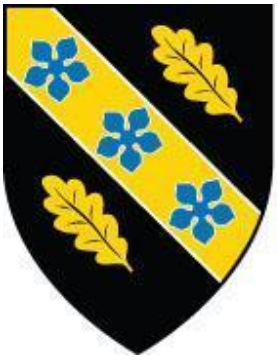

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1.0. Introduction

A person's childhood is a crucial part of his or her life and a phase that every person must go through. There are many definitions of childhood, but none that fit all circumstances. However, childhood has been defined from different perspectives. Childhood has to do with social construction, and in the past, it was not given as much attention as it is today due to various inequalities. However, these inequalities have decreased significantly. This study examines the evolution of childhood and how children, adolescents, and families compare, as well as their rights and the variables that can improve their quality of life.

1. Definition of childhood

Childhood is the state of being a child. It is considered a phase of life that ranges from infancy to adolescence, depending on chronological age. The concept of childhood may differ from societal expectations and norms. To understand the different experiences, it is crucial to know the different perspectives of children. To make the world a better place, people were particularly concerned with social construction and family life during this period. In this area, the study has extended to the child and childhood.

Everyone has lived through childhood and has been a child at some stage, so everyone ‘recognizes’ what a child is. We all hold on to the recollections, abilities, perspectives, and mental and cognitive processes of our early years. Some yearn for their childhood, some are stuck in it, and some want to break free. There can be no denying that we all have had a childhood (Mouritsen 2002, pp. 37-38). Children, therefore, are solid concepts. Rogers (2003) notes, however, that this familiarity does not allow us to understand what a child truly is. He claims that most people take their age and physical size for granted. However, childhood and children are much more than that. Simply put, childhood is considered to be one of the most important developmental years of a person's life in all cultures and communities. The word "child" is very commonly used in everyday language. Over time, it is used in many different contexts with different meanings. For example, the term can be used to imply both physical and mental inability (James & James, 2008). The term "child" is occasionally used to refer to a partner or to praise an adult. The grandmother would say, "Goodbye, my child"," or other older people would say, "My child," go get me this and that" (Aries, 1982). Being a parent was at a time considered an honour and part of one's identity. Since we’ve all had childhood experiences and been children, everyone "knows" what a child is (James & James, 2008). Though, according to Jenks (1982), what one thinks one knows about childhood and children is not what one thinks one knows about childhood and children.

1.2. key elements of family life and childhood

It is because everyone thinks differently that childhood is defined differently by everyone. Similarly (James and James, 2012) distinguish childhood from maturity as the first phase of the life cycle. Childhood covers the period between the end of infancy and the beginning of puberty. Legal concepts about childhood are constantly evolving. Various schools of thought hold different perspectives on childhood: one views childhood as an important aspect of human development and the growth of other species; the other considers childhood as an indication of the progress of civilization toward modernity or civility. Biosocial and evolutionary theories view childhood as a stage of future development that previews the possibilities of adulthood. Many people in many different countries hold the view that childhood plays a

significant role in society's development, as well as gender, health, and adolescence. According to (Wagg 1992:10 in McDowall Clark, 2013), childhood plays a significant role in society's development. Childhood is one of the most precious periods in a person's life. As a social construct, the family plays an important role in ensuring that a child is properly educated and contributes to the well-being of his or her family, society and the world at large. A family is a basic social unit, usually linked by marriage. It aims to provide each member with a better quality of life as well as financial, emotional, and psychological support. According to Wright (2015), the family is often the entity that cares for and provides for the child. There are many types of families, including nuclear families, single parents, nomadic families, joint families, adoptive families, restored families, homosexual families, and extended families. All of these family types are different from one another, but they all play a critical role in raising children and ensuring their well-being.

There are some essential components of a family that ensure the well-being of all members and a strong internal bond, such as mutual respect: problems in the family arise from a lack of respect. By observing other family members, children can learn how to respect someone in the family. One of the most important aspects of family life in creating happy, healthy relationships is quality time. Constant encouragement helps a child develop self-confidence and respect for others, which teaches them safe manners and etiquette. A Young person develops their social skills for the first time in their family. from the development of their personality and personal skills. Education: The foundation of a nation is its education, which is made possible by prioritising the needs of the family in a way that benefits society. Therefore, the role of the family in ensuring an optimal childhood is crucial.

1.3. the construction of Childhood from History to the Present

The goal of social construction is to discover how children and knowledge about childhood are constructed, and the children of today are very different from children of the past as a result of the passage of time. When we consider how children have developed over the years, we can see how they have changed over the years.

For instance, in the Roman and Greek eras: infant mortality was significantly higher then than it is now. There was widespread gender discrimination at the time, and most girls were poor. Considering them burdens to their families, they would stay at home with their mothers. Typically, women lived at home until the age of 15 and would then move in with their in-laws. Boys were forced to join the men and learn a trade instead of attending school. Aries and Postman, cited in Clark (2010), claim that people in the past were not considered children as

we are today. They would work as construction workers or farmers. By the age of thirty, they rarely married. However, after seven years of schooling, the wealthier boys that came from respectable families would be encouraged to participate in sports, music, and the arts (Wright 2015:35-36). the Middle Ages Children were seen during this time (James et al 1998:12, cited in Pound 2014:144). Dysentery caused the death of a 3-4-year-old child who had been neglected and weaned. Several households of the time could not afford to send their children to school and were unaware of the Industrial Revolution (1760-1830): during this time, factory child labour increased. They would be punished for their careless mistakes. Until then, children were considered to require protection, but during the Victorian era, this idea changed fundamentally. From then on, child labour was banned. It was also at this time that the term "education" was first used. Family members, including parents, began to devote time and attention to children. Also, the introduction of "Child Welfare and Legislation" made children's lives easier and enabled them to participate in society.

2.0 Changes in the Lives of Children and their Families from the Past to the Present

We can easily see the changes from the past to the present by looking at some things. In 1880, school attendance was compulsory for children between the ages of 5 and 10; today, the school-leaving age is 16 to 18 (UK child labour and education law, 2008). Because parents are more concerned about their children today, they spend $100 more per year on their education. Child labour has declined, and minors cannot work full-time until age 16 (UK Child Labour and Education Law, 2008). In the past, women were treated poorly, forced to marry young, and spent much of their time at home. Today, however, their right guarantees that they receive an education equal to that of boys.

Before the family became conservative, the mother stayed home and the children were uneducated. Many households did not have the financial resources to invest in their children. The amount of time parents spend with their children each day is about 35 minutes. In the past, they did not think about this. The most important element is the laws and child protection programmes that were put in place to ensure children's rights. However, in the past, people could not even consider this possibility. Other factors, including legislative and political developments, such as factory laws passed in the 19th century, largely influenced the changes in childhood and family construction. Among them are working hours that are limited. It was the Factory Act of 1833 that prohibited child labour. The Education Act of 1870 prohibited textile companies from hiring children under 9. And in 1867, the Child Employment Act (1867) restricted the employment of children ages 8 to 13 and guaranteed 10 hours of instruction per week. Finally, the 1878 Act banned child labour for children under 10 and

introduced education. Currently, the youngest worker can work full time at the age of 16, and the Education Act was also passed at the same time. In 1870, education was first offered to children between the ages of five and twelve and became compulsory in 1880.

Approximately £100 billion is spent each year by the UK government on education, focusing on children's education and personal development to strengthen society as a whole.

3.0. 3. The influence of such factors on improving the lives of children, young people and their families

In light of several of the factors mentioned above, children, young people and their families have enjoyed a better quality of life. Child protection: A variety of measures have been taken to ensure the protection of children and their compliance, such as the Children Act 1989, the United Nations Convention on the Rights of the Child 1992, etc. Among the various rights that are addressed by the United Nations, are the rights to education, the right to an identity, and the right to remain unexploited. They have enhanced the lives of children and young people in the family, by ensuring these rights and services are available.

4.0. 4. Approaches and interventions to support vulnerable children in the contemporary world and assess their effectiveness in reducing inequalities.

Several social policies in the United Kingdom, Europe, and North America focus on vulnerable families, children, or groups in recent years (Brown, 2015; Ecclestone & Rawdin, 2016). It has emerged in three ways, according to Brown, Ecclestone, and Emmel (2017): as a tool for policy and practice, as a way to think culturally about contemporary society, and as a substantive concept for social policy and research. In a series of articles, Ecclestone and Lewis (2014) and Ecclestone and Rawdin (2016) have questioned the utility and application of the term "vulnerable'," criticising how an increasingly broad characterisation of vulnerability places a therapeutic emphasis on social justice (Frawley, 2015) and diverts attention and resources away from those who need them most (Brown et al., 2017).

Today, even in modern society, there are still injustices that are being committed against children, young people, and families, even though we live in a society that has evolved to become more advanced. The school system and other factors were responsible for creating these problems during the beginning of civilization. Although it has been observed that their number has decreased over time, it has not been shown that they have completely disappeared from society. The level of inequality in society has been reducing rapidly over

time as more organizations have been formed to advocate for people's rights and to support those in need. For example, at the United Nations, there are various laws and childcare programs aimed at advocating for vulnerable individuals and groups.

5.0. Conclusion

In the past, people did not give a lot of consideration to their rights or that of their children. At that time, children were considered the most vulnerable; however, as parents became more enlightened, several groups formed to protect the rights of families and children. Its main goal is to protect childhood from harm to build society. A variety of definitions of childhood are analyzed as well as comparisons between historical and modern times, along with discussions of a variety of variables, including changes in legislation and policy in general.

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