



## Research Paper

# Globalization And Child Rights

Mamatha S

Research Scholar, Department of Studies and Research of Political Science, Tumkur University

Dr. Girija K S

Associate Professor, Research guide, University College of Arts, Tumkur University

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### Abstract

*The article discusses the link between economic Globalization, poverty, and Child Labor and demonstrates the ineffectiveness of local and International Legislation in safeguarding children's rights and well-being. Child labor solutions will inevitably have to address the underlying processes of economic Globalization that are intensifying global poverty and increasing the necessity for impoverished families to rely on their children's paid work for survival. Asia is anticipated to dominate child labor goods. One in seven youngsters aged 5-14 works. Around 18% of primary school-aged youngsters miss school. They are 57% female. Two-thirds of all kids and teens are poor." The NSSO estimates that 45.2 million Indian children aged 5 to 14 are out of school. India's Child Labor Prohibition Act may encourage child labour. It is clearly a better alternative than prostitution, which violates fundamental human rights. Legalizing child labour makes sense in India, a country plagued by poverty and illiteracy.*

**Key Words,** Child Labor, Human Rights, Education, Poverty, Enforcement, Globalization, International Labor Organization.

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## I. INTRODUCTION

Children are the future of any country, yet they are also the most vulnerable. Childhood is a fragile time in life that requires constant guidance and care to fully learn the art of living. For this reason, children are especially susceptible in the globalization debate. Social networking is speeding up globalization. However, without enough parental supervision and guidance, many children are exposed to damaging material and sites meant exclusively for adults. This not only temporarily hampers their thinking but may also become habitual.

Indian culture has always been particularly child-friendly. Parents tend to their children's needs and desires for a far longer period than in Western nations, when children are pushed to fend for themselves through various occupations and businesses. In 1979, the Polish government tried to embarrass the West by demanding that the 1959 Declaration of the Rights of the Child be become a binding treaty. The West responded by calling for a deeper look at children's rights. Taking advantage of the situation, civil society organizations upped their pressure on the UN, eventually leading to the development of a Child Rights Convention in 1986. (CRC).

## STATEMENT OF THE PROBLEM

Globalization has necessitated a variety of structural adjustment and stabilisation measures. On the surface, globalization and child labor may not seem to be linked, yet the connections are readily apparent. Globalization, along with privatization and liberalization, seems to be affecting the Indian socio-economic environment down to local towns and villages. Child labor is not new, nor is it exclusive to any specific nation, location, or historical time. Children have always been harmed and exploited owing to a lack of money, need, education, understanding, or sensitivity. However, the process of development, liberalism, and democratic involvement led to awareness of human rights, including children's rights, and society responsibility for the weak and disadvantaged, which included children. In this context, the proposed research would examine globalization's influence on child labor. The proposed research also tries to trace the influence of globalization on child labor in general.

## RESEARCH OBJECTIVES

1. To provide recommendations for abolishing child labor in India.
2. to undertake studies on the short- and long-term consequences of child labor
3. To investigate the effects of globalization on child labor.

## II. LITERATURE REVIEW

**Anna Holzhuter, Germany Jonathan Josefsson (2019)** examines child rights governance as a nexus between governance and the study of children, childhood, and children's rights. Their introduction establishes a theoretical framework for the study of child rights governance, drawing on human rights, international relations, history, and governance literature. It connects the special issue's individual contributions to four critical characteristics of child rights governance: temporality, spatiality, subjectivity, and normativity. The investigation demonstrated the breadth of ways in which child rights governance manifests and may be researched, as well as some of the difficulties inherent in exploring new terrains, as well as the many areas in which we currently lack empirical insights and need more theoretical inquiry.

**According to Marsida (Salihi) Tafilica (2017)**, Using data from national and international sources, this article attempts to add to the presentation of globalization's effect in the Albania area by including components from inventory models of globalization. Albania, like many other developing nations, could not be constrained by the presence of a process such as globalization, which left Albania as a post-communist country facing the problems of a fledgling democracy in the 1990s. Due to its entire vulnerability to the changes and pressures imposed by the world community, this society has lost its power to choose. The objective of this study is to examine both the good and negative effects of globalization on Albania. Additionally, it makes several proposals to aid in the process of democracy and to improve the quality of life.

**According to Jintong Xu (2017)**, this article examines the link between globalization and the prevalence of child labor. The study's findings indicate that there is a U-shaped association between trade openness and the overall rate of child labor. Additionally, there is a U-shaped association between GDP per capita and child labor rates overall. The overall child labor rate grows in lockstep with economic development. Additionally, when GDP per capita is included as an independent variable, Additionally, this thesis examines the impact of globalization on child labor rates by gender, demonstrating a U-shaped link between trade openness and male/female child labor rates, as well as a U-shaped association between GDP per capita and male/female child labor rates. However, the impact of globalization on child labor rates is similar for boys and girls.

**Erica G. Polakoff (2015)** conducted a review of that. Child labor in the forms outlined in this article is a symptom of broader structural issues associated with globalization. Economic globalization's forces have infiltrated even the most remote corners of the planet, integrating them into the global economy and resulting in large areas of poverty, suffering, and social isolation. Global capitalism's interests and principles are safeguarded by governments and the military, as well as through international financial institutions and trade agreements. Child labor solutions will inevitably have to address the underlying processes of economic globalization that are intensifying global poverty and increasing the necessity for impoverished families to rely on their children's paid work for survival.

**According to Katie Richards-Schuster and Suzanne Pritzker (2015)**, the CRC principles provide an opportunity for social work research and practice to foster meaningful young civic involvement. The Child Rights Convention (CRC) establishes a framework for enhancing young involvement in civic engagement, particularly in the area of social work. He finds that the CRC is mirrored in study outside the United States, but that social work scholarship in the United States seldom refers to the CRC or notions connected to child rights. This leads in qualitative distinctions between scholarship on youth civic participation in countries that have ratified the CRC and scholarship on youth civic engagement in the United States. He addresses the CRC's implications for young civic involvement in the United States and possible future areas for study and practice.

### Education

Globalization has improved children's life through increasing educational, job, and other options. Easy access to the internet and related technologies has increased children's knowledge of global development. Children are more open than ever to learning outside the classroom. Online degrees are provided for those who cannot afford the high costs of abroad campuses. Online learning is preferred over traditional learning methods, since it allows pupils to think beyond the box. Numerous Indian schools offer student exchange programmed that allow students to complete coursework while studying abroad. Similarly, some overseas institutions have opened campuses in India to make the process more affordable for Indians.

### Child Labor

According to the International Labor Organization (ILO), child labor affects 168 million children worldwide. Over half of these youngsters, 85 million, are employed in risky occupations. While this is a dramatic decrease from 2000, when 246 million children were employed and 171 million were engaged in hazardous employment, child labor remains a worldwide problem. Asia and the Pacific has the biggest child population (78 million or 9.3 percent), while Sub-Saharan Africa continues to have the highest incidence of child labor, accounting for 59 million or 21% of worldwide child labor events. Latin America and the Caribbean come in second place with 13 million people or 8.8%, followed by the Middle East and North Africa with 9.2 million people or 8.4%. According to the ILO, "child labour among girls has decreased by 40% since 2000, while it has decreased by 25% among boys."

### Child labor in US

Now let us take a look on the state of US children. Between 2009, 19 percent of children in the age of 5 to 17 years, were in poverty, compared to 15 percent in 2000 and 17 percent in 1990. The proportion of children who are in poverty can be observed from the following chart where region wise figures are supplied for American states in a decadal changing way.

STATES	1990	2000	2009
US	17	15	19
North East region	14	14	16
Mid-West region	15	12	18
South	20	18	21
West	16	16	18

So the poverty in US again allows a scope to exploit the children as child workers despite the laws and despite the fact that US is most the richest country in the globe. The category and definition of kid and the concept of poverty may differ from the Indian context, but the reality is that US too cannot escape incidents of child abuse. Adult vs child labor force participation rates vary greatly among areas, and the accompanying table demonstrates that the ratio is once again high in Asia and Africa.

Fig: Comparison of Labor Force Participation Rates of Children and Adults by Region (percent)

Region	15 years and over	10-14 years
Africa	65.2	22.0
Americas	61.8	7.9
Asia	68.1	15.3
Europe	54.5	0.3
Oceania	62.7	6.9

**Source: ILO (<https://www.ilo.org/global/lang--en/index.htm>)**

"Children have always participated in social and economic activities as members of the household to which they belong in practically every corner of the globe (including the Western world). Given that social activity is organized around the family, not the individual, a child's job is seen as a process of socialization and apprenticeship in this scenario." According to Hasnat, "child labor is based in poverty, unchecked population growth, social conventions, migration, a lack of educational facilities, and poor government investment on education, as witnessed in a number of developing nations." Child labor became a concern throughout the industrial revolution, and "the ILO's attempts to eliminate child labor became visible at the worldwide level in the mid-1980's." The attention on child labor as a human rights concern has increased in recent years, particularly since agreement has been achieved about the detrimental impacts of specific forms of labor.

### Norway and Sweden Take Differing Approaches to eradicate Child Labour

While both Norway and Sweden draw their inspirations from the CRC, their methods and objectives in policy and practice are considerably different. According to its most current kid policy, the Norwegian government is pursuing three complimentary methods to promote children's rights (Norwegian Ministry of Foreign Affairs 2005). To begin, it employs a rights-based method to identify rights holders and responsibility bearers. The treatments gain weight as a result of this conceptual basis. Second, it focuses on children and young people, taking into account both their vulnerability and their autonomy. Different age categories, such as children and adolescents, are distinguished, and socially vulnerable groups and groups at risk are recognized - particularly females in early adolescence who are susceptible to unwanted pregnancy and childbirth, as well as forced marriages. Third, a gender perspective is used, which implies that emphasis is placed on the unequal treatment of boys and girls within families, as well as the exposure of females to particular hazards such as sexual assault. A cross-reference to the Convention on the Elimination of All Forms of Discrimination Against Women is appropriate (CEDAW).

Norway prioritizes four areas or modes of action in its approach for advancing child rights: (a) education; (b) health; (c) protection; and (d) participation. In order to put the plan into effect, the following tools are used: The appointment of a dedicated ambassador for children's rights. This structure was recently terminated and replaced by a "kid team" in charge of follow-up in all relevant areas (Aftenposten 9 and 14 February 2010; Hjelde 28 April 2010).

### The International Legal Framework for Children's Rights

#### 1. Universal Declaration of Human Rights 1948

The Universal Declaration of Human Rights establishes the framework for all international human rights law. It is a watershed moment in the evolution of the global human rights law framework and hence includes two

provisions on children. "'Motherhood and kids are entitled to particular care and support," Article 25(2) declares. All children, whether born inside or outside of marriage, will be entitled to the same level of social support." Article 26 establishes a universal right to education, addressing both access to and the purposes of education." These requirements require that all children get free compulsory education, at the very least in early childhood development and basic education.

## **2. Declaration on the Rights of the Child 1959**

The League of Nations Declaration (1924) established the framework for the United Nations Declaration on the Rights of the Child (DRC). "The Preamble states that children require "special safeguards and care, including appropriate legal protection, both before and after birth," reaffirms the 1924 Declaration's pledge that "mankind owes the child the best it has to offer," and specifically calls on voluntary organizations and local governments to work for the protection of children's rights." The Declaration on the Rights of the Child enshrines the principle that "a child is entitled to "special protection" as well as "opportunities and facilities, by law and otherwise," for healthy and normal physical, mental, moral, spiritual, and social development "in conditions of liberty and dignity." Additionally, it protects children from neglect and abuse and bans exploitation, trafficking, as well as child labour and discrimination.

## **3. International Covenant on Economic, Social and Cultural Rights 1966**

Children are included under the International Covenant on Economic, Social, and Cultural Rights (ICESCR) to the extent that it acknowledges the indivisibility of human rights. Additionally, it states that "recognition of the inherent dignity and equal and inalienable rights of all members of the human family is the bedrock of global freedom, justice, and peace" and that "these rights arise from the inherent dignity of the human person." Children's rights are addressed under Articles 10 and 12 of the ICESCR.

## **4. UN Convention on the Rights of the Child, 1989**

The Convention on the Rights of the Child (CRC) is the most exhaustive treaty on children's rights. "On the basis of the number of substantive rights it establishes, as opposed to implementation measures, it is the longest United Nations human rights treaty in force. It is also unique in that it addresses not only the grant and implementation of rights in peacetime, but also the treatment of children in situations of armed conflict."

### **III. RESEARCH METHODOLOGY**

This research intends to make use of a Primary data and secondary data collection approach as well as qualitative research and quantitative research methodology. keywords are used to identify the availability of articles for a literature review. The data is then analyzed by using thematic analysis.

Research Design: The research design for this study could be a mix of both qualitative and quantitative research methodologies. A cross-sectional research design can be chosen for this study. This will help to study the current situation of child labor and the status of Child rights to child labor and human rights abuses. Overall, addressing these research gaps can help inform policy and programmatic interventions to address child labor and human rights violations.

### **IV. FINDINGS AND SUGGESTIONS**

1. It is believed that India's Child Work Prohibition Act unintentionally encourages child labor. This should be avoided by proper legal framework for protect child Rights
2. It is believed that shortcoming of National and International Laws in their field and the legal ways to deal with child labor.
3. It shows that there is no consensus among states/nations for solving their problem.
4. It is believed that best preemptive progress to provide education and training to parents to reduce Child Labor.

### **V. CONCLUSION**

The child rights agenda redefined normative views of development from a set of moral imperatives to a proactive set of human rights concerns in which children are understood as rights holders. Asia, it is believed, is the global leader in child labor goods. Bangladesh, India, and the Philippines—these nations produce the most items created by child labor. According to the US government's' stock-taking of the worldwide magnitude of child labor, Making child rights broadly comparable to those of adults the CRC retained the notion that people realise some rights, notably political ones, with age. . In particular, we must explain why many children who are aware of their rights, do not work, do attend school and live within strong families will be poor in later life, while some who work, miss school and do not live within nurturing relationships manage to break out from poverty.

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