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The well-being of children in the knowledge society

Developmental socialization and the challenge of social inequality

Child well-being is understood as multi-dimensional, involving children's subjective experiences as well as objective components indicating level of well-being. Well-being includes the immediate lives of children as well as their development and future life course. For the well-being of children the transition to the knowledge society, characterised by increased opportunities as well as high demand for competence, represents a merge of increased opportunities and increased risk of marginalisation. Studies underline that the praxes of socialisation in early childhood are laying the grounds for the virtuous or vicious developmental circles shaping the capacities to master the future. In the knowledge societies, social inequalities are increasingly rooted in the number of young people lacking the competencies required. Policies seeking to close gaps between social classes will fall short if not addressing child well-being, and especially well-being in early childhood.