



SSC & ANZSOG present:

The best place in the world to be a child:
what do strong and supportive
communities look like from a child's
perspective and how well are we doing?

SPEAKER

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LOCAL SPEAKER

Professor Jonathan Boston
Professor of Public Policy
School of Government
Victoria University of Wellington

**DO YOU HAVE A
QUESTION
ABOUT TODAY'S
TOPIC?**

SEND YOUR QUESTIONS
THROUGH SLI.DO:

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ALL QUESTIONS WILL BE
ANSWERED AT THE END
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SLIDES FROM TODAY'S
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AVAILABLE ON THE
ANZSOG WEBSITE

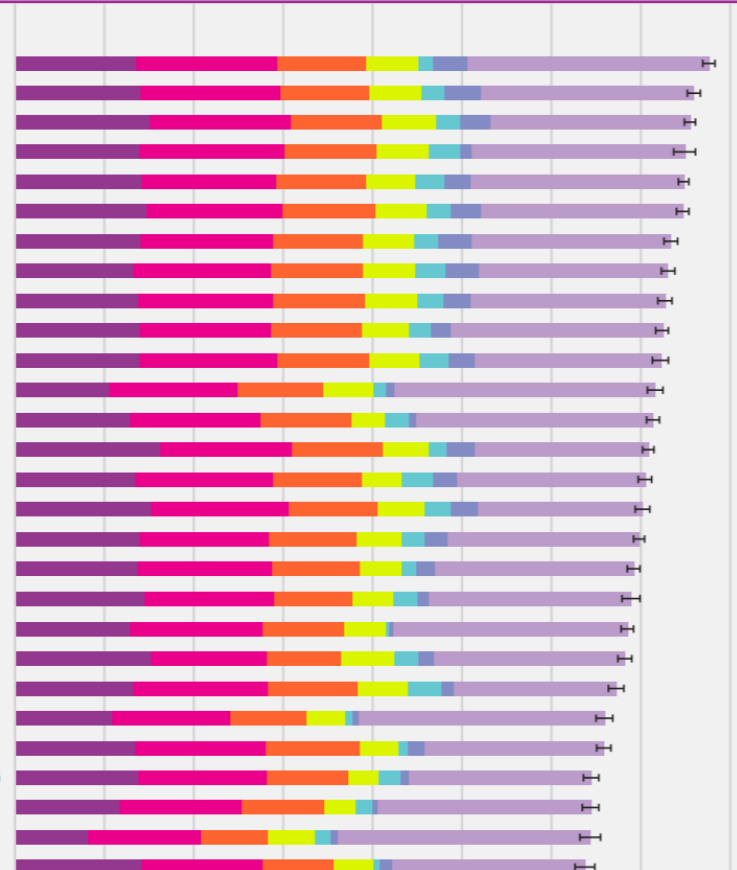
**The best place
in the world to
be a child?**

Happiness?



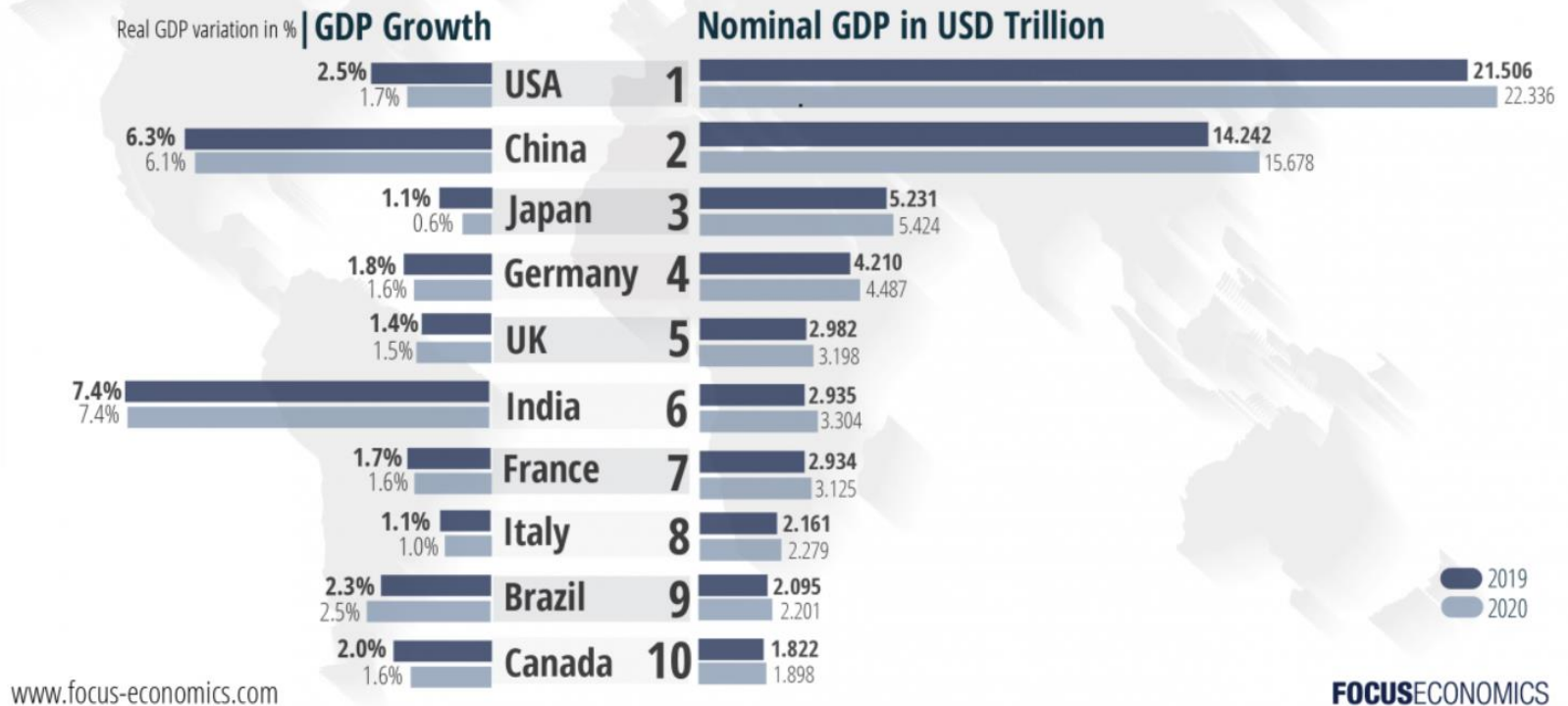
Figure 2.7: Ranking of Happiness 2016-2018 (Part 1)

1. Finland (7.769)
2. Denmark (7.600)
3. Norway (7.554)
4. Iceland (7.494)
5. Netherlands (7.488)
6. Switzerland (7.480)
7. Sweden (7.343)
8. New Zealand (7.307)
9. Canada (7.278)
10. Austria (7.246)
11. Australia (7.228)
12. Costa Rica (7.167)
13. Israel (7.139)
14. Luxembourg (7.090)
15. United Kingdom (7.054)
16. Ireland (7.021)
17. Germany (6.985)
18. Belgium (6.923)
19. United States (6.892)
20. Czech Republic (6.852)
21. United Arab Emirates (6.825)
22. Malta (6.726)
23. Mexico (6.595)
24. France (6.592)
25. Taiwan Province of China (6.446)
26. Chile (6.444)
27. Guatemala (6.436)
28. Saudi Arabia (6.375)



Largest Economy?

TOP 10 The World's Biggest Economies for 2019 and 2020



Wealthiest people?

Rank	Country	GDP-PPP (\$)
1	Qatar	134,623
2	Macao SAR	122,201
3	Luxembourg	108,813
4	Singapore	103,717
5	Brunei Darussalam	83,777
6	Ireland	82,439
7	Norway	76,738
8	United Arab Emirates	70,474
9	Kuwait	67,969
10	Hong Kong SAR	66,517
11	Switzerland	65,707
12	United States	64,767
13	San Marino	61,552

<https://www.gfmag.com/global-data/economic-data/worlds-richest-and-poorest-countries>

Best beaches?



Policy Commitment?





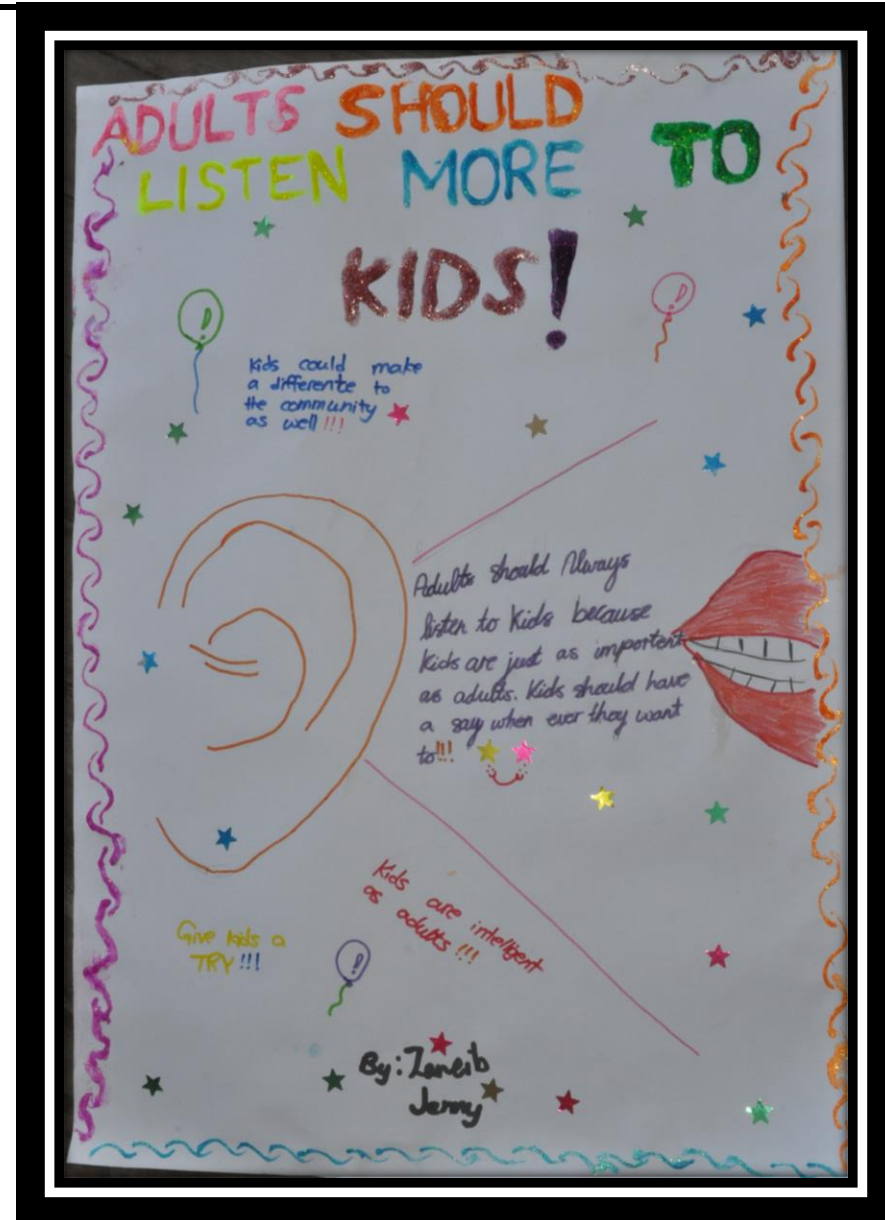
**108 children from
6 communities across
3 States in Australia**

**63 Girls
45 Boys**

Between 8 and 12 years

34 Adults

Teachers, School Councillors, School Chaplins, Principals, Local Librarian, NGO workers, Community Activist, State and Local Government officials



***What would make community
strengthening and social
inclusion policies and programs
genuinely child-responsive and
child-inclusive?***

Generational Ordering:

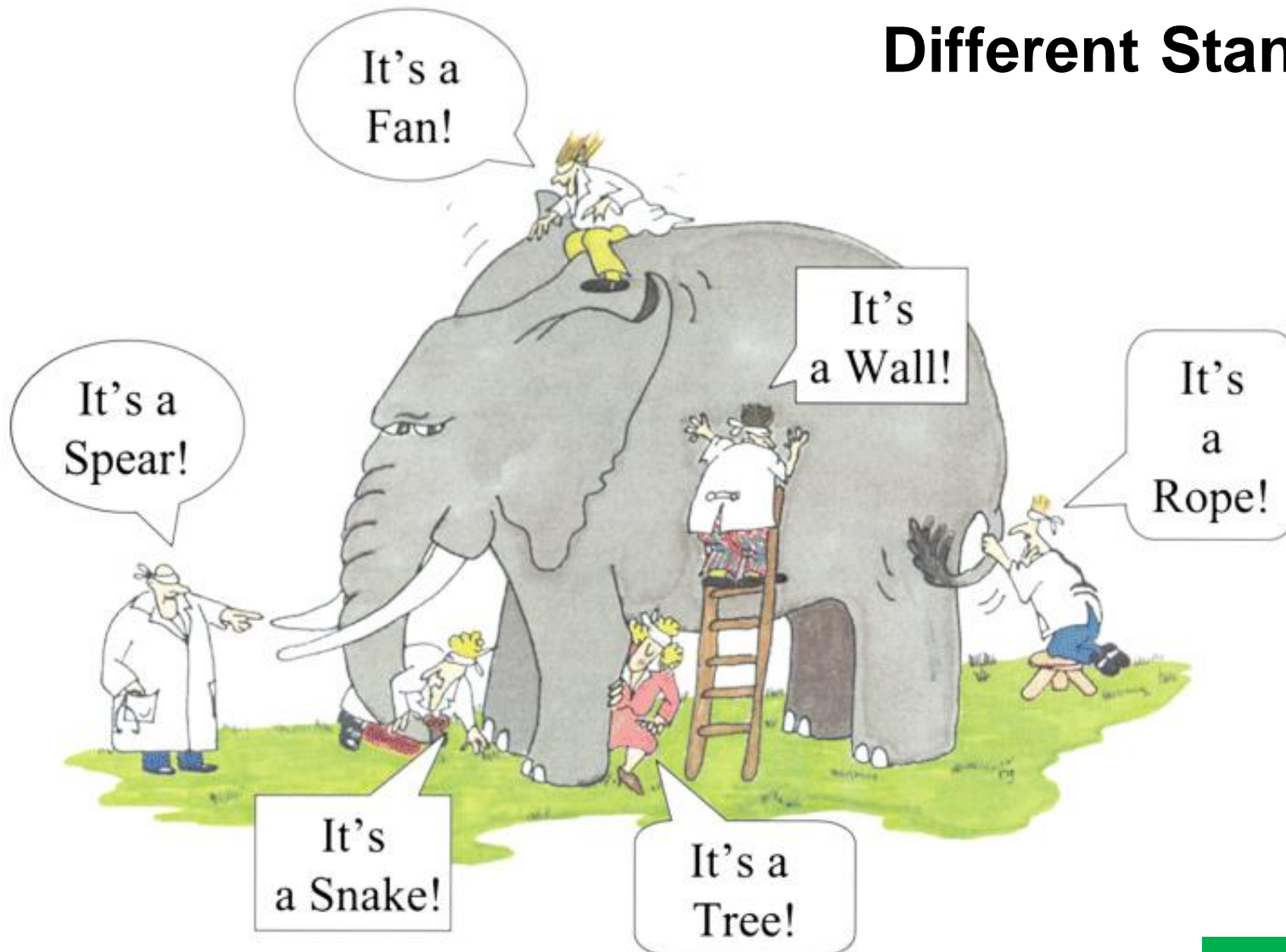
Childhood is not merely a (transitional) stage of life, but a *social status*.

Qvortrup, 1987

‘...children’s lives and experiences are, in addition to being gendered, classed, raced, and so on, also – and first of all – generationed.’

Alanen, 2009

Different Standpoints



Standpoint Theory: Experience is shaped by Power and Knowledge

Social position and power order individual's lives

Knowledge is socially situated

The less powerful experience a different reality as a consequence of their social positioning

Those who experience less power are aware of different issues as a result of their social position

DEFINING COMMUNITY

ANZSOG

Community is a social space within which people are personally connected and known to one another.

Within this social space, people provide friendship and support to one another and work towards common goals.

Respect and kindness are very important.

In times of severe difficulty or crisis, communities need to be supported by helping professionals, such as police and ambulance services.

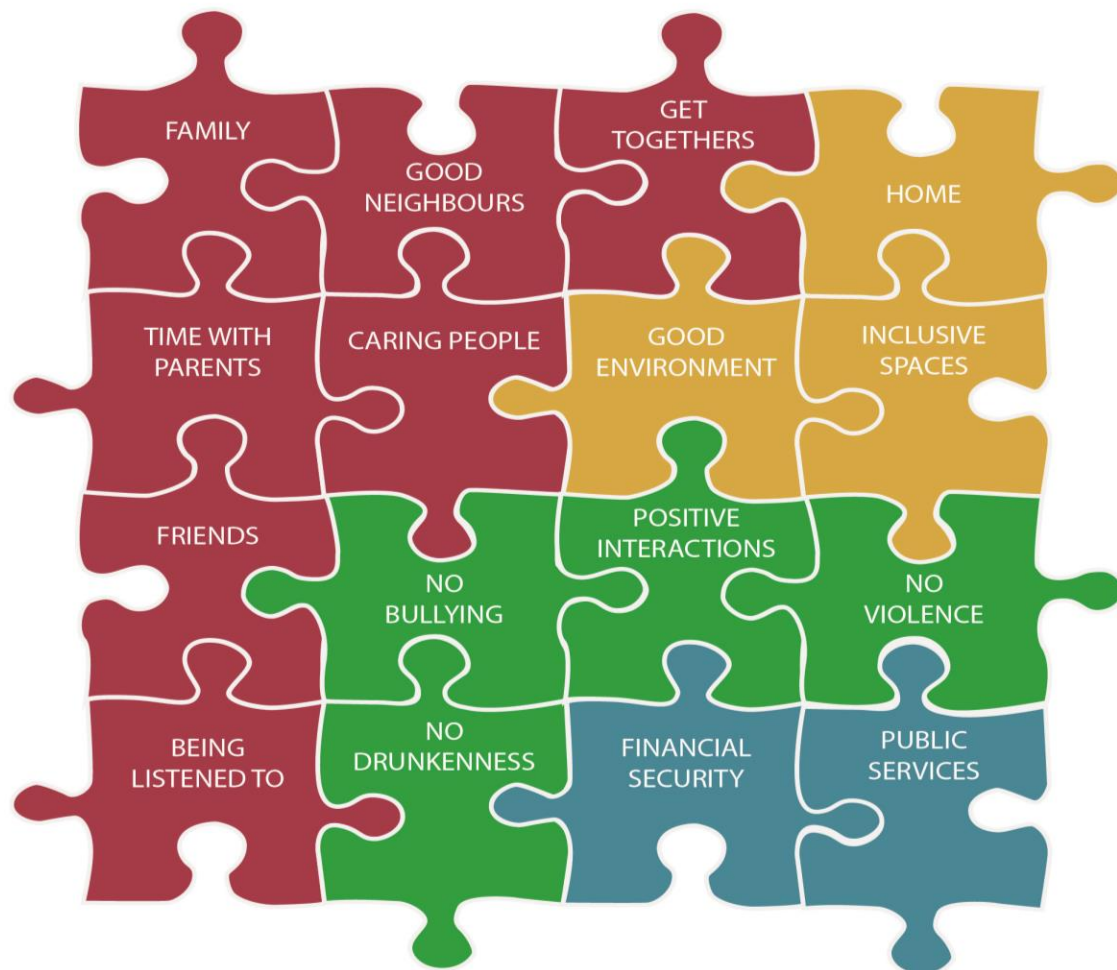
The people who make up a community can be diverse.

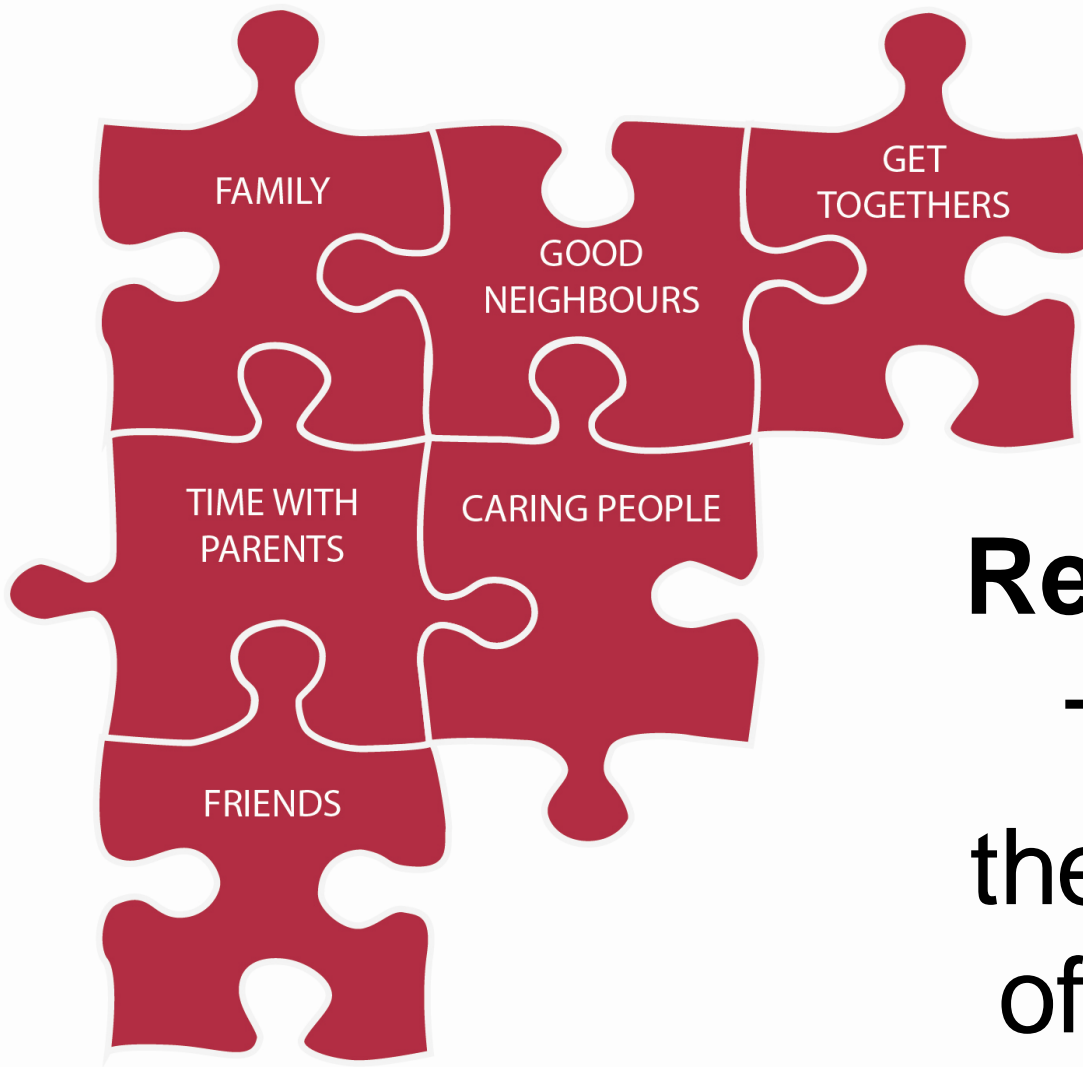
Communities
are soshible
+ things.

A community is like a puzzle, you need to have all the bits to make it work.

M, girl, aged 9

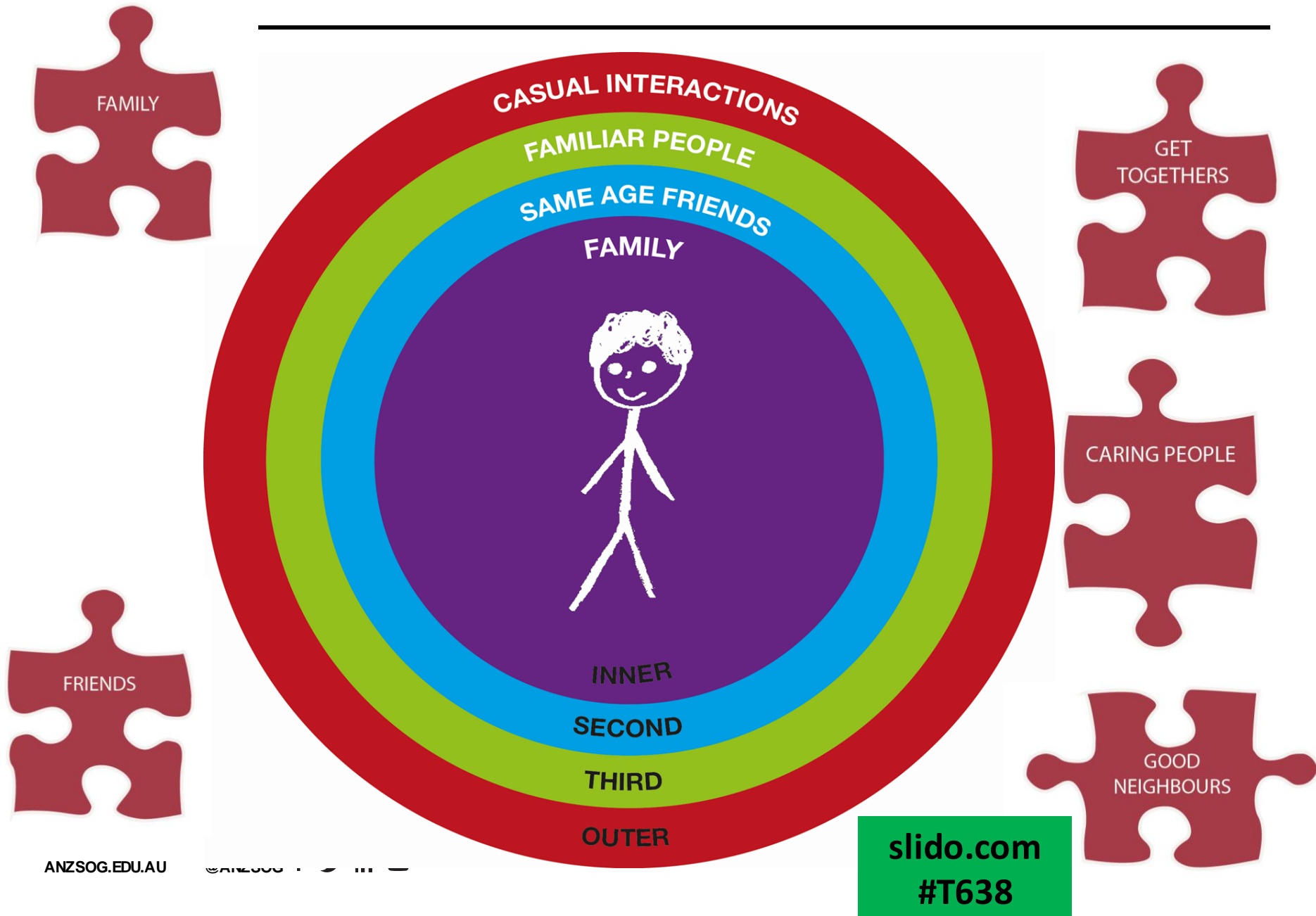
- Relationships
- Physical Places
- Safety
- Resources

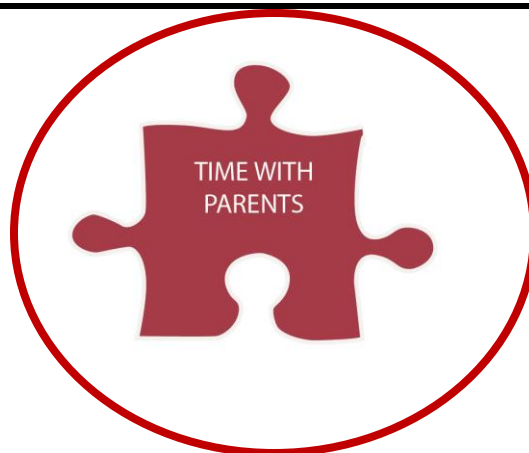




Relationships

The basis,
the very heart,
of community





Avoiding the 'familisation' of children

Whereby children are only socially visible as part of their family and children's own social networks are neglected

but

Recognising the centrality of family for children

...and for how children conceptualise community





Children were not asked directly about alcohol

BUT

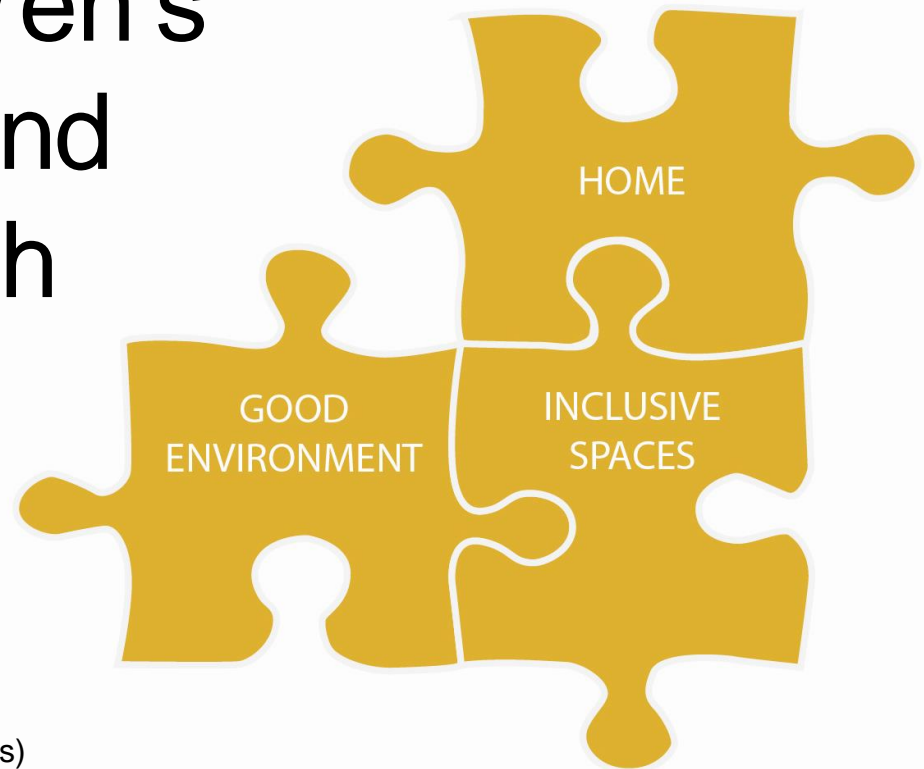


Excessive use of alcohol in public spaces and drunken violence emerged as the most significant theme in making children feel unsafe

The way alcohol is used in public spaces by adults undermines children's sense of safety, well-being and inclusion

Physical Places

Important to children's
experience of and
connection with
community



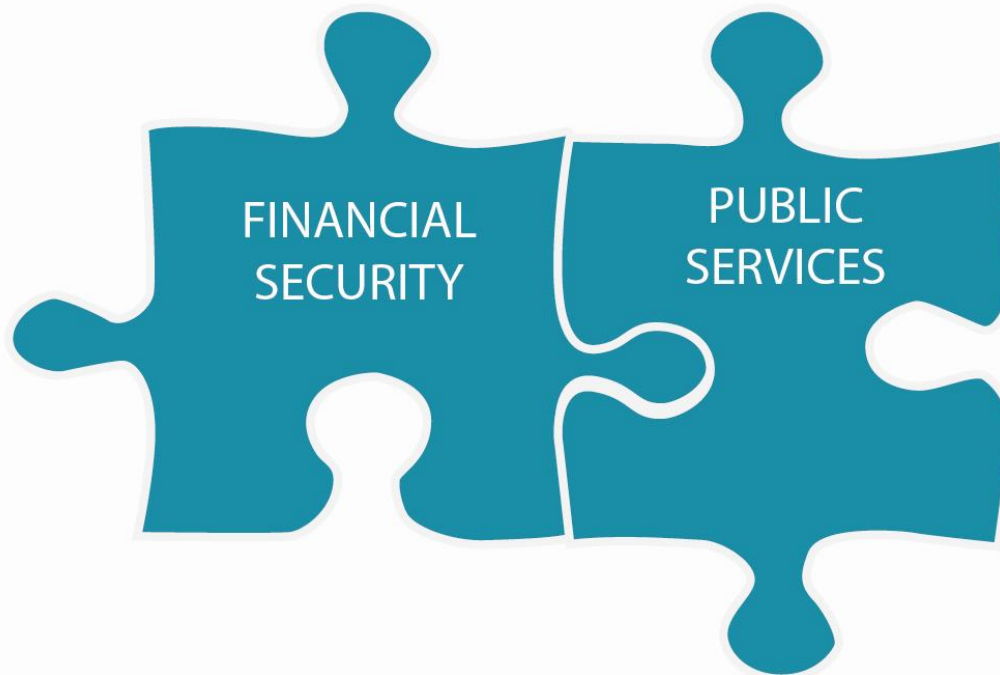
Base: Local authority survey respondents (Care Commissioners)



Where children felt welcome
and safe

Where children have control
over who they play with

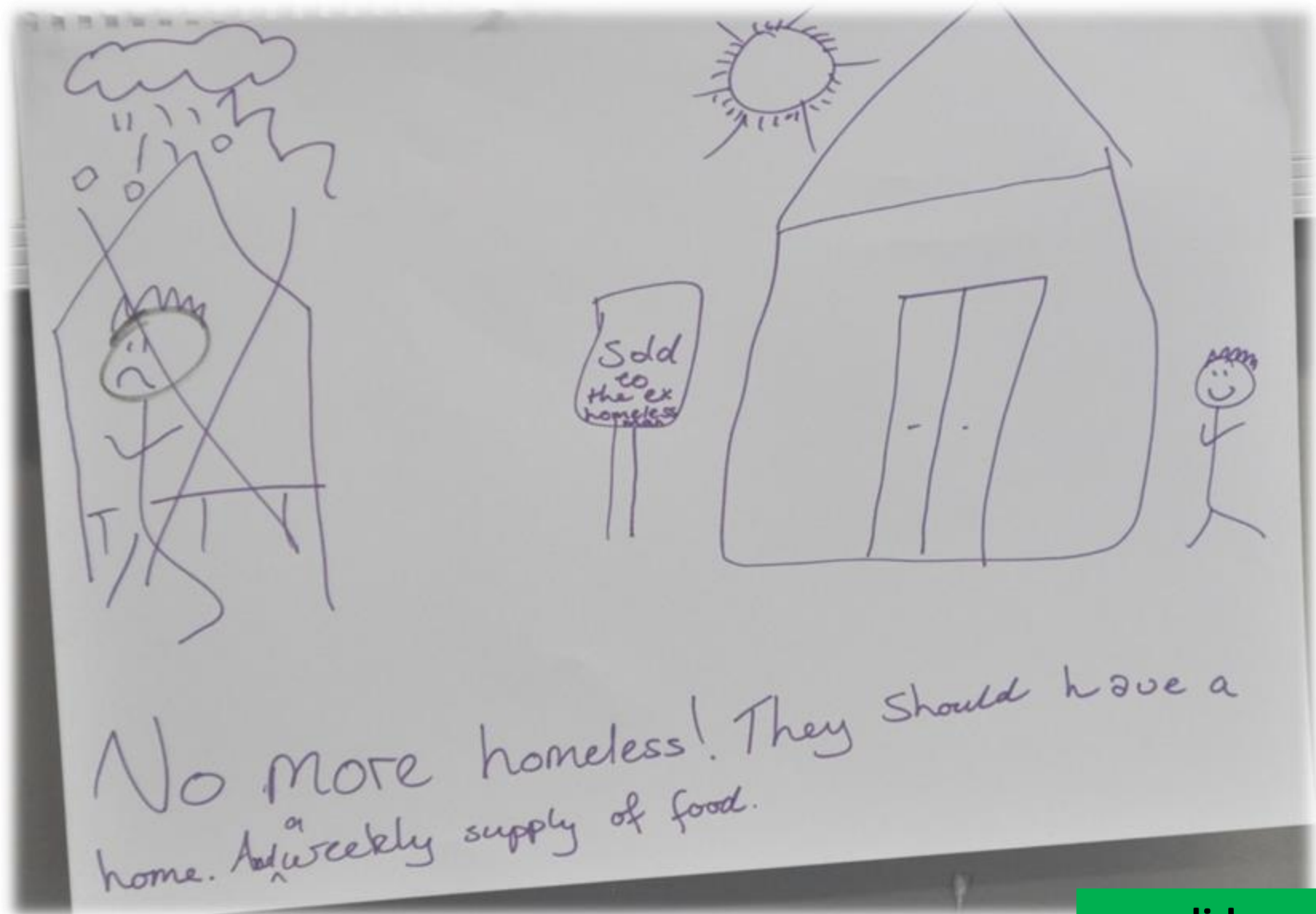
Where child-adult relations
are positive and supportive



Resources
Contribute to,
and often
shape,
experience of
community

Both family finances and public resources matter greatly to children's experience of community.



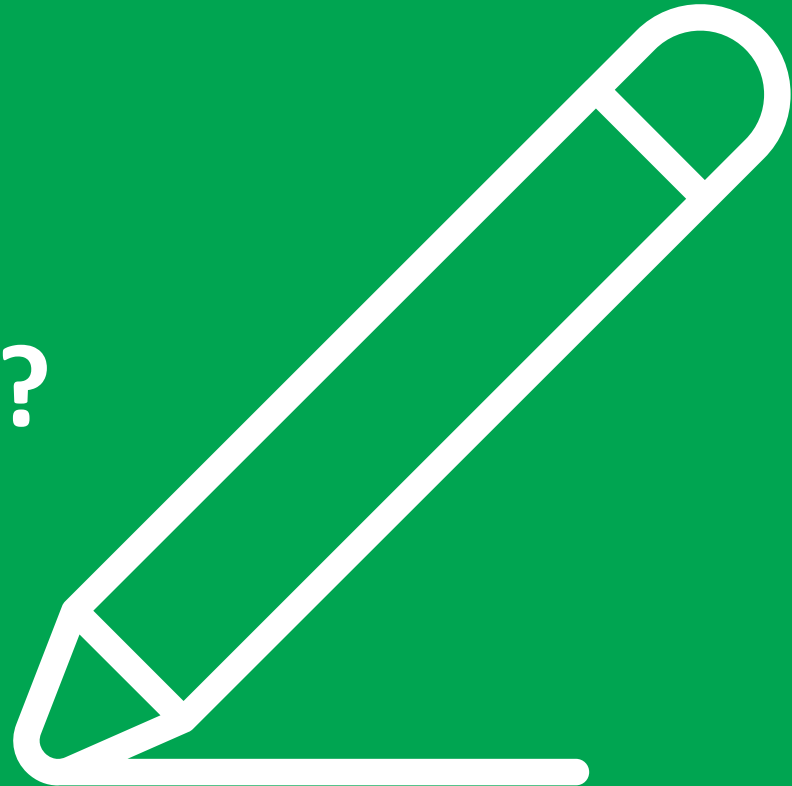


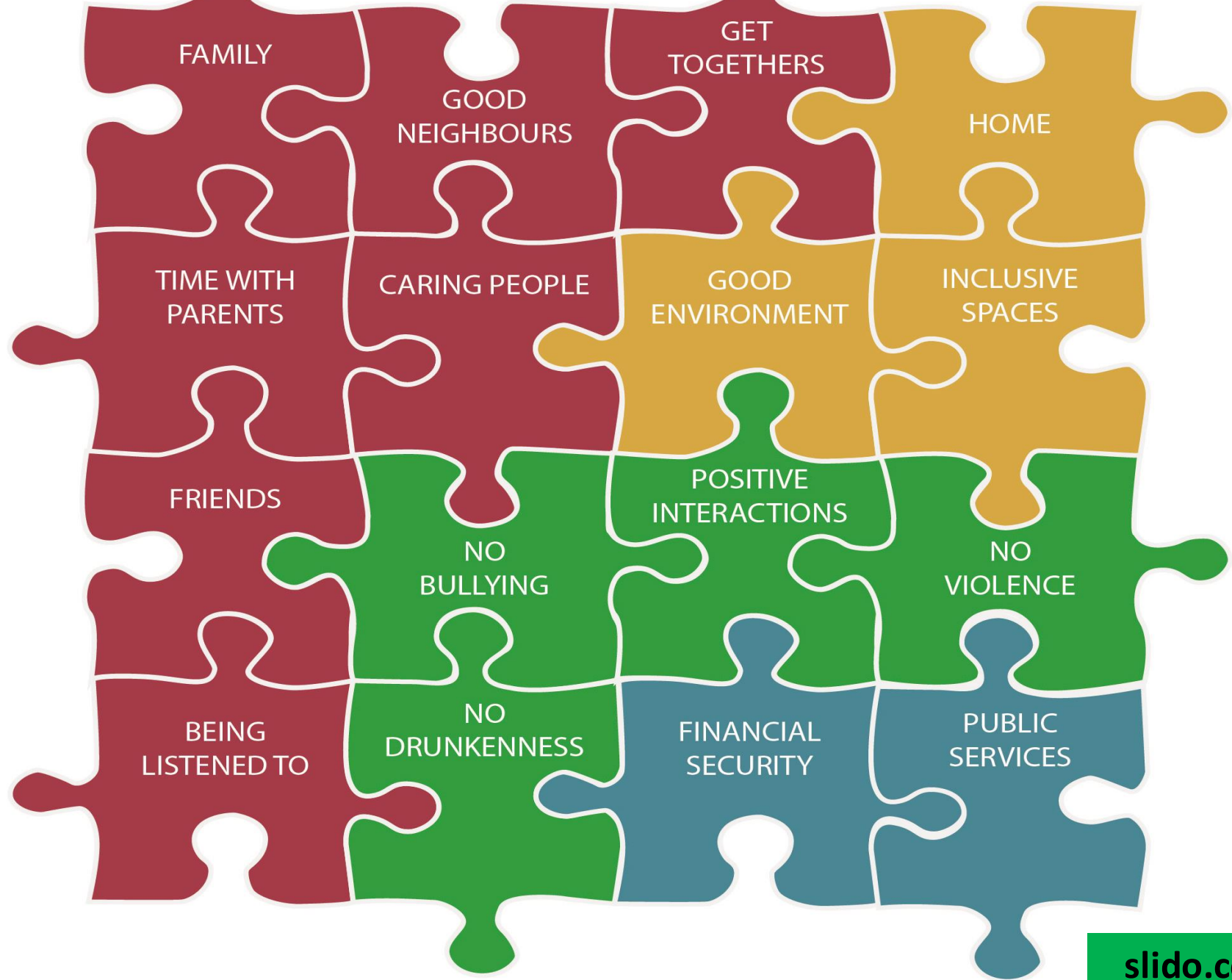
The financial position of their families was one factor influencing the amount and quality of time children spend with their families.



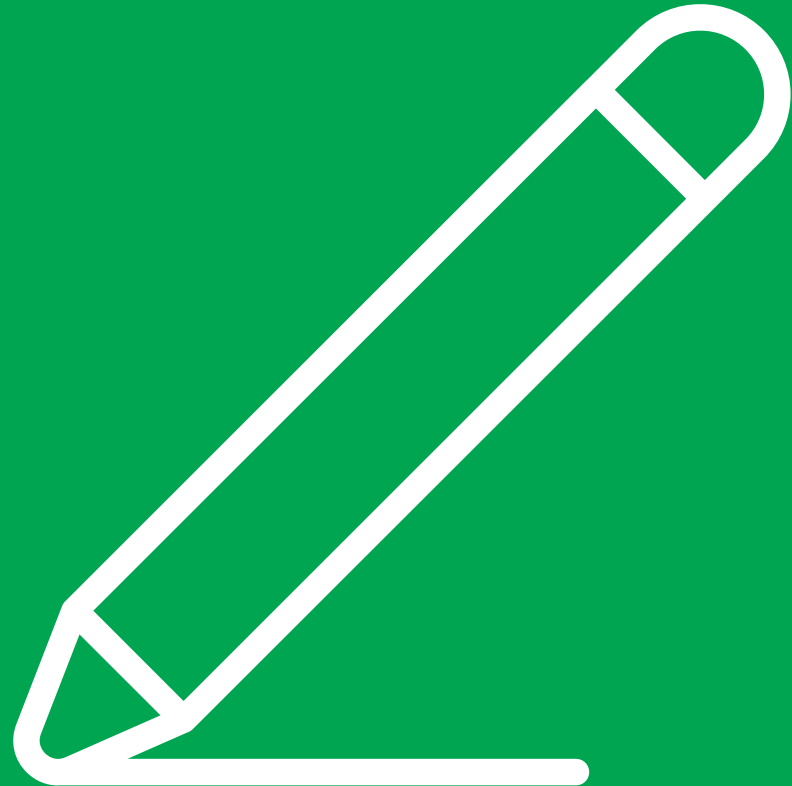
The financial position of their families shaped the ways in which they engaged – or did not engage – in community activities, both within and outside school.

AND THE POLICY IMPLICATIONS???





AND THE POLICY IMPLICATIONS: EDUCATION



School was very important to children

BUT

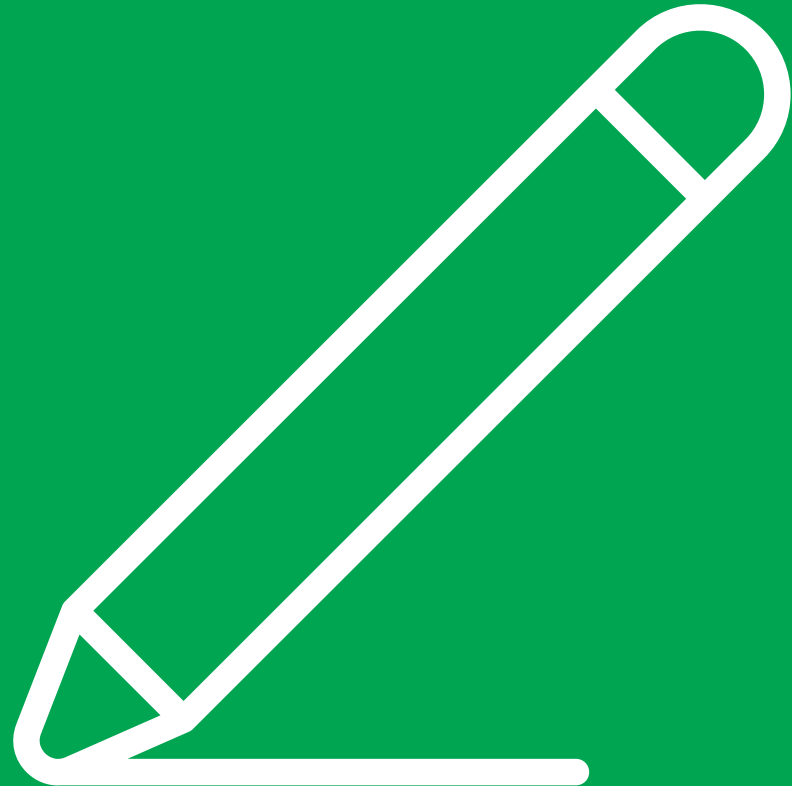
There was some ambiguity as to whether school is part of the community or not

Children tended to have very complex, and sometimes conflicting, views on school

The same elements that make a community a positive and supportive place, make school a positive, supportive place

	Relationships	FRIENDS CARING TEACHERS BEING LISTENED TO
	Safety	NO BULLYING TEACHERS NOT YELLING TEACHERS NOT THREATENING NO THREATENING ADULTS
	Physical Places	CLEAN PLAYGROUNDS THINGS TO DO DURING BREAKS CLEAN TOILETS
	Resources	PLAY EQUIPMENT GOOD GROUNDS

AND THE POLICY IMPLICATIONS: CHILD INCLUSIVE POLICY

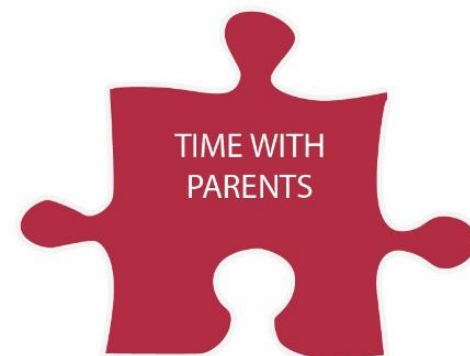


RELATIONSHIPS NEED TIME



Pressure on
children's time

Pressure on
parents' time



In the better off sites, children's lives were intensely busy

	MON	TUES	WED	THURS	FRI	SAT
<i>Before school</i>		Music		Music		
<i>During the day</i>	School	School	School	School	School	Swimming
<i>After school</i>	After school care	After school care	Dance class	Additional tutoring	After school care	Ballet
	Language class	Singing lessons				
	Sometimes homework, which might be done at after school care					

On the weekends I like to play with mummy and daddy and my little brother. But I only have Sundays – and then I'm just so tired. Maybe when I'm grown-up I'll have a bit more time to rest and play

J, girl, aged 8

Across all sites a significant number of children considered homework to prevent them from engaging in their communities

I want to do more things after school, and in the community but we can't because of homework.

M, girl, aged 10

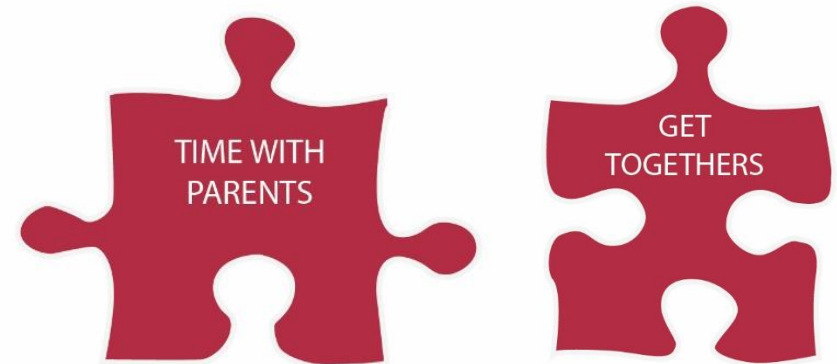
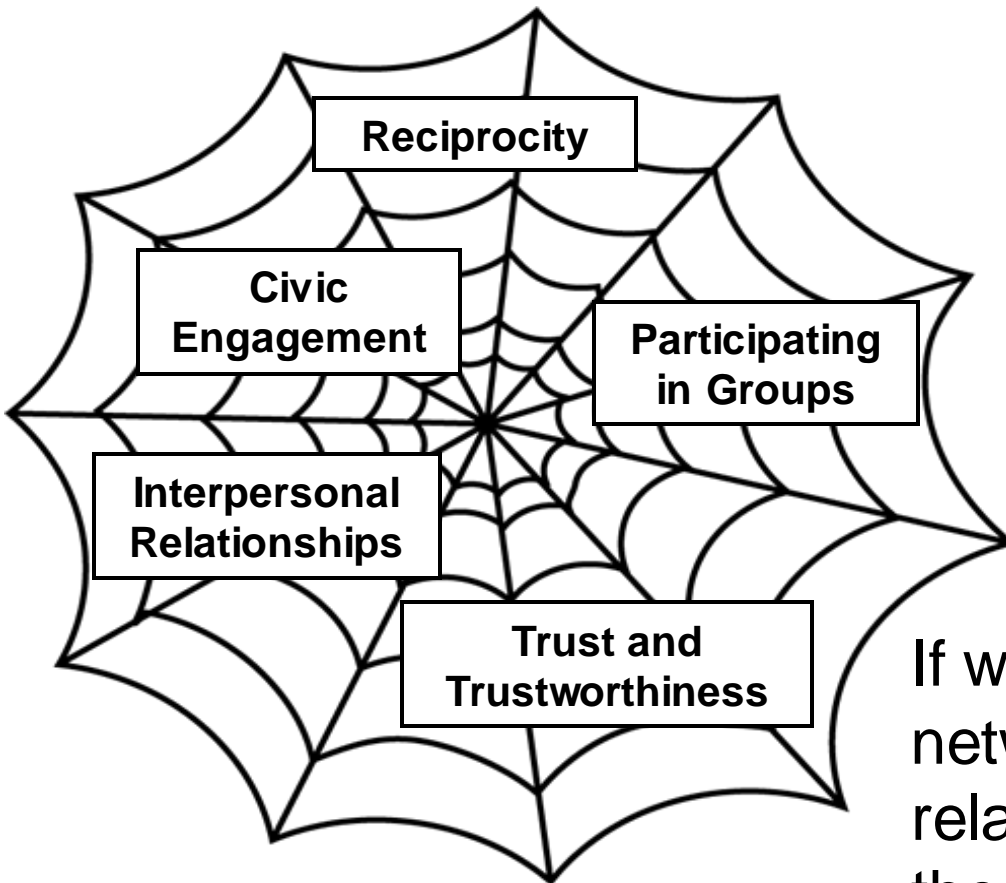
There's so much homework and I just get so tired.

B, girl, aged 10

Parents often acted as a conduit for children's engagement with their communities.

I don't really know much about my community because my parents, they don't like being part of the community, they don't like being involved with it. And I feel like that's a let-down with me because I want to be part of the community and know people.

B, girl, 10 years



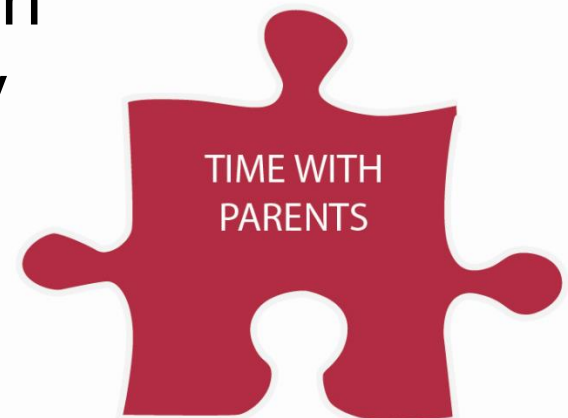
If we understand social capital as networks, connectedness and relationships of mutual reciprocity, the structuring of children's (and adults) lives may be damaging to their engagement with their community and undermine the development of social capital.

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Children and Labour Market Policy

The resource children valued across all communities was time with parents.

It was also the resource that children described as being in limited supply



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When Daddy gets home, he is really tired. He just wants to sit, maybe watch TV. But he's too tired for anything else.

A, girl, 8 years

My Dad always works. He had two jobs – one's with petrol at night and he builds in the morning. He doesn't build at night because you can't see what you are doing and he hurt his head really badly when he was working at night...now he works at the petrol joint. He has to order the petrol.

G, boy, 10 years

BARRIERS THAT PREVENT CHILDREN SPENDING MORE TIME WITH PARENTS:

Parents' Work
Commitments

Parents Working
Hours

Parental Injury or
Illness

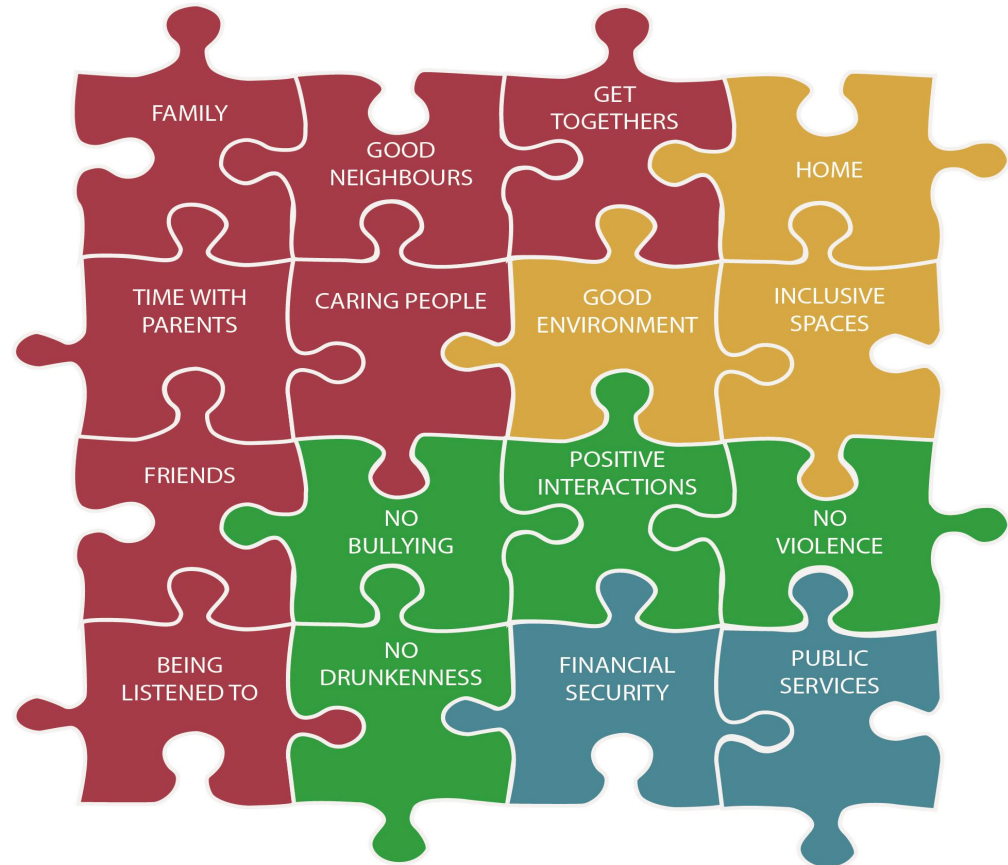
**NOT SIMPLY ABOUT INDIVIDUAL
PARENT BEHAVIOURS AND CHOICES**

**ALSO RESULT FROM
STRUCTURAL FACTORS –
ECONOMIC AND SOCIAL**

THE BEST PLACE TO BE A CHILD?

WHERE ALL THE PIECES ARE IN PLACE

- ☐ Family but not Familisation
- ☐ School and Education but not Scholarisation
- ☐ Labour Market Policy
- ☐ Infrastructure Policy
- ☐ Public Safety – Drug and Alcohol Policy
- ☐ Urban Planning
- ☐ Everyday Inclusiveness







Questions?

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