend school (Herath & Sharma, 2007: Mohajan, 2014), hindering them to learn skills and knowledge that can enable them to improve their lives (Sasmal & Guillen, 2015). Children working in low paid jobs have an increased chance of financial hardship and poverty (Mcknight, Stewart, Himmelweit & Palillo, 2016). Consequently, growing up as unskilled workers and becoming trapped in low paid jobs as adults (Sasmal & Guillen, 2015) So, poverty persists, thereby perpetuating the cycle of poverty (Wells, 2015).

**These sections need completing:**

**What constructions of childhood are these set within?**

Childhood is socially constructed and shape by many external factors to a child, including cultural, historical, economic factors, social practices and processes (Wells, 2015). Its impact is what is the integral part of the social construction of childhood. (James & Prout, 2015). According to Clarke (2004) the Aries theory suggested ‘childhood’ didn’t exist before the seventeenth century and Kennedy (2006) stated that childhood is a modern intervention as views have changed in the wake of the 19th century because children were seen as miniature adults with the same rights, duties and skills (Clarke, 2004).

Children’s lived experiences are profoundly shaped by the concepts that informs expectations and attitudes towards them therefore understanding children’s lifeworld’s as they were lived (Wells, 2015).

Global Norths representation of childhood conceptualised an ideal world of innocence and joy, a period of freedom, imagination and seamless opportunities, where parents protect them from the harshness of the world as they provide protection, serving the best interest of the child and meeting their needs (Scraton, 2005).

How is childhood viewed from a Global South Perspective? Approx 50 words

**Examples of constructions of childhood and their impact on policy and practices. APROX 300 words**

* A child needs to be educated and not work, how does that add impact on children that are working, deep and detail, construct argument, draw out the fact children’s experiences are different, it is not positive or negative it is just the way it is.
* UNCRC- Children’s Rights – international and national
* UNCRC is implemented in Bangladesh, do they implement it, no, why don’t they implement it, what are the issues around that.

According to Manusher Jonno Foundation (2014) education is free and compulsory in Bangladesh up to grade eight, however it is estimated over one million children have never been to school. Despite numerous efforts made by the GOB, Bangladesh is still facing serious problems of ineffective services and inadequate politics that are currently affecting children from enjoying their rights (Humanium, 2020) as children are still deprived of their basic rights due to lack of social consciousness poverty and discrimination, leading many to suffer from poverty and economic exploitation (Mohajan, 2014).

<https://tbinternet.ohchr.org/Treaties/CRC/Shared%20Documents/BGD/INT_CRC_NGO_BGD_19457_E.pdf>

* Non-Government Organisation (NGO) UNICEF

what are they trying to do in Bangladesh?

educate workforce, educating children therefore elevate child labour

UNICEF understand child labour will still be there as this is how they survive

Stray away from culture- created programme for parents and children to show the benefits of education and how it can lead to better jobs

UNICEF (2007) stated they are creating a safer environment for children rather than stopping child labour as many families depend on it.