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?

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Wednesday 6 June 2019
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

<table>
<thead>
<tr>
<th>Real GDP variation in %</th>
<th>GDP Growth</th>
<th>Nominal GDP in USD Trillion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>USA</td>
<td>1 21.506 22.336</td>
</tr>
<tr>
<td>2.5% 1.7%</td>
<td>China</td>
<td>2 14.242 15.678</td>
</tr>
<tr>
<td>6.3% 6.1%</td>
<td>Japan</td>
<td>3 5.231 5.424</td>
</tr>
<tr>
<td>1.1% 0.6%</td>
<td>Germany</td>
<td>4 4.210 4.487</td>
</tr>
<tr>
<td>1.8% 1.6%</td>
<td>UK</td>
<td>5 2.982 3.198</td>
</tr>
<tr>
<td>1.4% 1.5%</td>
<td>India</td>
<td>6 2.935 3.304</td>
</tr>
<tr>
<td>7.4% 7.4%</td>
<td>France</td>
<td>7 2.934 3.125</td>
</tr>
<tr>
<td>1.7% 1.6%</td>
<td>Italy</td>
<td>8 2.161 2.279</td>
</tr>
<tr>
<td>1.1% 1.0%</td>
<td>Brazil</td>
<td>9 2.095 2.201</td>
</tr>
<tr>
<td>2.3% 2.5%</td>
<td>Canada</td>
<td>10 1.822 1.898</td>
</tr>
</tbody>
</table>

www.focus-economics.com
Wealthiest people?

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

Best beaches?
Policy Commitment?

THE WELLBEING BUDGET
30 May 2019
COMMUNITIES MATTER!
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 (transitionary) 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

It’s a Fan!

It’s a Spear!

It’s a Wall!

It’s a Tree!

It’s a Snake!

It’s a Rope!
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
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.
Community's 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
FAMILY
TIME WITH PARENTS
BEING LISTENED TO
GOOD NEIGHBOURS
GET TOGETHERS
CARING PEOPLE
FRIENDS
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
Safety

Essential to children’s perception and experience of 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.
No more homeless! They should have a home. A weekly supply of food.
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.

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Friends</th>
<th>Caring teachers</th>
<th>Being listened to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>No bullying</td>
<td>Teachers not yelling</td>
<td>Teachers not threatening</td>
</tr>
<tr>
<td>Physical Places</td>
<td>Clean playgrounds</td>
<td>Things to do during breaks</td>
<td>Clean toilets</td>
</tr>
<tr>
<td>Resources</td>
<td>Play equipment</td>
<td>Good grounds</td>
<td></td>
</tr>
</tbody>
</table>
AND THE POLICY IMPLICATIONS:

CHILD INCLUSIVE POLICY
RELATIONSHIPS NEED TIME

Pressure on children’s time

Pressure on parents’ time

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

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

<table>
<thead>
<tr>
<th>Parents’ Work Commitments</th>
<th>Parents Working Hours</th>
<th>Parental Injury or Illness</th>
</tr>
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</table>

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

**ALSO RESULT FROM STRUCTURAL FACTORS – ECONOMIC AND SOCIAL**
THE BEST PLACE TO BE A CHILD?

- 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
GIVE KIDS A VOICE
Questions?

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# Upcoming Thought Leadership Seminars

**‘Moving the big rocks’: analyzing and communicating big policy problems**  
Speaker: Professor John Daley

<table>
<thead>
<tr>
<th></th>
<th>James Cook Hotel</th>
<th>30/07/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grand Chancellor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wellington</td>
<td></td>
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</tbody>
</table>

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appliedlearning@anzsog.edu.au
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