



Flinders
UNIVERSITY

inspiring achievement

The participation agenda and research with children: Culture, gender and place.

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and

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My plan

- > Public health argument about place (settings), power (gender and culture) and participation
- > Present 4 theories of childhood to show how each one changes how we think and act about children
- > Show why we should involve children
- > Introduce climate change
- > Cross cultural research and childhood studies
- > Reflect on the state of childhood studies

Protest movements





stolen lands, stolen generations,
stolen waters!



Raukkan summer 08



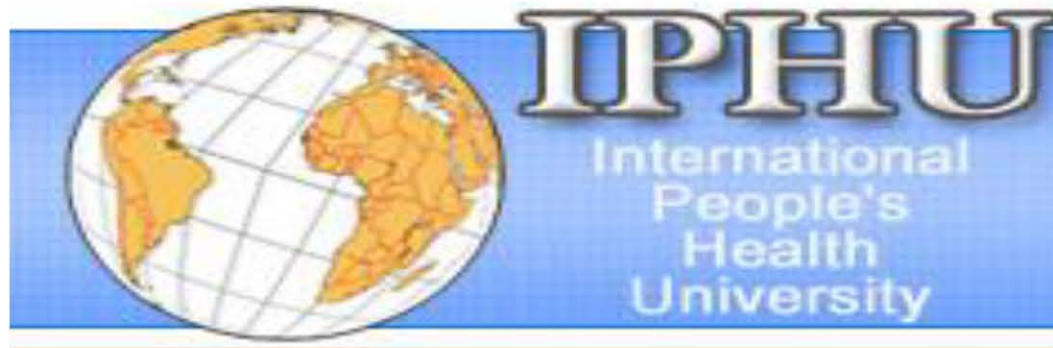
summer 09



People's Health Movement

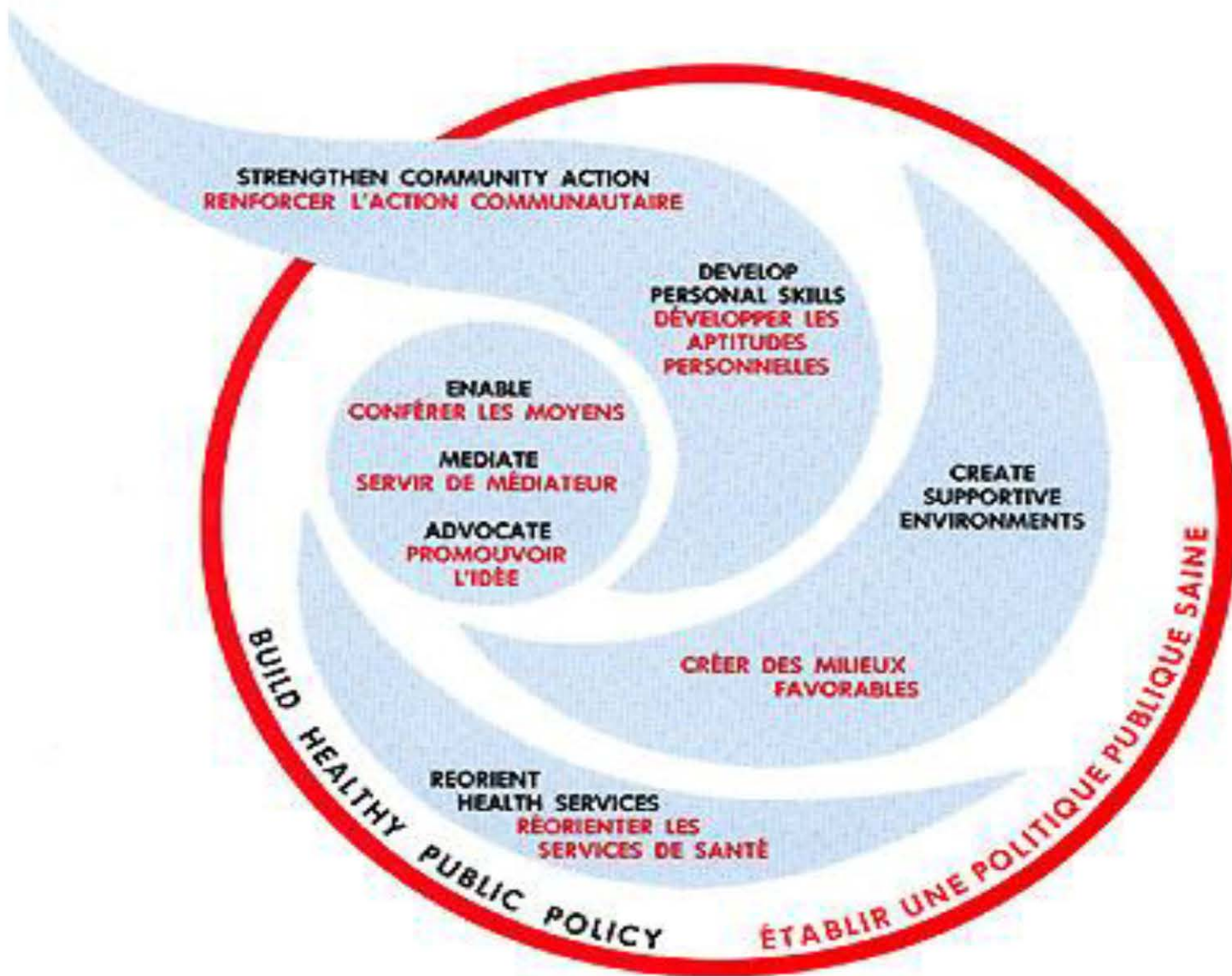


People's Health
Movement Australia



Ottawa Charter (WHO 1986): prerequisites for health

- > Peace
- > Shelter
- > Education
- > Food
- > Income
- > Sustainable ecosystem
- > Social justice and equity



Ottawa Charter (WHO 1986): Settings

- > *Health is created and lived by people within the settings of their everyday life; where they learn, work, play and love. Health is created by caring for oneself and others, by being able to take decisions and have control over one's life circumstances, and by ensuring that the society one lives in creates conditions that allow the attainment of health by all its members*
(<http://www.ldb.org/iuhpe/ottawa.htm> accessed 14 March 2011)

New public health and ecological public health

- > Community development, early intervention and protest movements such as Women's health and environment movements
- > Role of WHO-especially Alma Ata Health for All (1978) and Ottawa Charter (1986)
- > Importance of **participation** in a primary health care approach to health promotion:
 - power and control over life
 - improves health promotion
 - restores trust in the state
 - cheaper than fixing big problems

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Four theories of childhood

1. Economic child
2. Developing child
3. Citizen child
4. Global child

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Determinants-economic child

- > Individual behaviours of children and families
- > Rational decisions influenced by rewards of the market
- > Decisions to minimise risk for a better future

Economism

- > Tesh (1988) connects science with the dominant ideology of individualism
- > An individualistic ideology focuses inquiry on the individual and resource allocations are based on individual efficacy, not on impact on the public or larger collective.
- > Individualism explains health choices as individual choices in isolation from the collectives within which individuals exist.

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Premier's be active Challenge

> ...”part of the government’s efforts to set South Australia’s children on the path to an active and healthy life.” Announcing the program, the Minister for Education & Children's Services said:

>“...We want children to turn off the television and computer games and turn to physical activity...

>“The healthy habits we teach children today can help to reduce their risk of Type 2 diabetes, heart disease and other obesity-related health conditions in the future...”

(<http://www.ministers.sa.gov.au/news.php?id=1541>
accessed 6 February 2008)

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Technology toys

> “The ME2 is a handheld device ...with one onboard game.

>. ...you may need to purchase “in world” items to help solve puzzles. And here’s the amazing part of this entire product offering. To purchase items in this virtual world, you don’t use a credit card or real dollars. Your own activity level in the physical world earns points and therefore purchasing power online.

> it also acts as a pedometer.... When the ME2 is connected to a computer, these points are then uploaded to an online account, and then become the currency to purchase items in the online world.

> <http://www.360kid.com/blog/?cat=21>

Determinants-developing child

- > Good quality interaction between adults and children
- > Institutions that protect, educate and nurture
- > Social conditions for good development

Stage theory

> Frameworks in child psychology often characterise childhood as a journey from conception to adulthood via a series of developmental stages.

> “...adulthood is regarded as the goal and end-point of individual development or perhaps even the very meaning of a person’s childhood.”

Not yetism

Developmentalism leads to a futuristic orientation and barriers to taking the here and now of children seriously



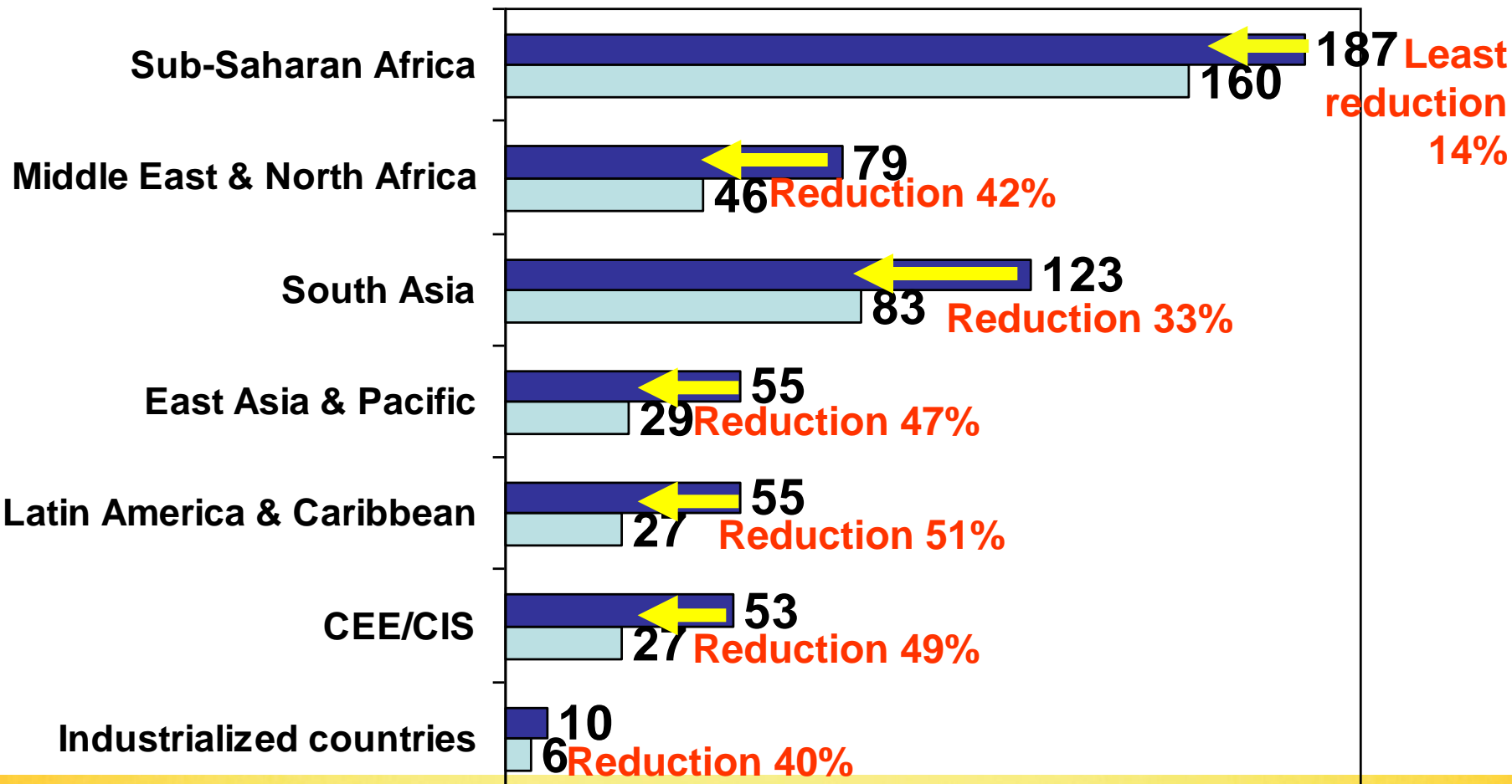
Determinants-citizen child

- > Political, economic and social decisions and non-decisions about rights
- > Distribution and redistribution of resources and power
- > Children's increasing control over the here and now of their lives-citizens in the making

A new global agenda

Our children have dramatically different life chances depending on where they were born. In Japan or Sweden they can expect to live more than 80 years; in Brazil, 72 years; India, 63 years; and in one of several African countries, fewer than 50 years. And within countries, the differences in life chances are dramatic and are seen worldwide. The poorest of the poor have high levels of illness and premature mortality. But poor health is not confined to those worst off. In countries at all levels of income, health and illness follow a social gradient: the lower the socioeconomic position, the worse the health.

Under 5 mortality rate: 1990 - 2006

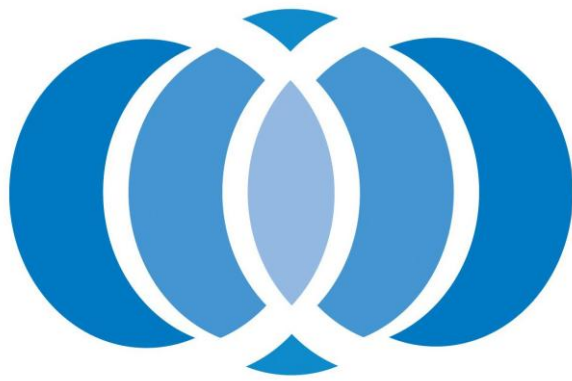


Determinants-global child

- > Rights
- > Gross inequities
- > Moral judgements

Why involve children in research?

- > Improves policy and practice
- > Moral compass for our society
- > Rights and global agenda
- > Climate change and the future of the planet
- > We now have theoretical and practical guides: social studies or new sociology of childhood
- > Accountability and keeping children safe
- > We find out new and different things



Why? Social justice and the global agenda

**A world
where social
justice is
taken
seriously**





World Health
Organization



Commission on
Social Determinants of Health

Closing the gap in a generation

Health equity through action on
the social determinants of health



Social Justice

Empowerment

- **Material**
- **Psychosocial**
- **political**

**Creating conditions for
people to lead flourishing
lives**



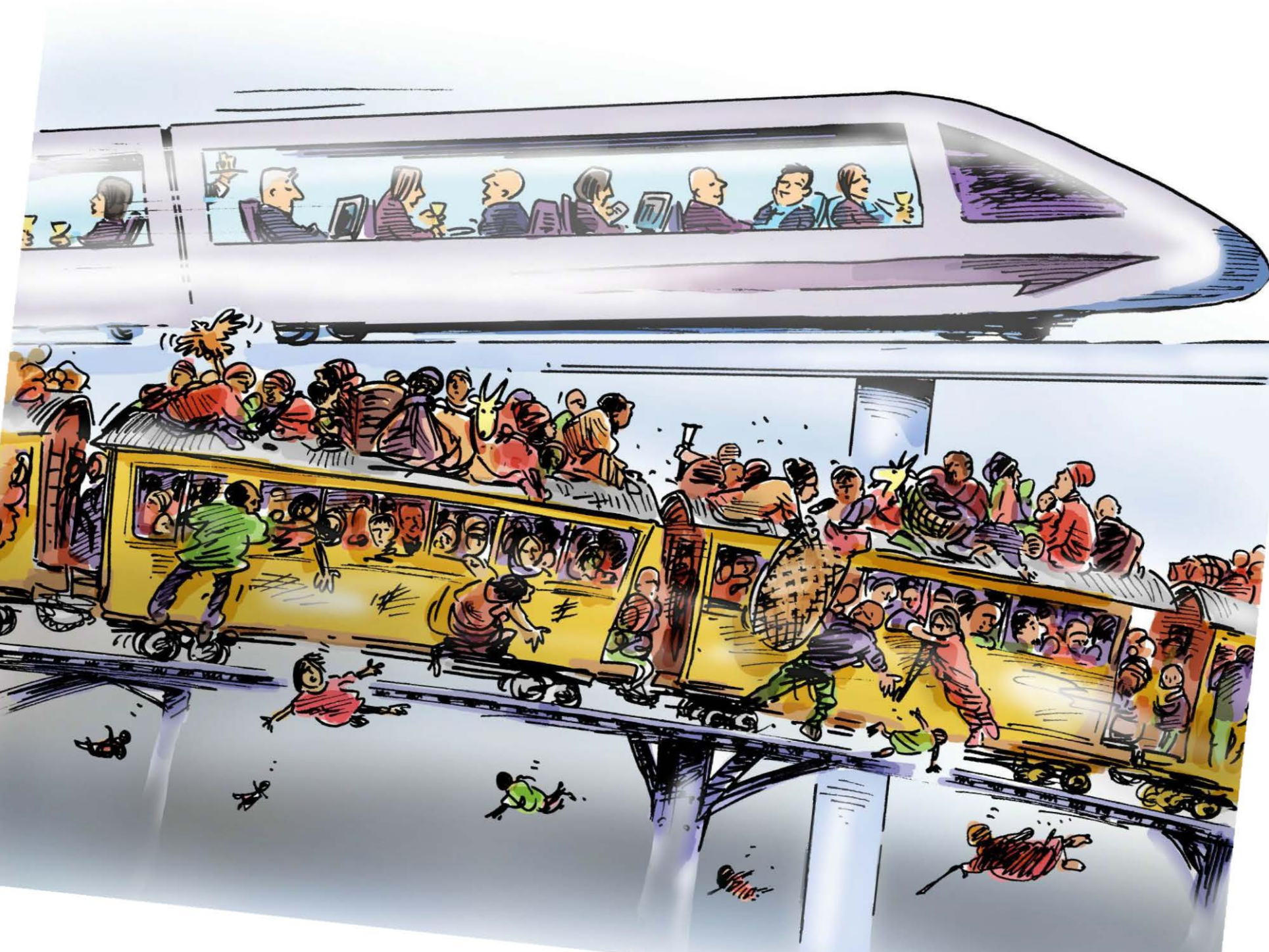
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Values and a new global agenda

*It does not have to be this way and it is not right that it should be like this. Where systematic differences in health are judged to be avoidable by reasonable action **they are, quite simply, unfair.** It is this that we label health inequity. Putting right these inequities – the huge and remediable differences in health between and within countries – **is a matter of social justice.** Reducing health inequities is, for the Commission on Social Determinants of Health (hereafter, the Commission), **an ethical imperative. Social injustice is killing people on a grand scale.***

CSDH (2008). *Closing the gap in a generation: health equity through action on the social determinants of health.* Final Report of the Commission on Social Determinants of Health.

Geneva, World Health Organization.



Why? Policy and practice

- > *Young people have a fundamental role to play in the formulation of policy on health and environment, in related decision-making processes, and in the building of a healthier and more sustainable world. We are already making real and positive change in our local communities, countries and internationally (World Health Organization 2004 p3).*
- > *Grown-ups never understand anything for themselves, and it is tiresome for children to be always and forever explaining things to them.*

Antoine de Saint-Exupery (1900 - 1944), "The Little Prince", 1943

Why? Moral compass eg UNICEF 2008

The causes of and solutions to child deaths are well known. Simple, reliable and affordable interventions with the potential to save the lives of millions of children are readily available. The challenge is to ensure that these remedies—provided through a continuum of maternal, newborn and child health care—reach the millions of children and families who, so far, have been passed by

Why? Children's rights agenda

The UN Convention on the Rights of the Child (1989) and contemporary understandings of childhood encompass a clearer rights-based appreciation that children are not merely adult possessions but also citizens-in-the-making with concomitant rights and responsibilities

What are 'human rights'?

Human rights are *the minimum standards that people require to live in freedom and dignity.*

Every person has these rights simply by virtue of being human.

Human rights particularly protect those who are less privileged, more vulnerable, marginalised, exploited.

Others ('duty-bearers') have the responsibility to fulfil these rights.

Health workers are amongst the duty-bearers.

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Children's rights agenda

The UN Convention on the Rights of the Child (1989) and contemporary understandings of childhood encompass a clearer rights-based appreciation that children are not merely adult possessions but also citizens-in-the-making with concomitant rights and responsibilities

1	All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.
2	You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
3	You have a right to a name and to be a member of a country.
4	You have a right to special care and protection and good food, housing and medical services.
5	You have the right to special care if handicapped in any way.
6	You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.
7	You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.
7	Your parents have special responsibilities for your education and guidance.
8	You have the right always to be among the first to get help.
9	You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.
9	You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.
10	You should be taught peace, understanding, tolerance and friendship among all people.

Emerging sociology of childhood

- > Move beyond psychologically based models of childhood as socialization
- > Sees childhood as, to some extent, socially constructed according to historical period and cultural context (eg victims, risks, futures)
- > Children shape structures (micro) and social relationships and worthy of study in their own right
- > Move from studying what children will become to the here and now of their lives as children
- > Acknowledge agency, see children as social actors

(V Morrow (2003) Perspectives on children's agency within families: a view from the sociology of childhood in L Kuczynski (ed) Handbook of dynamics in parent-child relations. Sage: Ca)

Why? Keep adults accountable and children safe

- > **SA Government response to the Children in State Care Commission of Inquiry Report**

- > The South Australian Government tabled its initial response to the Children in State Care Commission of Inquiry report in Parliament on 17 June 2008. The Government has subsequently tabled an implementation report and two annual progress reports in Parliament.

CHILDREN IN
STATE CARE
COMMISSION OF INQUIRY
ALLEGATIONS OF SEXUAL
ABUSE AND
DEATH FROM CRIMINAL
CONDUCT

Presented to the South Australian
Parliament
by the Hon. E.P. Mullighan QC
Commissioner

<http://www.sa.gov.au/subject/Crime,+justice+and+the+law/Mullighan+Inquiry>

SA Mullighan Enquiry into abuse of children in state care 2008

Nothing prepared me for the foul undercurrent of society revealed in the evidence to the Inquiry; not my life in the community or my work in the law as a practitioner and a judge. I had no understanding of the widespread prevalence of the sexual abuse of children in South Australia and its frequent devastating and often lifelong consequences for many of them ... I was not prepared for the horror of the sexual cruelty and exploitation of little children and vulnerable young people in State care by people in positions of trust and responsibility

SA Mullighan Enquiry 2008

Some witnesses previously had not been able to say what had happened to them. An elderly woman, who had been in State care as a child, said... ***'Who is ever there for frightened little girls in cupboards? Now you are there because you give me a voice and I wanted to say that ...*** According to one witness: ***'You get told so many times not to say anything and someone suddenly says, "I want to hear what you have to say"'***. Some...witnesses had always wanted to tell... ***'I never forgot nothing because I knew one day, through all I went through, that one day I would get a voice out there, out in the world, because virtually, when I got brought up in the homes and taken away at six, it was virtually, I didn't know, the world was shut out to me'***

Why? Find out new and different things eg Play, sport and physical activity

- 204 children (90 boys/114 girls)
- Aged between 4-12yrs
- 6 schools, low socio-economic areas

Colin MacDougall, Wendy Schiller and Philip Darbyshire (2004, May).
“We have to live in the future” In Schiller, W. (ed) *Research at the edge: concepts and challenges: Special Issue, Early Child Development and Care*.
174 4 369-388 London: Taylor & Francis

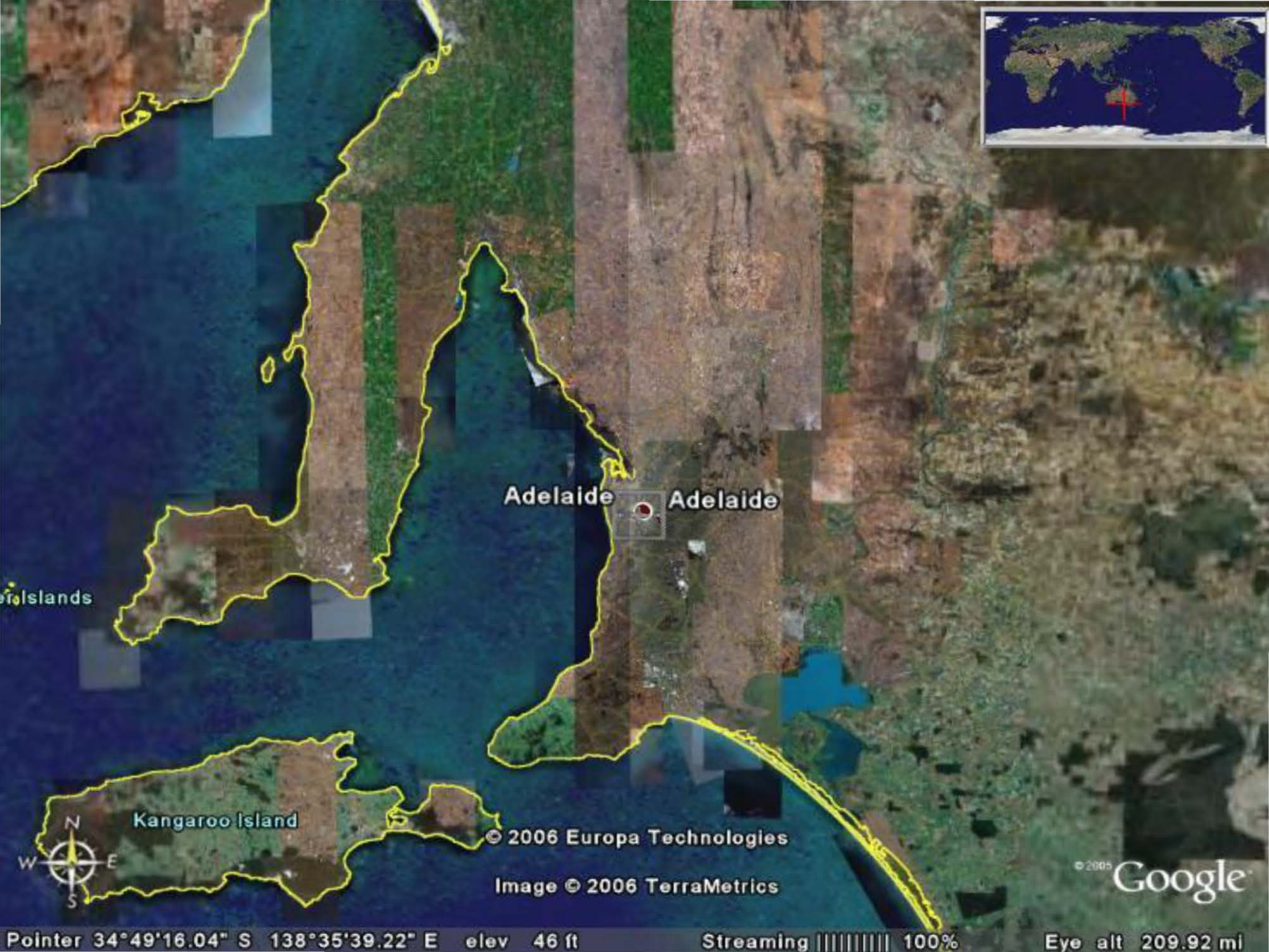


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27°00'00.00" S 133°00'00.00" E elev 292m

Eye alt 11001.29 km



Adelaide Adelaide

Islands

Kangaroo Island

© 2006 Europa Technologies

Image © 2006 TerraMetrics

© 2005 Google

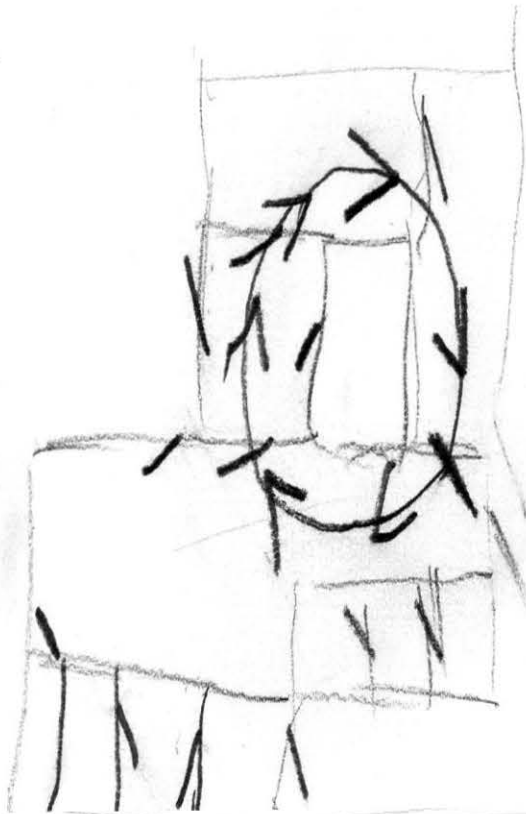


Children's meanings

- > **Sport:** distinctive and powerful
- > **Play:** distinctive and powerful
- > **Physical activity:** multiple meanings with little impact-an adult word
- > **Exercise:** work, purpose, lack of fun
- > **Fitness:** little impact, associated with vague understandings of health

Play

Sport



I walk my nabors³ dogs
I walk to school every day
I chase my cat around the back yard
I climb trees

playing Foot on the oval



Definitions & meaning

Sport

- > Team & individual, games, play
- > High engagement, affect of purpose, competition, organisation-can be fun
- > School, indoor & outdoor facilities, equipment, travel

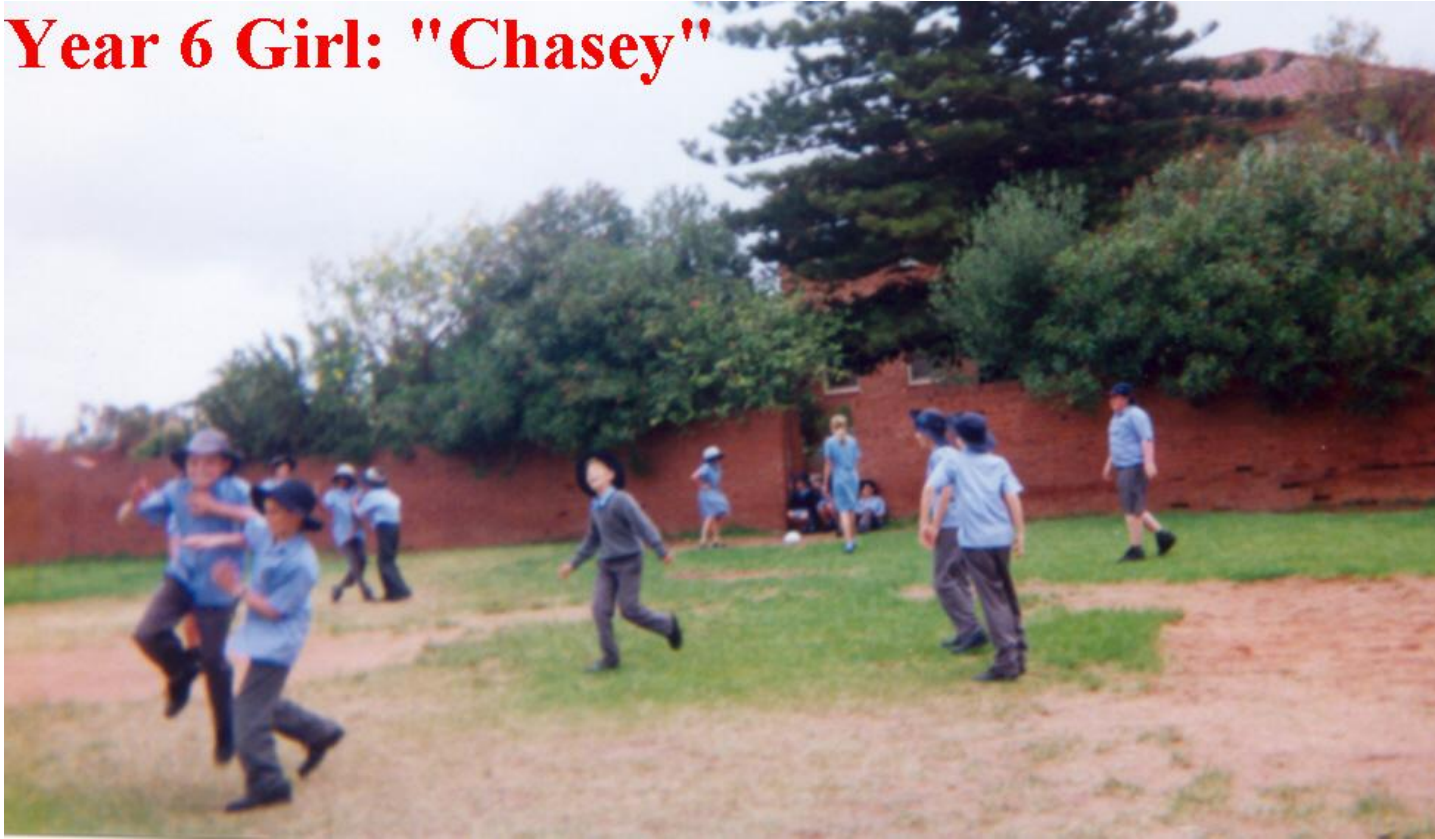
Play

- > Group & individual games, sport, activities, socialising
- > Immediate engagement, energising, fun, freedom, spontaneity, physicality
- > School, home. Friends houses, parks, improvise equipment

Play and fun

*The three “Fs” of play are
fun, friends and fairness*

Year 6 Girl: "Chasey"



Rules & adult roles

Sport

- > Adult-led, pre-planned rules, hierarchical, power-over
- > Adults need to organise, transport, provide equipment & facilities, model

Play

- > Child-centred, spontaneous, avoid boredom, adjust rules, power-with
- > Adults encourage, schools foster decision making, need time, space & some equipment

Barriers

Sport

- > Injuries, cost, distance, travel, bullying, put-downs, humiliation, gender issues

Play

- > Popularity reduces with age, (move to “hanging out”) arguments and excess time negotiating not playing

There are lots of ways to have fun



PLAY AGAIN?



Government of South Australia

be active.

be active.

Children need to be active every day

Activity is essential for every child's well being

Physical activity plays a major role in disease prevention

Adults have a positive role helping children be active



Department of Education and Children's Services



CENTRE FOR RECREATION & SPORT

Research informed the campaign

- > TV is not the enemy
- > children want to be heard
- > play and fun important
- > inactive kids reject formal sport
- > adults need to help
- > activity-health links won't motivate kids

be_active_commercial.mpeg

Strategies of the ad people:

- > motivate inactive children
- > target parents and carers - the enablers

Why: Cross sectional research on children and mobility tells us about settings and place

- > See also **Colin MacDougall** (2010) *Competence, equite et representations du lieu et de l'espace chez les enfants*. In Isabelle Danic, Olivier David, Sandrine Depeau, *Les enfants les jeunes*, Rennes, France: Presses Universitaires de Rennes: 157-171.

Cross sectional study 2005

- > Funded by Australian Research Council to provide an interpretively detailed and theoretically developed account of Australian children's cultural and social geographies of places and spaces in relation to play and physical activity.
- > 586 children aged 3-15 in focus groups in 2 metropolitan, 1 rural and 2 remote schools in South Australia
- > Mixed qualitative methods of focus groups, drawing and mapping, photovoice and feedback/further discussions with school communities

Safety and boundaries for 8 & 9 year old city and country children ...

Colin MacDougall, Wendy Schiller & Philip Darbyshire (2009). "What are our boundaries and where can we play? Perspectives from eight to ten year old Australian metropolitan and rural children." *Early Child Development and Care*. 179 2. 189-204.



Focus groups: where could children go?

City

Friend's house by one path only

Ride bike in quiet streets

Local shops

One block to little playground

Country

Farm children: almost anywhere

Town children: many places



Focus groups: where could children not go?

City

Country

Outside front gate

Across bitumen roads, and near electric fences

Only where mum can see me

Long grass with snakes, water with sharks

To local shops-no path

Dangerous bridges, dangerous water



Focus groups: rules for children's movements?

Metro

Parents and teachers

Urban design: eg cul-de-sac vs grid and traffic density

Rural/remote

Parents and teachers

Emerging sense of children taking decisions to avoid danger

Natural and built features

Country



This is my favourite photo because

it is a action photo and I like action photos



My favourite place to do activities is

on the farm
because there is so much space
to do things and lots of them are
fun!



This photo makes me feel

good

because

some people can not
do this on their bike.



What I like doing best is

motorbike riding

because

I can help my dad chase sheep
and help him with his work.

Name

Class

3/4 Mrs RESCHKE



This is my favourite photo because you can play on the bike and go heaps fast



My favourite place to do activities is my back yard
because I slide on the slippery dip, play on the swings and in the cubby house



This photo makes me feel good, because I can bounce the ball and run a lot and score goals in the netball net.



What I like doing best is Playing in my front yard
because I can run around a lot

Name

Class

R.1



This is my favourite photo because

I like riding

on my bike



This photo makes me feel

playing

because

I am on the trampoline.



My favourite place to do activities is

in the paddocks

because

I get to go on the tractor with grandpa and dad.



What I like doing best is

Riding on my bike

because

I like going to help dad with the sheep



This is my favourite photo because

This is my netball
best friend Milhala. My favourite photo cause
we were.



My favourite place to do activities is

The park across
the road.
I've got a bike track for me
to ride my bike.



This photo makes me feel

That im a good gardener
because I weed the garden, plant the flowers
but my mum prunes the trees



What I like doing best is

Riding my bike
because I've lots of exercise and better
transport and its fun.

Name

Class Mr SKUSE

City



This is my favourite photo because

I always play in it

This is my back yard



This photo makes me feel

happy and fit

because

it is my bike and I ride it

every day



My favourite place to do activities is

The park near my house

because

It is big and has lots of activities

like, swings.



What I like doing best is

playing sports here

because

it is so big

Why? Longitudinal research on children and mobility tells us about gender and power

Metropolitan Longitudinal study 3 years

- > Conducted from a school in a disadvantaged outer northern suburb of Adelaide, the capital of South Australia
- > Drew on cross sectional data about safety fears for 8-10 year olds, especially girls
- > Explored how 4 year olds moved from kindergarten to school

MacDougall, Colin (2010 September 26-9) " Gendered spaces, social structures and independence for 21st Century children"
Australian Public Health Association 40th National Conference, Adelaide

Longitudinal sample

- > The 2005 cross sectional study had 63 children and by 2006 25% had left
- > To follow *safety* started with 3 boys and 3 girls aged 8/9 and 1 10 year old boy and 3 girls (oversample for gender difference)
- > For *transition from kindy* started in 2005 with the only 1 boy and 2 girls who planned to go to the school in site
- > From 13 in 2006 3 or 25% dropped out: one 4 year old girl, one ten year old boy and one 8 year old girl

Initial focus group and photovoice findings

- > Focus groups in 2006/7: fears of safety increased with age and stronger for girls
- > Weak engagement with digital cameras and this was not the best method to explore unsafe places (duh!!)
- > 2008 organised separate, child-planned, bus trips for boys and girls

So we added mobile methods

- > Two mobile methods are 'guided' walks and car/mini bus journey interactions.
- > Mobile research encounters offer exploration of sensitive topics, as contexts through which intimacies can be interwoven within narratives of the mundane ordinariness of the everyday (Ross et al 2009).

Ross, N.J., Renold, E., Holland, S., Hillman, A. (2009) Moving stories: using mobile methods to explore the everyday lives of children in public care, *Qualitative Research*, 9, 5, 605-623



Swallowcliff school , Elizabeth

Boys' bus tour

- > Showed small patches of vacant land that were used as informal meeting places close to home – many could go to meet friends
- > One particular open space between the back of houses and a main road they called a *creek* (looked like a drain to me!)
- > Family places for BBQ and outdoor activity
- > Finding informal areas in human made aesthetically designed wetlands



“creek “
popular
on bus
tour

“Kai” 8-9-10

A small piece of vacant land used as an informal park close to his home so he could meet friends and play improvised sport unaccompanied by adults



“Tyler” 8-9-10

A small piece of vacant land used as an informal park close to his home so he could meet friends and play improvised sport unaccompanied by adults



“Tyler” family



Girls' bus tour

- > Showed formal meeting places that required planning and parental help to attend in order to meet friends
- > Also used the *creek* described by boys
- > More likely to discuss family problems when passing their homes
- > Also enjoyed informal areas in human made aesthetically designed wetlands

“Emily” 10-11-12



“Kate” 10-11-12



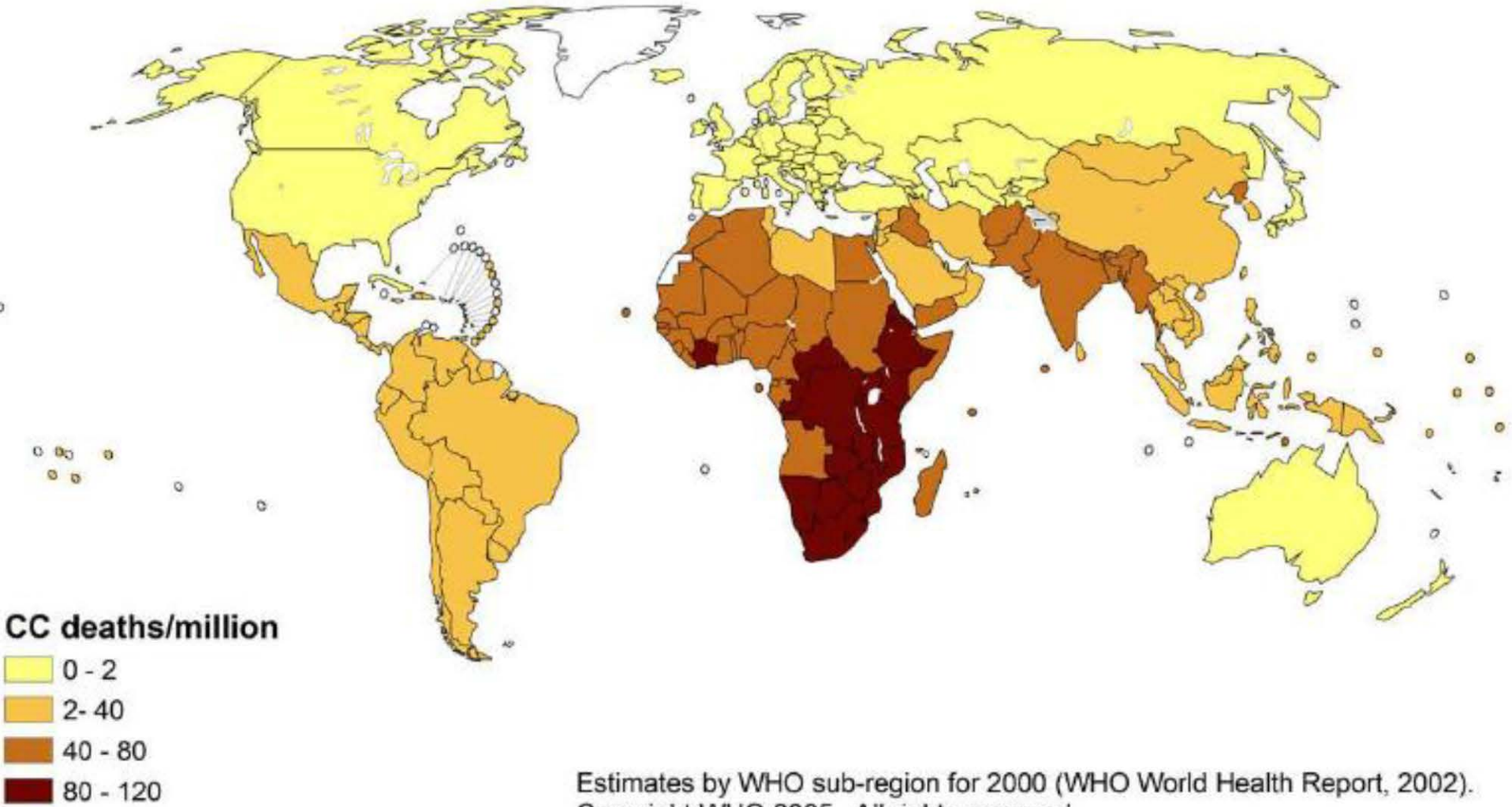
Conclusions from metropolitan longitudinal study

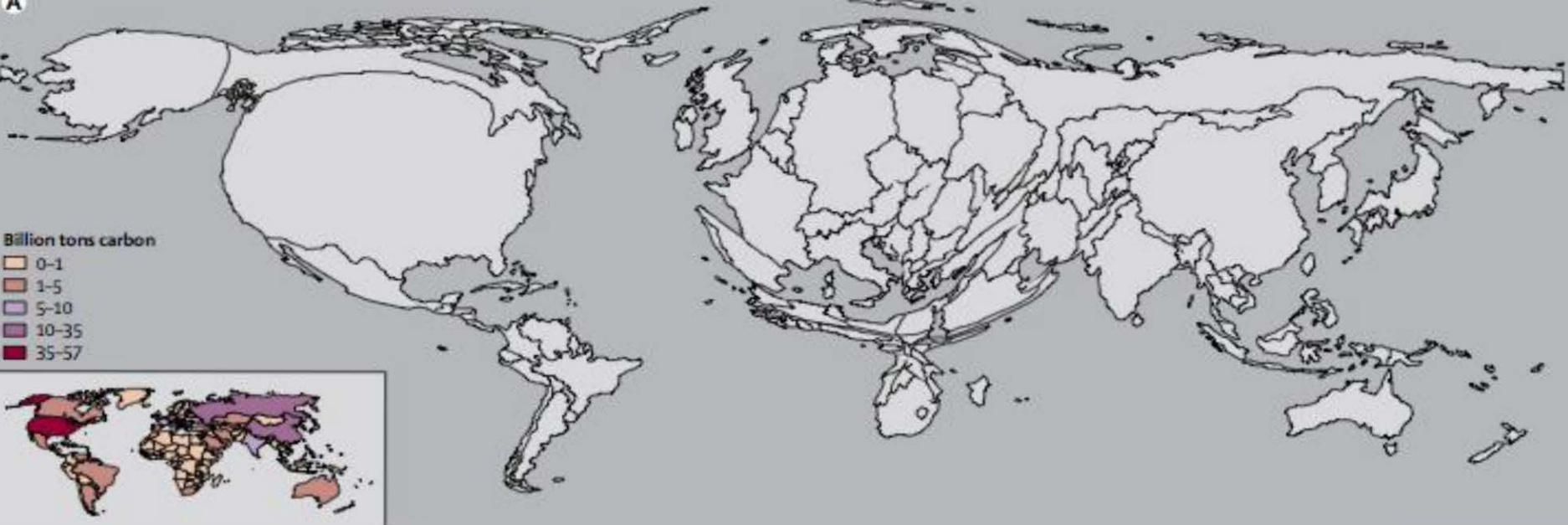
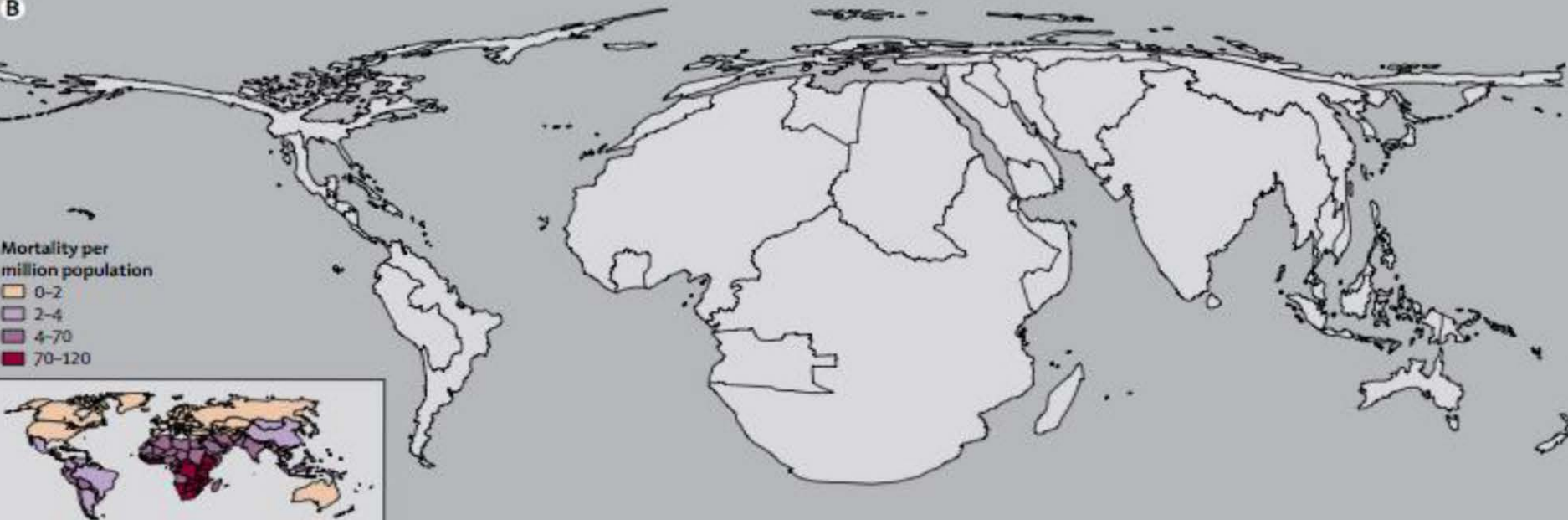
- > Long term engagement improves data quality by allowing time and space to derive new methods – leading to new and complementary findings
- > Promising results from *mobile methods*
- > Gender differences in safety and moving around for play, sport and leisure: although the social studies of childhood argues that childhood is socially constructed there is little attention to gender
- > Illuminates the childhood risk discourse

My plan

- > Public health argument about place (settings), power (gender and culture) and participation
- > Present 4 theories of childhood to show how each one changes how we think and act about children
- > Show why we should involve children
- > **Introduce climate change**
- > Cross cultural research and childhood studies
- > Reflect on the state of childhood studies

Deaths from climate change



A**B**

My plan

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Next steps: Multi country study and parental perspectives and negotiations

- > Cultural and policy differences suggest multi-country studies
- > Two studies funded between Melbourne, Adelaide, France and Scotland and open to discussions with Canada and Germany (VicHealth and Flinders University)
- > Use mobile methods to study negotiations about mobility between parents and 10-12 year olds
- > Talk to parents about cultural constructions of a good parent
- > Inform research by ***new mobilities paradigm*** and gendered constructions of mobility
- > Explore data storage and analysis technologies to analyse mobile and visual data effectively

Reflections on mobility, risk and gender

- > Moral panic and childhood risk
- > Australian experiences
- > Swedish and German forests
- > Bedouins in the Negev Desert
- > French observations

Childhood risk discourses

- > *once innocent spaces of childhood such as streets, parks and other public places have become redefined as areas where children are in potential danger from other children or from some of the adults usually defined as their protectors. ... While the empirical evidence to demonstrate the frequency of the public and private risks confronting children falls far short of the moral panic surrounding notions and of risk and safety, the upshot has been to locate contemporary childhood in increasingly risky environments*

Leonard, M. (2007). *Trapped in space? Children's accounts of risky environments*. *Children and Society*, 21(6), 432–445.

Name

Class Mr SKUSE

City



This is my favourite photo because

I always play in it

This is my back yard



This photo makes me feel

happy and fit

because

it is my bike and I ride it

every day



My favourite place to do activities is

The park near my house

because

It is big and has lots of activities

like, swings.



What I like doing best is

playing sports here

because

it is so big



This is my favourite photo because

I LIKE IT



This photo makes me feel

EMBARRASSED

because

BECAUSE I'M ON A
LITTLE GIRL'S BIKE



My favourite place to do activities is

THE RIVER JUST

because

ACROSS FROM MY HOUSE

I LOVE SWIMMING AND I CAN SWIM
THERE



What I like doing best is

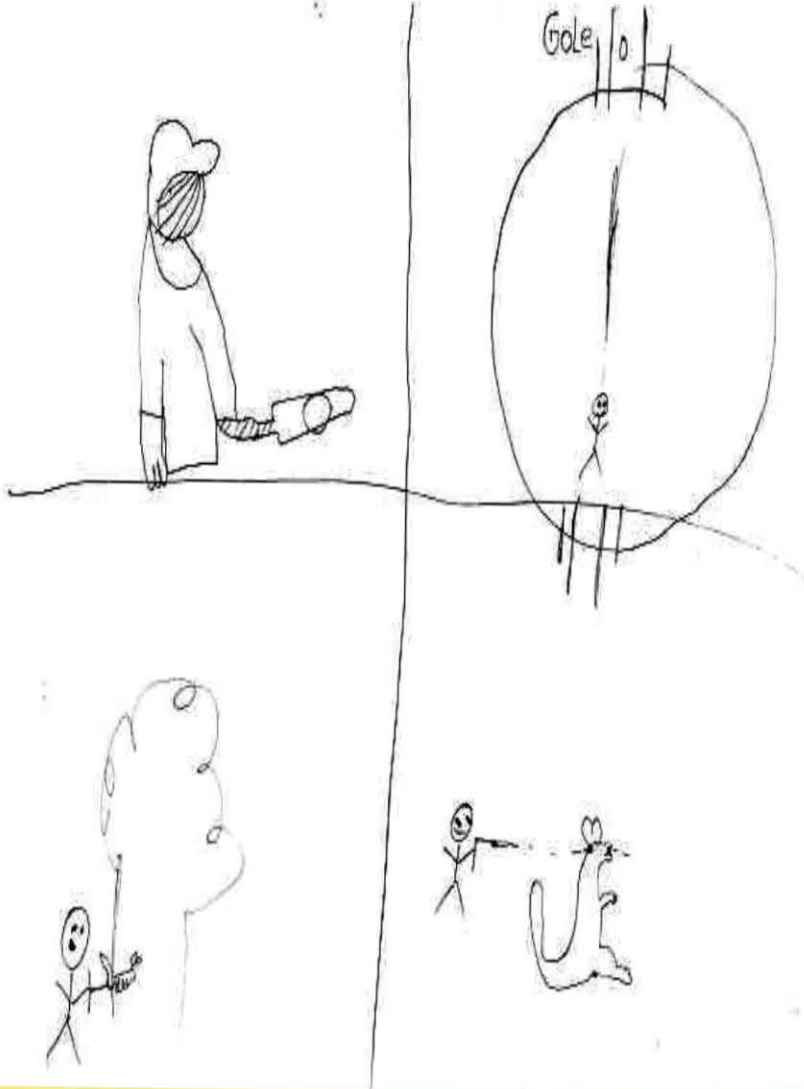
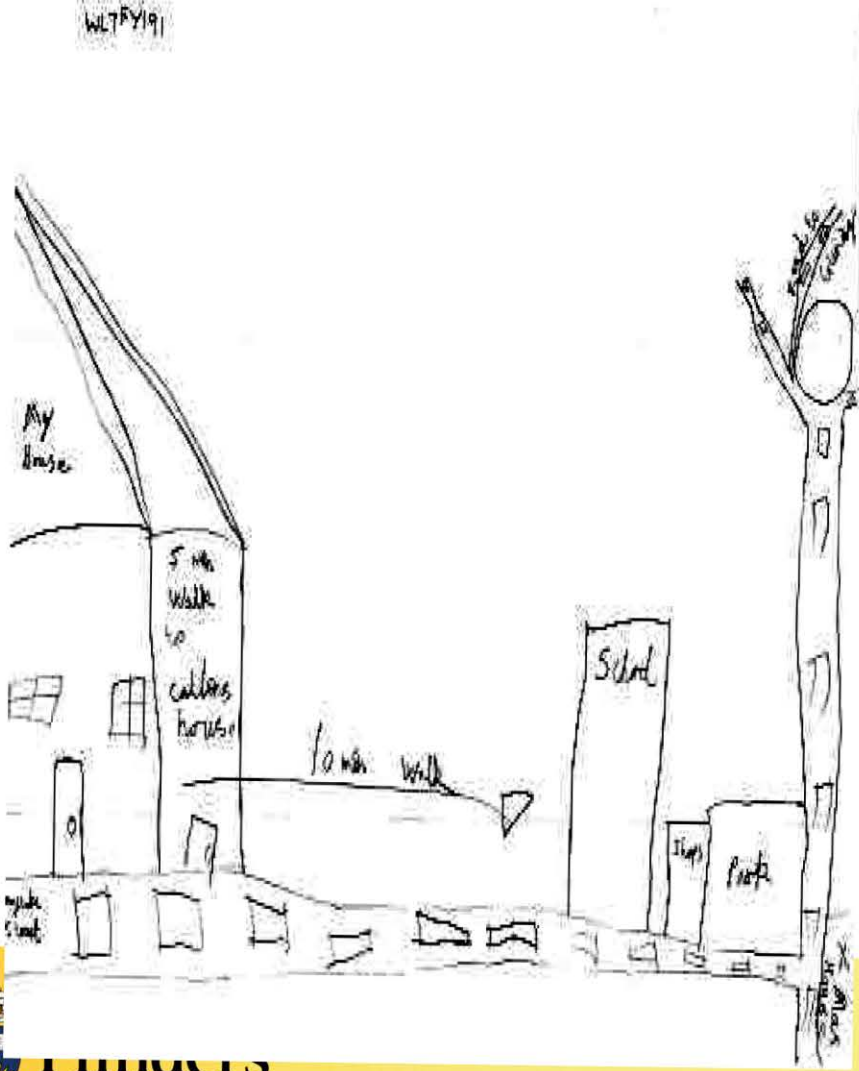
CLIMBING TREES

because

I LIKE CLIMBING UP THE
BRANCHES AND IT'S FUN GOING UP
HIGH.

Metro

Country



International children's day Dusseldorf 2007



International children's day Dusseldorf 2007



The forest in Germany 2007

- > Germany and Sweden have kindergartens in the forest
- > No bad weather, just bad clothes
- > Domains of learning, living, adventure, playing, nature



Learning from Bedouin proverbs and the desert in Segev Shalom School November 2010



Rennes 2011: urban design, role of the state and food culture



Where next?

> For the social studies of childhood?

And

> For mobility research?

Some questions for the social studies of childhood

- > Where does truth or truths lie? Especially in studies that only involve children, and not adults and social institutions.
- > Have we downplayed how geography and the power attached to how **place** socially constructs childhood? Do we forget **gender** as a powerful social construction.

Some questions for the social studies of childhood that involve our mobility research

- > What are the best study designs: do we just study children's matters – cross sectional-versus longitudinal designs - relative merits of conducting research in adult-controlled institutions such as schools, as opposed to ethnographic studies in children's worlds?
- > Can we make cultural and political constructions of childhood, parenthood and risk more visible by conducting comparative qualitative studies?

Remember the basis of the social studies of childhood

- > *The way in which society treats children, provides for their childhood and the extent to which it listens to children are core social values. ... Children's lives take place in and across a wide variety of networks, organisations and institutions. The extent and character of their involvement in them is therefore crucial for a better understanding of both children and these social contexts. ..* ESRC Children 5-16 Programme 'Introduction', <http://www.hull.ac.uk/children5to16programme/intro.htm> (accessed 18/12/03)
- > **BUT**...there are practical and moral/ethical dilemmas for researchers who use child-centred methods where children's rights are not highly regarded. These are not just methods, they come with theory and values and there are big problems in implementation in contexts with opposing values.

And finally

- > Thank you and I welcome questions and comments
- > Our team also welcomes discussions about partnerships, linking projects and general discussions about research-please contact me colin.macdougall@flinders.edu.au



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