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ANNUAL REPORT 2014



lifecoursecentre



The ARC Centre of Excellence for Children and Families
over the Life Course acknowledges the support of the
Australian Research Council



Australian Government

Australian Research Council

We acknowledge the financial and in-kind support
provided by our collaborating organisations



**THE UNIVERSITY
OF QUEENSLAND**
AUSTRALIA



**THE UNIVERSITY OF
WESTERN AUSTRALIA**



**THE UNIVERSITY OF
MELBOURNE**



**THE UNIVERSITY OF
SYDNEY**

and our Partner Organisations (see back cover)

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“The changing dynamics of households and families, particularly in the last 30 years or so, have important ramifications for understanding changing patterns of inequality and planning effective social policy responses.

The Life Course Centre will deepen our understanding of disadvantage and provide a launch pad for new approaches in policy and practice that will make a genuine difference in people’s lives”

Prof Janeen Baxter
Centre Director

Preventing deep disadvantage:
Realising life’s potential

INTRODUCTION

The ARC Centre of Excellence for Children and Families over the Life Course (Life Course Centre) is investigating the critical factors underlying disadvantage to provide life-changing solutions for policy and service delivery. We aim to identify the drivers of disadvantage, characterised by the spread of social and economic poverty within families and across generations, and to develop innovative solutions to reduce disadvantage.

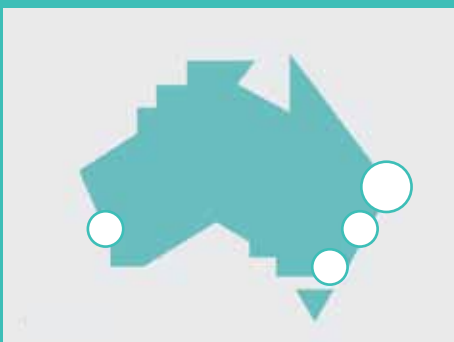
The Life Course Centre will

- » Identify the drivers of deep and persistent disadvantage
- » Develop and trial new solutions in policy and practice
- » Train the next generation of research leaders
- » Build capacity across government, researchers and non-government organisations

Problems such as poverty, homelessness, lack of education, ill-health, crime and low levels of labour market participation are some of the factors associated with deep and persistent disadvantage. The social and economic costs of these outcomes are staggering.

The Life Course Centre will examine the mechanisms at the heart of disadvantage as it is transmitted between generations and within individuals and families over the life course. We will translate the findings into policy solutions to create real and lasting change to reduce disadvantage.

Established in 2014, the Life Course Centre has its headquarters at The University of Queensland, with nodes at the universities of Western Australia, Melbourne and Sydney. The Centre has developed a wide-range of collaborative links to international institutions in North America, the United Kingdom and Asia. The Life Course Centre is supported by key government agencies that have responsibility for developing and implementing Australia's social and economic welfare programs. Support also comes from non-government organisations who work at the frontline to deal with real-world problems of poverty and disadvantage for children and families.



LIFE COURSE CENTRE NODES: BRISBANE (HOST), SYDNEY, MELBOURNE AND PERTH

Vision and Mission

Vision

Preventing deep disadvantage, realising life's potential

Mission

To identify the mechanisms underlying the transmission of disadvantage across generations and within families over the life course. And to translate our findings into policy and programs that reduce disadvantage and provide opportunities for all individuals to live the life they choose.

Objectives

- » Discover the principal causes or mechanisms underlying the transmission of social disadvantage
- » Place Australia at the forefront internationally for research and practice on social disadvantage
- » Investigate which policies and practices work in preventing and reducing deep and persistent disadvantage
- » Develop and trial solutions that will reduce the transmission of disadvantage across generations
- » Identify the effects of disadvantage where human capability is reduced, and the compounding effects that see disadvantaged people more likely to face future hardship
- » Provide policy advice and research evidence to agencies that deliver human services
- » Build capacity through productive links with researchers, collaborators and partners
- » Provide research training and mentoring for graduate students and early career researchers

DIRECTOR'S REPORT

In planning our application to the ARC for funding to establish a Centre of Excellence for Children and Families over the Life Course, we opened with the question *Why is it that in Australia today, the family in which you are born still largely determines your chances in life?*

The lottery of birth plays a large part in determining whether individuals are able to live the lives they choose with sufficient resources and opportunities to realise their dreams, or whether they will face lives of hardship and deprivation with few opportunities to realise their capabilities. Given the generous funding support from the ARC and our collaborating partner organisations, it is a question we can now examine in depth.

While Australia may be a wealthy, developed nation, we are not immune to problems of inequality and disadvantage. The financial cost alone is enormous. Income support payments have increased significantly over the past 20 years.

In the 2011-12 financial year, almost 2.8 million Australians received social security or welfare payments. This amounted to over \$78 billion in federal government expenditure (21% of the annual budget) and represented an increase of 53% since 2001-02. This figure is expected to increase by a further 17%, to \$91 billion, in 2015-16. Impacts of disadvantage include poverty, homelessness, low levels of education, ill-health, crime and reduced opportunities for labour market participation. Many Australians need help exiting and staying out of disadvantaged circumstances. If we are to reduce the social and economic costs of disadvantage and raise Australia's living standards, we need to find effective ways to support all individuals to realise their full potential.

The Federal Department of Social Services, one of our main government partners, has just released a major new report on Australia's social welfare system (the McClure Report) which recommends redesigning and streamlining Australia's welfare payment structure. Treasury has also released a new Intergenerational report (March 2015) which argues that the next 40 years will see unprecedented change to Australia's demography. Both of these reports highlight the need for new policies and approaches. The Life Course Centre is well placed to help the government respond to some of these challenges through research, evidence-based policies and capacity building.

The Life Course Centre was launched in October 2014 with a mission to examine processes central to the transmission of disadvantage between generations and over the life course, and translate its findings into solutions at policy levels and in practice to create real and lasting change. Our aim is to advance research that addresses a key question at the heart of the social sciences and one that is a persistent policy challenge for governments and organisations around the world. How can we best intervene to prevent the transmission of disadvantage across generations and within families over the life course?

Our aims are to:

- » Advance the fundamental science of social disadvantage
- » Improve the lives of thousands of Australians through our impact on policy and practice, and
- » Transform the way social science research is undertaken in Australia and internationally

One of the unique and powerful features of our centre is the partnerships we have established between academic researchers, governments and non-government organisations to address an issue which is both a core research question for the social sciences and one of the most intractable policy challenges facing many countries.

The Centre brings together some of Australia's best social scientists in a range of fields including sociology, economics, psychology, social statistics, criminology and population science from The University of Queensland, The University of Western Australia, The University of Melbourne and The University of Sydney, as well as leading social researchers from around the world. We have also partnered with key agencies in government and the not-for-profit sector who provide services and support to the disadvantaged in Australia. All of us have a desire to share our expertise and experience to help achieve the Centre's end goal of understanding and preventing the transmission of social disadvantage.

Just five years ago, this research would not have been possible in Australia. The necessary national longitudinal and administrative data collections, developed by a number of government agencies, have now matured to the point where we can carry out intergenerational research on deep and persistent disadvantage.

Our approach is threefold: establish a robust Centre of Excellence with a collaborative environment that supports our Chief Investigators, associates and partners to share their expertise; engage with the broader research and policy community to build a critical mass of experience and evidence; focus our research on understanding the spread of social and economic poverty within families and across generations.

We have already made significant progress in these areas. We have far exceeded our KPIs for 2014 in a number of areas, including in publications, government briefings, new funding and the range and calibre of international visitors to the Centre throughout the year. We have hit the ground running in all areas by harnessing the enthusiasm, abilities and focus of our researchers to tackle the problem of disadvantage.



Our governance principles and structure have created clear pathways for supporting and resourcing our researchers in their work, and we have introduced targeted engagement activities. We have strategies and plans in place to ensure growth in areas that require further growth, such as mentoring and recruitment of students and postdoctoral fellows. I am confident that these areas will build in 2015 as we move from an establishment to consolidation phase.

We have organised our research into three programs

1. Disadvantage Systems – investigating how disadvantage occurs
2. Human Capabilities – examining who experiences disadvantage and why
3. Social Transformation – developing real-world solutions

These three programs spearhead our research focus and provide a framework for specific projects that will further guide researchers, government policymakers and non-government organisations in driving change.

In 2015 our research programs will be further developed as we progress our research projects, develop our collaborations across the nodes and partner organisations, continue to recruit early career researchers and welcome our first cohort of postgraduate students.

Our engagement activities will include the inaugural Life Course Centre Annual Conference. This will bring world leaders to our shores, and provide opportunities for new collaborations to be developed. We will also hold several workshops to liaise with our government partners and discuss their research and service priorities. One of our key aims is to develop a framework for data sharing between social researchers and Commonwealth agencies.

At the Life Course Centre, we have identified three important themes to guide our activities:

- » Disadvantage Systems
- » Human Capabilities
- » Social Transformation

Communicating our research and translating our findings will be enabled in part through our successful Life Course Centre Working Paper Series, while activities to build our critical mass of expertise through our Fellows Program will be boosted.

For our researchers, partners, post-doctoral fellows, and research higher degree students, the coming year at the Life Course Centre promises to be a multifaceted journey of research investigation, collaboration, consultation and engagement to develop policy options and programs for those most in need.

Prof Janeen Baxter
Director
The ARC Centre of Excellence for Children and Families over the Life Course

HIGHLIGHTS

The Life Course Centre brings together:

4

Australian universities

16

International universities

6

Australian government departments

AUSTRALIAN GOVERNMENT DEPARTMENT OF SOCIAL SERVICES

AUSTRALIAN GOVERNMENT DEPARTMENT OF EDUCATION AND TRAINING

AUSTRALIAN GOVERNMENT DEPARTMENT OF EMPLOYMENT

AUSTRALIAN INSTITUTE OF HEALTH AND WELFARE

QUEENSLAND DEPARTMENT OF COMMUNITIES, CHILD SAFETY AND DISABILITY SERVICES

VICTORIAN DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

2

Non-government partners

BROTHERHOOD OF ST LAURENCE

WESLEY MISSION BRISBANE





Establishment

Following the announcement by the ARC of our funding in late 2013, we brought together our CIs and Australian-based partner organisations to prioritise research and policy projects. This included consolidation of strategies for collaboration and effective knowledge transfer.

Our June 2014 Leadership Meeting in Brisbane for CIs and Partner Investigators (PIs) refined our immediate research and engagement priorities, while the Research Development Retreat held in July in Melbourne established project groups, specific proposals and collaborative work groups across the research teams at each node.

To aid in developing new research projects, we established the bi-monthly Research Collaboration Engagement Meeting in which CIs and their research teams submit project plan outlines to propose research activities, research teams and engagement plans.

These meetings, held six times per year, have been an excellent forum for developing current and future research agendas. They provide our nodes and personnel with opportunities to participate in specific project discussions. Project plans that are accepted at this meeting are forwarded to the Life Course Centre's Executive Committee for final approval.

The four members of the Executive Committee, with its role to oversee and provide leadership on research development, scientific exchange and operations, met five times in 2014. The Committee oversaw the approval of 22 project plans for research commencing in 2015, developed our Life Course Centre Fellowship proposal, established a capacity building initiative supported by strategic funds, developed our communication and engagement processes, finalised the composition of our Centre Advisory Committee, and developed a proposal for the inaugural Life Course Centre conference to be held in Brisbane in October 2015. Further highlights included approval of 44 Research Fellows and nine Working Papers.

The membership of the Advisory Committee was endorsed in 2014. The Advisory Committee has both consultative and expert advisory functions and is chaired by former Federal Minister The Hon Amanda Vanstone, whose past ministerial portfolios include employment, education, youth affairs, family and community, indigenous affairs and the status of women. Ms Vanstone is joined by Serena Wilson, Deputy Secretary, Department of Social Services; Tony Nicholson, Executive Director, Brotherhood of St Laurence; and Professor Greg Duncan, School of Education, University of California, Irvine.

The four Centre nodes have all appointed key professional and management staff. At the administering node, The University of Queensland has appointed Ms Carla Gerbo as Centre Manager, along with Ms Carla McCarthy as Events and Administration Officer. One of the key strengths of the Life Course Centre is its location within the Institute for Social Science Research (ISSR), the second largest social science research institute in Australia. The Centre is thus able to draw on well-established and efficient operation and development teams in ISSR to achieve its outcomes. In addition, Leanne Scott (The University of Western Australia), Rachel Derham (The University of Melbourne) and Vanessa Holcombe (The University of Sydney) provide additional administrative support for the nodes.

highlights

The professional and management team administered all Committee meetings and workshops and has been at the forefront of developing key infrastructure including:

- » Partner agreements
- » The Life Course Centre website – our virtual front door for attracting and sharing information, achieving some 9464 hits since its October launch
- » A regular email-based newsletter
- » A stakeholder database already including 600+ domestic and international contacts
- » A fortnightly UPDATE newsflash providing information and updates to all nodes and reminders of key dates and commitments

Key new research appointments have also been made across the Centre. The University of Queensland has appointed six new research fellows (Paco Perales, Bernard Baffour, Wojtek Tomaszewski, Arturo Martinez, Melanie Spallek and Kylie Burke). The University of Western Australia has appointed three research fellows (Francis Mitrou, Kirsten Hancock and Daniel Christensen). Together these appointments have made significant progress in developing and progressing important research projects across each of the programs. Further research appointments will be made in 2015.

Engagement

The Life Course Centre launch in October at the headquarters of the Brotherhood of St Laurence in Melbourne was the perfect opportunity to celebrate our establishment and bring to the public's attention the challenges faced by Australia and the world in tackling social disadvantage. Some 100 delegates attended the launch including Australia's former Governor General, Right Reverend Dr Peter Hollingworth AC OBE; the Hon Amanda Vanstone; Chief Executive Officer of the Australian Research Council, Professor Aidan Byrne; Executive Director of the Brotherhood of St Laurence, Tony Nicholson; The University of Queensland's Provost and Senior Vice-President, Professor Max Lu; acting Pro-Vice Chancellor (Research), Professor Anton Middelberg; and Humanities and Social Sciences Executive Dean Professor Tim Dunne.

Speaking at the launch, ARC Chief Executive Officer Professor Aidan Byrne said the Life Course Centre would play an important role in tackling the global challenge of social disadvantage.

"It will pull together perspectives from a great range of sources to solve important problems and make a real difference to the lives of children and their families", Professor Byrne said.

The launch provided an opportunity for attendees to donate funds towards specific research projects. Three projects were designed to provide opportunities for students to work with Centre staff and partner organisations in key areas. Funds have been used for three projects, including collaboration with our non-government organisation partners — the Brotherhood of St Laurence and Wesley Mission, Brisbane.

The first was a project for research associated with 'Life Chances', a longitudinal study examining the impacts of social and economic factors on the lives of children over time. Ms Ella Kuskoff, a University of Queensland summer research scholar, worked on this project in conjunction with Professor Shelley Mallet from the Brotherhood of St Laurence, Professor Janeen Baxter, Centre Director, and Dr Francisco Perales, LCC Research Fellow at UQ. The second project focused on the Wesley Mission's Elorac Place Community Centre in Brisbane and was aimed at investigating strategies for lifting whole communities out of disadvantage. The final project was undertaken by Carys Chainey, a University of Queensland summer research scholar who worked closely with Professor Matt Sanders and Dr Kylie Burke to research the role of parenting and parenting interventions for reducing multiple effects of disadvantage at individual, family and community levels.

Following the launch, the Life Course Centre hosted a workshop for representatives from the Commonwealth and state governments who are either custodians of administrative data or accredited data integration authorities. This provided an opportunity to commence our work to build the foundations for using and sharing available administrative data for research analysis.

At a follow-up workshop scheduled for March 2015, Commonwealth Government data and policy managers will again come together in Brisbane to identify questions of immediate policy priority and develop detailed research projects that address them.

In October we hosted a visit by Professor David Kirp, the James D Marver Professor of Public Policy at the University of California, Berkeley and member of President Obama's Transition Team. Professor Kirp addressed the audience on the topic Kids first: Five big ideas for transforming children's lives and Australia's future.

A month later in Sydney a two-day workshop examined upward mobility, cognitive and non-cognitive skills, and the role of policy, led by Dr Stefanie Schurer, recipient of an ARC Discovery Early Career Researcher Award. Stefanie worked with CI Colm Harmon on the workshop, which brought together researchers and policymakers with expertise in economics, epidemiology and psychology. The focus was on identifying the determinants of exceptional upward mobility. This workshop started from the premise that not everyone who is born into a life of disadvantage remains disadvantaged over their life course. The main hypothesis for the workshop was that children who start off their lives in disadvantaged circumstances but manage to move out of disadvantage may have exceptional non-cognitive skills that interact with very strong cognitive skills. Participants in the workshop debated these ideas and considered other mechanisms that may underlie these upwardly mobile life course pathways. Dr Stefanie Schurer chaired the workshop with papers by Centre Deputy Director, Professor Steve Zubrick, and Program Leader, Professor Deborah Cobb-Clark.

Additional engagement activities included:

- » Establishing a Fellowship scheme which builds a dynamic network of researchers, policymakers and knowledge professionals with a commitment to addressing the problem of social disadvantage in Australia and internationally

The Life Course Centre Working Paper series allows all Fellows to disseminate research findings to explore, question and deepen the knowledge of social disadvantage amongst research, policy and knowledge stakeholders.

- » Establishing our Conference Committee for the Life Course Centre Annual Conference. The inaugural conference will be held on 29–30 October 2015 in Brisbane and attract profiled keynote speakers.
- » Developing a visiting persons program to ensure that visitors to our Centre are provided with a platform to disseminate and establish collaboration.
- » Establishing a capacity-building fund to provide seed funding, travel grants and other small scale funding opportunities to Life Course Centre Research Fellows to support critical early stage project development and knowledge sharing.

Through the Life Course Centre Fellowship Program we have brought together a strong and growing network of researchers, policymakers and knowledge professionals. The Fellowship Program enables engagement with Centre activities through Working Papers, networking opportunities, newsletter updates and workshops. The scheme is modelled on similar programs, such as the IZA (Institute for the Study of Labor, Germany), and has proven an excellent means of reaching out to the broader social science and policy community about our aims and activities. In 2014, the Life Course Centre's Executive Committee approved 44 Life Course Centre Fellows, a tremendous number for this fledgling program.

Another stand-out activity in our inaugural year is the Life Course Centre's Working Paper Series. The Working Paper Series, edited by Dr Francisco Perales, provides an opportunity to disseminate research findings amongst research, policy and knowledge stakeholders. It offers a fast publication process for researchers to maximise the timeliness and visibility of their research. Each working paper also includes a non-technical summary enabling fast and easy access to the key contribution of each paper and a means of communicating our results to the broader community. This is of particular benefit to the Life Course Centre's stakeholders, including government organisations and front-line agencies.

We accepted nine working papers in 2014, an impressive start to this worthy activity. We plan to continue growing the series in 2015.



LCC Advisory Committee Chair, Ms Amanda Vanstone; LCC Director Professor Janeen Baxter; Executive Director Brotherhood of St Laurence, Tony Nicholson; UQ Provost, Professor Max Lu; UQ Acting Deputy Vice-Chancellor (Research), Professor Anton Middelberg; CEO Australian Research Council, Professor Aidan Byrne; Life Course Centre Program Leader of Disadvantage Systems and Institute for Social Science Research Director, Professor Mark Western; Executive Dean of UQ Faculty of Humanities and Social Sciences, Professor Tim Dunne.



Life Course Centre PI Prof Heather Laurie (Uni of Essex) with Life Course Centre Working Papers Series Editor, Dr Paco Perales



Matt Sanders, Carys Chainey and Janeen Baxter



“The Life Course Centre brings together a rare combination of social scientists to address fundamental questions about human development and its prompts, facilitators and constraints. How do we create opportunities and expectations that allow more people to participate socially, economically and civically and to choose lives that they value? How does this occur across the life course? Can we find, test and implement effective preventions and interventions? These are the big questions that we seek to address.”

Prof Stephen Zubrick
Deputy Director Research

A background image showing a close-up of a hand holding a pencil, writing on a piece of paper. The hand is in sharp focus, while the background is blurred, showing other papers and pens. The overall tone is professional and academic.

Breaking the cycle of disadvantage

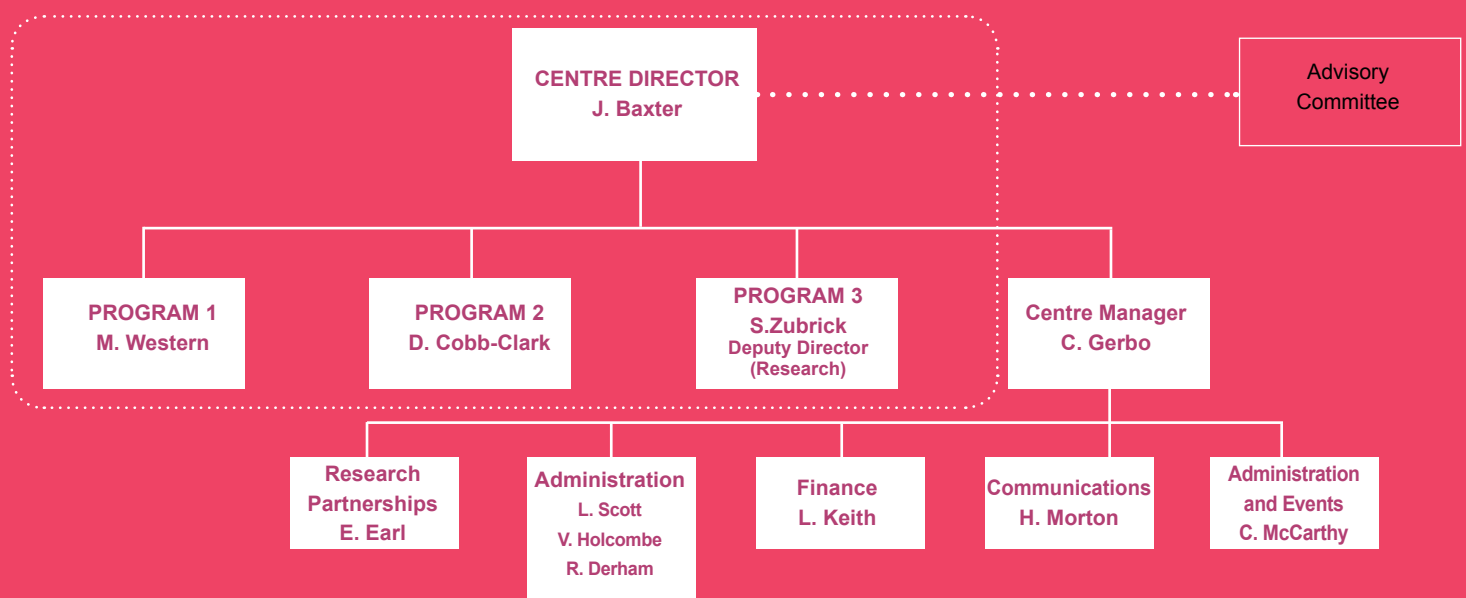
GOVERNANCE & STRUCTURE

In 2014, The Life Course Centre was established with The University of Queensland as the administering organisation.

Centre governance and management structure

The Life Course Centre's program of work spans a number of research disciplines, public and private institutions and multiple government portfolios (including, education, employment and community services). Our work requires deep engagement of partners in critical policy and practice settings, and is supported by the Centre's governance model and our engagement frameworks.

The Centre Director and the Executive Committee are central to the Life Course Centre's governance. They have overall responsibility for performance and hold ultimate accountability for all aspects of Centre activity. The Advisory Committee, which represents the Life Course Centre's end users, stakeholders, and collaborating international partners, provides the Executive Committee with independent external advice.



Amanda Vanstone Chair, Advisory Committee

Amanda Vanstone is a former Australian government minister with portfolio responsibilities that included employment, education, training, youth affairs, justice, family and community services, multicultural, Indigenous affairs and the status of women.



Through her previous parliamentary responsibilities, Amanda understands many of the issues associated with deep and persistent disadvantage. She recognises the need to find solutions which allow all Australians to realise their potential and be given the opportunities to be part of strong families and communities.

Amanda has had a 23-year career in politics with a subsequent three-year posting as Australian Ambassador to Italy and San Marino, and was Australia's representative to the Food and Agriculture Organisation of the United Nations, and the United Nations' World Food Programme. She now hosts Counterpoint, a weekly program on Radio National that examines a range of social, economic and cultural issues in Australian life. She also writes a fortnightly opinion piece for The Age.

Amanda is Chair of the Royal Flying Doctor Service in Australia, and a member of the boards of Drinkwise Australia and the Port Adelaide Football Club. She is also on the Board of Governors of the Institute for International Trade based at the University of Adelaide and served on the National Commission of Audit.

Advisory committee

The Life Course Centre's Advisory Committee will champion our activities while providing independent expert advice. The Committee will assist with leveraging of additional funds from industry and other sources and advocating on the range of issues associated with disadvantage for children and families over the life course. The Committee has both consultative and expert advisory functions.

Members:

- » The Hon Amanda Vanstone (Chair)
- » Ms Serena Wilson, Deputy Secretary, Department of Social Services
- » Mr Tony Nicholson, Executive Director, Brotherhood of St Laurence
- » Prof Greg Duncan, School of Education, University of California, Irvine

The Life Course Centre Advisory Committee has the following roles:

- » Oversee, review and comment on matters of strategic direction in the conduct of research and other activities of the Centre as may be relevant and as requested by the Executive Committee
- » Broaden the Centre's funding base to support Centre activity including
 - government, commercial and philanthropic funding
 - national and international funding
- » Advise on strategies for end-user uptake
- » Identify commercial opportunities
- » Improve community perception and engagement
- » Advocate on behalf of the Life Course Centre and on issues associated with disadvantage for children and families over the life course
- » Identify opportunities to address emerging public research priorities and broker new partnerships

Executive committee

The Life Course Centre Executive Committee oversees the research development, scientific exchange and operations, and provides leadership of our research with a focus on managing performance against established measures and facilitating research activities. The Committee coordinates the Centre's key inputs, including equipment, technology, and cash and in-kind contributions. It also ensures connectivity of international and industry PIs to support collaborative linkages and achieve world-class research outcomes.

Members:

- » Prof Janeen Baxter – Centre Director (Chair)
- » Prof Stephen Zubrick – Deputy Director, Research & Program Leader: Social Transformations
- » Prof Deborah Cobb-Clark – Program Leader: Human Capabilities
- » Prof Mark Western – Program Leader: Disadvantage Systems
- » Ms Carla Gerbo – Centre Manager (non-voting)

The Executive Committee has the following roles:

- » Oversee the operation of all Life Course Centre activities in accordance with the collaborative and funding agreements
- » Approve variations or additions to the Life Course Centre's research program
- » Approve research activities to be undertaken by the Life Course Centre
- » Oversee the proper allocation of the grant funds in accordance with the budget, research activities and the collaborative and funding agreements
- » Approve budget amendments (including any amendments to party contributions)
- » Endorse, review and track progress against key performance indicators
- » Endorse, review and track progress on the strategic plan
- » Approve intellectual property ownership in accordance with the collaborative agreement
- » Identify issues for new initiatives and partnerships
- » Monitor engagement in national and international initiatives
- » Develop and monitor portfolio activities
- » Approve proposals for third party agreements
- » Manage actual or perceived conflicts of interest for the Life Course Centre

LIFE COURSE CENTRE STAFF AND STUDENTS

5

CIIs are Fellows of the Academy of Social Sciences in Australia

4

Female full Professors as Life
Course Centre CIIs



23

Collaborators from 7 countries



UNIVERSITY OF CALIFORNIA IRVINE, USA

UNIVERSITY OF PENNSYLVANIA, USA

BOSTON COLLEGE, USA

HARVARD UNIVERSITY, USA

UNIVERSITY OF CHICAGO, USA

UNIVERSITY OF WISCONSIN, USA

PRINCETON, USA

UNIVERSITY OF OTTAWA, CANADA

INSTITUTE OF EDUCATION, UNIVERSITY COLLEGE
LONDON, UK

UNIVERSITY OF ESSEX, UK

UNIVERSITY OF BRISTOL, UK


CAMBRIDGE UNIVERSITY, UK

ROYAL HOLLOWAY, UNIVERSITY OF LONDON, UK

UNIVERSITY COLLEGE DUBLIN, REP OF IRELAND

THE HEBREW UNIVERSITY OF JERUSALEM, ISRAEL

NATIONAL UNIVERSITY OF SINGAPORE, SINGAPORE



Making a genuine difference in
people's lives



“I’m looking forward to getting deep into the challenges and influences that affect people’s development – from early childhood through to adulthood; how they develop the skills that help them cope (or not) with life, not just intellectually, but in environments like school, their community, and at work – and at what point intervention would be most effective at breaking or preventing cycles of disadvantage.”

Prof Deborah Cobb-Clark
Chief Investigator

chief investigators



JANEEN BAXTER, Centre Director
The University of Queensland

Area of research - Family sociology and gender inequality

Janeen is Professor of Sociology in the Institute for Social Science Research with research focusing on the associations between family dynamics and relationship pathways and movement into and out of disadvantage. She is particularly interested in gender differences in these patterns and in developing research about children's outcomes in relation to parental relationship pathways and transitions. She helped to initiate the Negotiating the Life Course project, one of the first studies in Australia to collect comprehensive longitudinal data on relationship and employment histories. This paved the way for the development and funding of later large-scale panel studies by the Australian Government, including the Household, Income and Labour Dynamics in Australia (HILDA) survey.



STEPHEN ZUBRICK, Deputy Director
The University of Western Australia

Area of research - Population science

Steve is Research Professor at The University of Western Australia and is based at the Telethon Kids Institute. His qualifications are in psychology, and speech and hearing science. Prior to joining UWA, Steve had a long career in Western Australia as the state's Assistant Principal Clinical Psychologist and was based at the Neurosciences Unit. Here he assessed and managed children with complex developmental disorders. Steve now specialises in creating and executing large-scale state and national cross-sectional and longitudinal studies of child and family development.

chief investigators



DEBORAH COBB-CLARK
The University of Melbourne

Area of research - Economics and public policy development

Deborah is Director of the Melbourne Institute of Applied Economic and Social Research at The University of Melbourne. Her qualifications are in the fields of labour economics and economic demography. Before her move to Australia, she worked as a research economist in the US Labor Department. Her research centres on using economics and applied econometric methods to assess the impact of social policy (e.g., immigration, income support, education, housing and health-care policy) on the economic decisions of individuals. She is particularly interested in rigorous evaluation of policy interventions.



MARK WESTERN
The University of Queensland

Area of research - Social mobility and inequality

Mark is Director of the Institute for Social Science Research at The University of Queensland. As a sociologist, his research examines how systems of inequality and disadvantage arise and can be addressed, what matters for economic and social wellbeing, and how institutions such as schools, families, networks and labour markets are involved in these processes. Mark has worked with cross-sectional and longitudinal data including HILDA, the World Values Survey, the International Social Survey Program, and Australian and international election studies.

chief investigators



MICHELE HAYNES
The University of Queensland

Area of research - Social statistics

Michele leads the research methods and social statistics program at The University of Queensland's Institute for Social Science Research. As a social statistician, her research interests are in statistical estimation of complex models for longitudinal and life course research, methodology for linking and analysing data from multiple sources, and survey research. She works closely with social scientists to investigate the effects of life course events such as partner formation and birth of children on outcomes including social well-being, employment, unpaid work, housing and residential mobility using complex statistical models that capture multiple interrelated social processes.



DAVID LAWRENCE
The University of Western Australia

Area of research - Data integration and statistics

David is a leading Australian statistician, survey methodologist and social researcher. His research experience covers a range of areas including biostatistics and epidemiology, mental health and Indigenous wellbeing. He currently leads Young Minds Matter: The Second Australian Child and Adolescent Survey of Mental Health and Wellbeing. He has internationally recognised expertise in analysing linked administrative datasets, data from complex household surveys, administrative data linked to survey datasets, multi-level modelling, non-linear modelling, and time-series analysis.

chief investigators



LORRAINE MAZEROLLE
The University of Queensland

Area of research - *Experimental criminology*

Lorraine is an ARC Laureate Fellow and Program Leader of the policing and security program at the University of Queensland's Institute for Social Science Research. She is an experimental criminologist with over 20 years of experience in Australia and the US running large, randomised field trials that evaluate the effectiveness of various interventions in crime prevention and crime control. Her research appears in the world's top criminological journals and her findings have been instrumental in changing police practice. Recognised as an international leader in policing and crime control, she was the Foundation Director and a CI in the ARC Centre of Excellence in Policing and Security and a CI in the Drug Policy Modelling program.



COLM HARMON
The University of Sydney

Area of research - *Economics of education*

Colm is Professor and Head of the School of Economics at the University of Sydney. Before moving to Australia from his native Ireland in 2012, Colm was Director of University College Dublin's Geary Institute. His work profile has been in the field of human capital, in particular the economics of education. The key findings of his most notable work relate to modelling education returns as a causal relationship. His research focuses on providing innovative ways of using 'natural' or quasi-experiments. He has published on issues of school quality, intergenerational transmission of education and earnings, and, more recently, on early education intervention.

chief investigators



MATT SANDERS

The University of Queensland

Area of research - Psychology of parenting

Matt is Professor of Clinical Psychology and Director of the Parenting and Family Support Centre at The University of Queensland. As the founder of the Positive Parenting Program (Triple P), Matt is a global leader in the field of evidence-based parenting intervention and one of The University of Queensland's Innovation Champions. The Triple P system is in use across 25 countries and has more than 60,000 practitioners trained to deliver it to more than seven million families worldwide. His work has been widely recognised, winning him a number of prestigious awards in Australia, New Zealand, the US and Canada.



“

“

“I believe that innovation in economics stems from how the discipline can connect with other human sciences and the policy community in a way that, before now, hasn’t been achievable. It’s a driving factor in my wanting to be a part of the interdisciplinary research approach that the Life Course Centre is spearheading.”

Prof Colm Harmon
Chief Investigator

Life Course Centre fellows

The Life Course Centre Fellowship Program is building a rich and dynamic network of researchers, policymakers and knowledge professionals with a commitment to dealing with the problem of deep and persistent disadvantage in Australia and internationally.

The Fellowship Program aims to

- » Build an intellectual network to achieve critical mass around the Life Course Centre's research and delivery objectives
- » Facilitate collaboration and engagement between researchers, government, NGOs and other stakeholders around research and delivery to solve deep and persistent disadvantage
- » Progress the aims of the Life Course Centre to identify critical factors leading to deep and persistent disadvantage and to develop life-changing policies





Life Course Centre fellows

FELLOW (INSTITUTE)	EXPERTISE
Dr Emma Antrobus (UQ)	Communities and policing
Dr Bernard Baffour (UQ)	Social statistics
Dr Victoria Baranov (Melb)	Behavioural economics
Mr Daniel Christensen (UWA)	Academic and cognitive trajectories
Dr Susan Creagh (UQ)	Education and social justice
Dr Rebecca Edwards (USyd)	Labour economics
Dr Brad Farrant (UWA)	Early childhood development
Dr Edith Gray (ANU)	Inequality in family formation
Ms Kirsten Hancock (UWA)	Intergenerational disadvantage
Dr Nicolas Herault (Melb)	Labour economics
Dr Belinda Hewitt (UQ)	Relationship and family dynamics
Honorary Prof David Hogan (UQ)	Educational inequality
Mr Yangtao Huang (UQ)	Intergenerational transmission of poverty
Dr Sarah Johnson (UWA)	Family and social environments
Ms Kate Leslie (UQ)	Third party policing and self-efficacy
Dr Jinhu Li (Melb)	Health economics
Dr Tim Liao (University of Illinois)	Sociological methodology
Mr Eduardo Lucio (UQ)	Applied econometrics
Mr Arturo Martinez (UQ)	Social stratification and applied statistics
Prof Paul Memmott (UQ)	Aboriginal housing
Mr Francis Mitrou (UWA)	Intergenerational transfer of capabilities
Dr Irma Mooi-Reci (Melb)	Labour market dynamics
Prof Mark Moran (UQ)	Development effectiveness
Dr Julie Moschion (Melb)	Labour economics
Dr Cameron Parsell (UQ)	Housing, homelessness and social policy
Dr Francisco Perales (UQ)	Gender, work, inequality and panel data methods

Life Course Centre fellows

FELLOW (INSTITUTE)	EXPERTISE
Dr Cain Polidano (Melb)	Education economics
Dr Jenny Povey (UQ)	Parental engagement, social wellbeing and survey development
Prof David C Ribar (Melb)	Labour economics and social policy
Dr Richard Robinson (UQ)	Workforce issues in hospitality and tourism
Dr Leah Ruppanner (Melb)	Work, family and gender inequality
Dr Kevin T Schnepel (USyd)	Labour economics
Dr Stefanie Schurer (USyd)	Health and applied economics
Dr Peter Siminski (UOW)	Health, labour, poverty and inequality
Ms Agnieszka Sobolewska (UQ)	Communities and policing
Dr Francisco Azpitarte Raposeiras (Melb)	Welfare economics
Prof Cate Taylor (UWA)	Language and literacy development
Dr Wojtek Tomaszewski (UQ)	Poverty and social exclusion
Dr Yi-Ping Tseng (Melb)	Economics and social policy
Dr Agnieszka Tymula (USyd)	Behavioural economics
Dr Sergi Vidal (UQ)	Life course, residential mobility research methods
Dr Rebecca Wickes (UQ)	Urban criminology
Dr Anna Zhu (Melb)	Applied econometrics
Dr Jens Zinn (Melb)	Risk and uncertainty

partners & associates

RESEARCHERS FROM LEADING INTERNATIONAL UNIVERSITIES

University of California, Irvine
University of Ottawa
National University of Singapore
Boston College
University of Pennsylvania
Institute of Education, London
The Hebrew University of Jerusalem
Royal Holloway University of London
University College Dublin
University of Essex

RESEARCHERS FROM LEADING AUSTRALIAN UNIVERSITIES



NATIONAL AND STATE PARTNER ORGANISATIONS

Australian Government Department of Social Services
Australian Government Department of Education and Training
Australian Government Department of Employment
Australian Institute of Health and Welfare
Queensland Government Department of Communities, Child Safety and Disability Services
Victorian Government Department of Education and Early Childhood Development
Brotherhood of St Laurence
Wesley Mission, Brisbane

Chief Investigators, associate investigators, research fellows, senior researchers, students

PARTNERS AND ASSOCIATES	ORGANISATION	RESEARCH EXPERTISE
Prof Greg Duncan	University of California, Irvine (USA)	Income distribution, child poverty and welfare dependence
Prof W Jean Yeung	National University of Singapore (Singapore)	Family and demographic transitions, inequality and education in Asia
Prof Miles Corak	University of Ottawa (Canada)	Child poverty, stratified access to education, and intergenerational earnings
Prof Arnaud Chevalier	Royal Holloway, University of London (UK)	Applied statistics and economics
Prof Orla Doyle	University College Dublin (Ireland)	Child development, and political behaviours and methods for evaluating policy interventions
Prof David Weisburd	The Hebrew University of Jerusalem (Israel)	Place-based criminology and experimental criminology

partners& associates

PARTNERS AND ASSOCIATES	ORGANISATION	RESEARCH EXPERTISE
Prof Adrian Raine	University of Pennsylvania (USA)	Neuropsychology and early childhood development
Prof Jane Elliott	Institute of Education, University of London (UK)	Analysis of cohort data and UK longitudinal data
Prof Heather Laurie	University of Essex (UK)	Comparative data analysis and household panel studies in Europe
Prof Rebekah Coley	Boston College (USA)	Developmental psychology and the intersections of family, community, and social policy contexts
Dr Fadwa Al-Yaman	Australian Institute of Health and Welfare (Australia)	Australian Government data integration
Dr Helen Rogers	FaHCSIA (Australia)	Australian Government child and family policies
Prof Guyonne Kalb	The University of Melbourne (Australia)	Labour and household economics, Australian Government data utilisation
A/Prof Chris Ryan	The University of Melbourne (Australia)	Education economics, transition from education and training to labour market, data analysis
Prof Kathryn Edin	John Hopkins (USA)	Welfare and poverty transmission, mixed methods
Prof Ariel Kalil	University of Chicago (USA)	Child development and parental behaviour, income inequality and educational attainment
Prof Barbara Wolfe	University of Wisconsin (USA)	Population health, cognitive child development and income support dependency
Prof Janet Currie	Princeton University (USA)	Health economics, health and wellbeing of children
Prof David Farrington	Cambridge University (UK)	Development and life course criminology
Prof Robert Sampson	Harvard University (USA)	Communities and crime
Prof Larry Sherman	Cambridge University (USA)	Experimental criminology
Prof Fiona Steele	London School of Economics (UK)	Multi-level statistical modelling for complex longitudinal data, techniques for linked data
Prof Harvey Goldstein	University of Bristol (UK)	Administrative data linking methodology, data modelling, software development

A photograph of three young women walking away from the camera on a paved sidewalk. The woman on the left is wearing a red hoodie, the middle one a black hoodie and denim skirt, and the right one a white hoodie and jeans. They are walking towards a road with a blue pedestrian crossing sign and a triangular warning sign. The background is filled with green trees and a clear sky.

Studying the transmission of disadvantage



“The Life Course Centre gives us the opportunity to not only address profound problems of disadvantage, but to show how social scientists, policymakers and the community sector can work together to tackle the big questions – those issues that not only challenge our disciplines and our science, but also challenge our aspirations and vision for the kind of society we would like Australia to be.”

Prof Mark Western
Chief Investigator

RESEARCH PROGRAMS

The Life Course Centre supports three concurrent programs of research that focus on

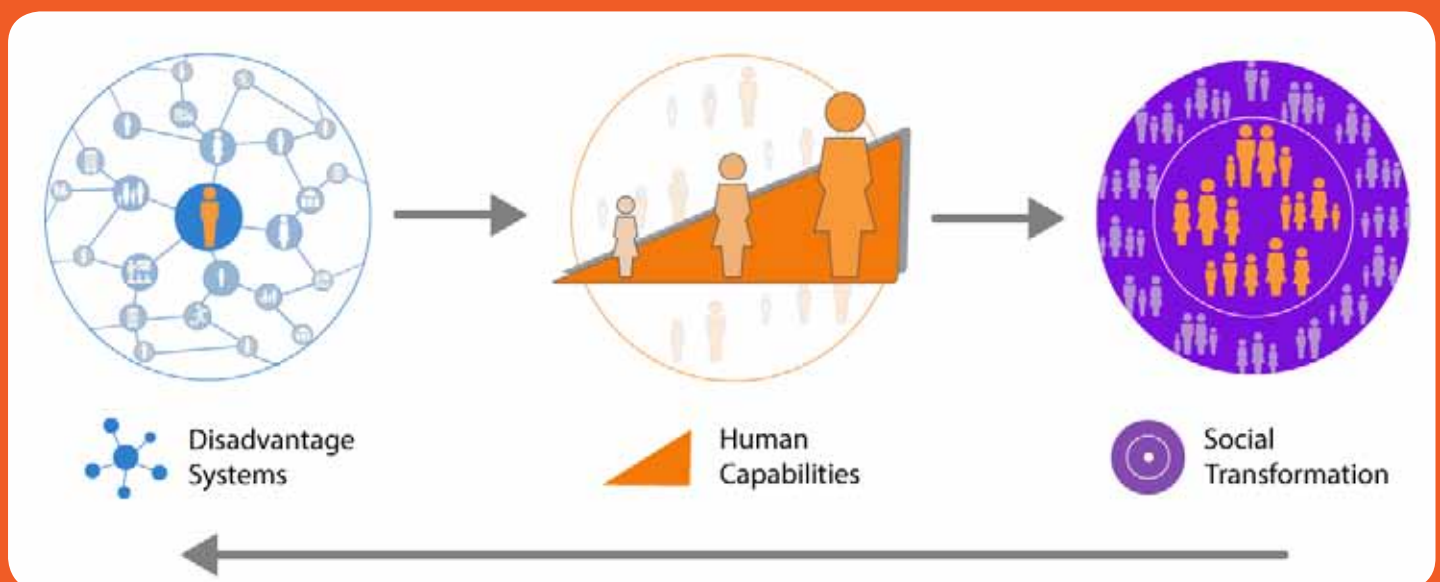
- » Delivering enabling data, technology and social systems to identify the causes of disadvantage
- » Exploring the real-world capacity of key social institutions (families, schools, labour markets, and communities) to build and support human capabilities over time
- » Piloting integrated social interventions that aid the transformation of human capabilities and lead to practical pathways out of disadvantage

At the Life Course Centre, we are committed to better understanding and tackling the problem of social disadvantage, which is characterised by the spread of social and economic poverty within families and across generations despite overall improvements in the broader economy.

As we better understand deep and persistent disadvantage, we can assist and advise policy decision-makers on appropriate strategies to help people exit and stay out of disadvantaged circumstances. Appropriate policy change will mitigate the social and economic costs of disadvantage and raise Australian living standards. Poverty, homelessness, lack of education, ill-health, crime and low levels of labour market participation are some of the negative consequences of deep and persistent disadvantage, and the economic costs associated with these outcomes are staggering.

In the Life Course Centre's first year (2014), we have identified nine projects for research under the three high-level program classes.

These nine research projects will address specific goals leading to the discovery of new knowledge, the development of new technologies, and the evaluation of new policies and initiatives. The figure illustrates the interrelationships between the Centre's three research programs and the planned knowledge and technology outputs to be delivered.



Program 1

DISADVANTAGE SYSTEMS



AIMS

- » Determine the risk and protective factors that predict the impact of divorce, separation and multi-parent families as they variously relate to short or long term disadvantage
- » Benchmark the life course pathways to deep and persistent disadvantage in Australia against comparison countries
- » Develop fit-for-purpose datasets that capture the dynamic real-life social processes over the life course of individuals and across generations through the linkage of survey and administrative data
- » Model critical turning-points in the life course where disadvantage is accumulated, sustained and transcended
- » Monitor the impact of changing social and economic systems on the life course trajectories of Australia's most at-risk population sub-groups

There are knowledge gaps in the fundamental science of how deep and persistent disadvantage is transmitted from one generation to the next and in the role of political and economic systems in facilitating or ameliorating disadvantage.

Community, social and economic systems are also continuously evolving. Emerging trends that contribute to widening inequality and disadvantage need to be monitored. This can support individuals, families, communities, and governments to manage risk and adapt to changing circumstances.

Research Program 1 addresses these needs by identifying how close relationships and family systems lead to human capabilities being accumulated, sustained, reduced or lost over time and between generations. It will use comparative national data to characterise social, political and economic patterns of disadvantage. Its focus will be on measuring the influence of personal relationships on human capability, formation and benchmarking Australia's performance against other countries.

To support this research, the Life Course Centre will develop new large-scale integrated data systems and enabling technologies. This will allow reliable causal inferences to be made about how disadvantage is created and transmitted in Australia.

PROGRAM 1 DISADVANTAGE SYSTEMS

Projects

1. Family dynamics of disadvantage
2. Social and economic mobility
3. Integrated intergenerational data
4. Complex disadvantage models

Project 1

Family dynamics of disadvantage

Mapping the processes of relationship formation and dissolution that produce sub-optimal life course trajectories

In this project, we will determine how patterns of relationship formation and dissolution, including the order, timing and context of events, produce optimal or sub-optimal pathways for adults and children in Australia.

Research shows that stable adult unions lead to better outcomes in economic, social and personal wellbeing for both adults and children. Relationship breakdown or the birth of children outside stable unions is a major threat-point associated with disadvantage, and this is particularly true for women.

Fragile families, defined as unmarried parents and their children, have a greater risk of breaking up. This poses particular risks to the optimal development of children and their access to social and economic resources when compared to stable unions.

The project will build a better understanding of the choices that men and women make about marriage and parenting and how these choices vary across social groups and institutional contexts. This will help us understand how relationship pathways influence deep and persistent disadvantage.

PROJECT AIM

- » Determine the risk and protective factors that predict the impact of divorce, separation and multi-parent families as they variously relate to short-term or long-term disadvantage

RESEARCH LEADER

Prof Janeen Baxter

INVESTIGATORS

Prof Matt Sanders
Prof Michele Haynes
Prof Stephen Zubrick
Prof Rebekah Coley
Prof Greg Duncan
Prof W Jean Yeung
Prof Kathryn Edin
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University of Chicago
Cambridge University
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EXPERTISE

Life course and gender analysis

EXPERTISE

Psychology
Social statistics
Population science
Developmental psychology
Child poverty
Family demography
Poverty research
Developmental psychology
Development life course criminology
Economics of the family

EXPERTISE

Sociology and social statistics
Life course theory, longitudinal analyses, and health
Life course, residential mobility, research methods

Project 2

Social and economic mobility

Benchmarking Australia's ability to counteract deep and persistent disadvantage within an international context

Our activities in this area are designed to determine the extent of persistent disadvantage in Australia within an international context, taking into account the Australian macro-economic, institutional and policy context.

This work will use national longitudinal datasets from Australia, Europe and North America to model pathways in and out of disadvantage. The data will also be used to look at how national variations are related to macro-economic conditions and policy and other institutional settings. The work will examine outcomes such as education, income, poverty and employment, and broader measures of capability deprivation such as financial hardship and deprivation of basic material necessities.

As national longitudinal datasets mature, we can track intergenerational disadvantage from parents to offspring and model life course trajectories in multiple countries. This will also allow us to incorporate variations in macro-economic and institutional factors.

We will focus on key formal institutions that shape disadvantage (the economy, education, social welfare, labour markets) to identify which institutional and economic configurations are associated with least exposure to long-term disadvantage. We will also determine

how economic inequality and key policies relating to early childhood, schooling and tax and income support systems (Causa and Johansson 2010) exacerbate or address long-term disadvantage in rich countries.

PROJECT AIM

- » Benchmark the life course pathways to deep and persistent disadvantage in Australia against comparison countries

RESEARCH LEADER

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National University of Singapore (Singapore)

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EXPERTISE

Social mobility and inequality

EXPERTISE

Family sociology

Economic and social mobility

Community context of crime

Economic mobility

Opportunity structures in Asia

Comparative analyses

EXPERTISE

Social stratification of applied statistics

Project 3

Integrated intergenerational data

Integrating big data to research the transmission of disadvantage over time and across generations

Australia's data capacity for studying across generations is less advanced than in other countries such as the USA, UK and Germany.

The Life Course Centre will expedite the development of fit-for-purpose datasets for measuring multiple dimensions of disadvantage across generations by linking longitudinal surveys and administrative records held by government agencies. Government data that enables us to follow a family's journey across generations include Centrelink and Pharmaceutical Benefits Scheme records. These provide the evidence to inform effective solutions for the seemingly intractable problems of deep and persistent disadvantage.

The Life Course Centre will lead important advances in integrating longitudinal survey data collected by the Australian Government (including HILDA, LSIC, LSAC, LSAY and Journeys Home) and administrative records. We will establish the data linkage processes required to build a picture of the longer-term development of deep and persistent disadvantage and the potential divergence between individuals and families over time.

The Australian Institute of Health and Welfare (AIHW), as a government-

accredited integrating authority, will be able to provide data integration services. AIHW will use privacy-preserving principles and enable research to be conducted on de-identified datasets.

These data will enable us to identify life trajectories and circumstances that influence pathways into and out of disadvantage. This will provide evidence to inform effective solutions for seemingly intractable problems of deep and persistent disadvantage.

PROJECT AIM

- » Develop fit-for-purpose datasets that capture the dynamic real-life social processes over the life course of individuals and across generations by linking survey and administrative data

RESEARCH LEADER

Prof David Lawrence

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Prof Mark Western

Prof Stephen Zubrick

Prof Janeen Baxter

Mr Francis Mitrou

Prof Jane Elliott

Prof Heather Laurie

Dr Fadwa Al-Yaman

Dr Helen Rogers

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Institute of Education, University College London

University of Essex

Australian Institute of Health and Welfare

Department of Social Services

The Hebrew University of Jerusalem

Cambridge University

Cambridge University

Harvard University

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EXPERTISE

Data integration and statistics

EXPERTISE

Social statistics

Social mobility and inequality

Child development psychology

Life course and gender analysis

Population science

UK longitudinal datasets

UK data

Commonwealth data integration

Human services data

Place-based criminology and experimental criminology

Experimental criminology

Development and life course criminology

Communities and crime

Advanced data linkage

EXPERTISE

Intergenerational transfer of capabilities

Population science

Academic and cognitive trajectories

Intergenerational disadvantage

Project 4

Complex disadvantage models

Developing statistical models to demonstrate the causal pathways to disadvantage

This project will address methodological challenges posed by recent developments in social data modelling, particularly those associated with linking and drawing inferences from big data and in establishing causal patterns in relationships.

We will draw on the best methodological traditions from across our disciplines and develop new methods and tools to manage and analyse emerging forms of social data. This will include novel statistical approaches for identifying trends and relationships in massive datasets.

This work will enable us to produce reliable estimates of the strength and direction of intergenerational correlations among multiple dimensions for populations and sub-populations. We will also develop improved methods for analysis of small samples.

This is important for intervention designs where the impact of a particular policy treatment can often be mis-stated. This is particularly so when there are multiple outcomes from single treatments, as is probable in addressing deep and persistent disadvantage. We will develop work on quasi- (or natural) experimental designs or evaluation of social interventions and on the potential returns to nesting experimental designs in wider administrative datasets. This will provide tools for examining scalability outcomes from experimental analysis.

We will also expand on work on permutation and other methods to improve hypothesis testing in intervention studies. Incorporating these methods into the Centre's research infrastructure is critical for ensuring high quality inferences about relationships, threat-points and causation. These are essential for understanding and responding to the life course dimensions of social disadvantage.

PROJECT AIM

- » Model critical turning-points in the life course where disadvantage is accumulated, sustained and transcended

RESEARCH LEADER

Prof Michele Haynes

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Prof Arnaud Chevalier
Prof Fiona Steele
Prof Harvey Goldstein
Prof Robert Sampson
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London School of Economics
University of Bristol
Harvard University
The University of Melbourne

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EXPERTISE

Social statistics

EXPERTISE

Statistics
Quasi-experimental research design
Criminological data
Econometrics
Social statistics
Social statistics
Communities and crime
Economics

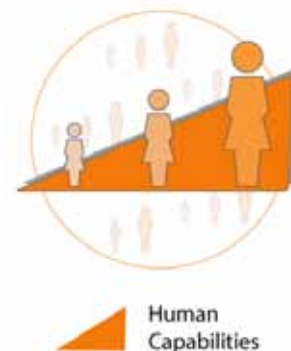
EXPERTISE

Social statistics
Life course research



Program 2

HUMAN CAPABILITIES



AIMS

- » Identify causal effects of parental behaviour change on child development outcomes
- » Develop new multidimensional measures to understand education choices and outcomes and the impact of disadvantage on children's cognitive and non-cognitive trajectories
- » Determine the potential role of geographic mobility or wealth and asset accumulation in facilitating economic and social mobility
- » Examine how the nature of the income support system (including eligibility rules, program design, and means testing) contributes to the intergenerational transmission of income support dependency

The social, civic, and economic participation of an individual is founded on two broad types of ability and skill — cognitive and non-cognitive (Heckman et al. 2006). Individuals may have exceptional intellectual abilities, yet fail to deal effectively with changing life circumstances, or apply common sense and emotional intelligence.

Research Program 2 will examine the interrelationships between the development of cognitive and non-cognitive skills over the life course. It examines the role that primary social institutions (families, schools, communities, and the labour market) play in mediating the formation of human capability over time and across generations.

Through three research projects, the Life Course Centre will comprehensively examine an individual's development from early childhood into school age and onward to further education, training, employment and broader community participation.

Our proposed work will examine multiple levels of influence from people in a child's immediate world to environmental factors (such as macro-economic conditions, housing markets, regional disparities) and institutional arrangements (such as social assistance programs, minimum wages, educational systems).

We will work closely with our government partners to develop and test new strategies that enhance human capabilities. These strategies may include quasi-experimental or experimental evaluations of existing educational, labour market, health, or income-support policies or the adoption of new evidence-based social interventions.

PROGRAM 2 HUMAN CAPABILITIES

Projects

1. Caring for children's capabilities
2. Inherited educational outcomes
3. Intergenerational welfare dependency

Project 1

Caring for children's capabilities

Identifying critical early childhood interventions that support the formation of human capability

Beyond levels of absolute income impoverishment, what matters most for the development of children is the intensity, accumulation, variability and transmission of the developmental resources that surround them.

This project seeks to characterise how disadvantage is transmitted over a child's early childhood by parents and carers in the home as well as formal and informal care arrangements. It also looks at how these factors contribute to outcomes in adulthood using a value-added multidimensional approach to child development.

We will focus on the first formative years of life, which have been shown to have important implications for onward development, trajectories and outcomes, and which encompass the years where children learn about language and social norms.

It is important to interrogate these early childhood influences for their impact on the social and cognitive development of children and contribution to broader processes of disadvantage.

Results from this research will advance knowledge about how time, income and the cognitive and non-cognitive resources of parents, relatives, carers and teachers play a role in the transmission of disadvantage for children.

PROJECT AIM

- » Identify causal effects of parental behaviour change on child development outcomes

RESEARCH LEADER

Prof Stephen Zubrick

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Prof Matt Sanders

Prof Greg Duncan

Prof Orla Doyle

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University of Pennsylvania

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Princeton University

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EXPERTISE

Child development psychology

EXPERTISE

Economics of youth

Economics of early childhood investment

Psychology

Child poverty

Evaluation of childhood interventions

Neuropsychology

Developmental psychology

Developmental psychology

Health economics

Educational Economics

Labour economics

Cognitive child development

EXPERTISE

Intergenerational transfer of capabilities

Population science

Academic and cognitive trajectories

Intergenerational disadvantage

Project 2

Inherited educational outcomes

Determining if educational choices and attainment are inherited and how educational institutions can intervene

Education is critical to addressing deep and persistent disadvantage, but education systems can also reinforce disadvantage.

This project investigates educational attainment as the complex interplay between numerous factors. These include an individual's attitudes, expectations and abilities, the attitudes and expectations of their parents and teachers, the quality of teaching and the school resources available, the influence of peers, and the role of schools in mediating or exacerbating disadvantage.

Educational outcomes have generally focused on measuring cognitive ability through achievement tests or on headline indicators of attainment. They do not, however, evaluate important non-cognitive social factors that are also increasingly seen as important protective factors against deep and persistent disadvantage.

We will consider both the cognitive and non-cognitive development trajectories of children and young people. This work will build on the established, formal relationships of our CIs with school education systems in Victoria and Western Australia, and will develop new relationships in other jurisdictions.

We will identify whether a broader range of measures (e.g., psychological measures such as consideration of future consequence) could enhance our understanding of the causal pathways in education choices and outcomes. We will also use quasi-experimental methods to build strong causal tests of the role of specific cognitive and non-cognitive factors in educational outcomes. Cognitive and non-cognitive skills acquisition can be particularly targeted through social interventions.

PROJECT AIM

- » Develop new multidimensional measures to understand education choices and outcomes and the impact of disadvantage on children's cognitive and non-cognitive trajectories

RESEARCH LEADER

Prof Colm Harmon

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EXPERTISE

Economics of education

EXPERTISE

Stratification of education
Economics of youth
Truancy and youth delinquency
Psychology
Access to education
Economics
Economics of education
Childhood poverty
Economics

EXPERTISE

Labour economics
Labour economics
Health and applied economics
Economics

Project 3

Intergenerational welfare dependency

Characterising family dependency on public assistance and its impacts for human capability formation

Australia needs an objective appraisal of the extent and causes of welfare dependency to reliably inform public debate and policy decisions in light of the tight fiscal environment and heightened concerns about government spending.

Young people growing up in households receiving public assistance are more likely than their peers to have adverse outcomes and require income support as adults. This produces an intergenerational dependency on public assistance that poses difficult challenges for policy design and raises questions about how young people from disadvantaged backgrounds can best be equipped to succeed in adult life.

In this project, we will examine the pathways to welfare dependency for individuals and families with a view to identifying the key factors that help to bring about an end to reliance on income support.

Finding new meaningful ways to effect change for our most marginal families will not only reduce welfare expenditure by future governments, but will also promote social and economic mobility and social inclusion.

Reducing reliance on the social safety net will increase the tax base, boost productivity, raise living standards, and improve social justice.

PROJECT AIM

- » Examine how the nature of the income support system (including its eligibility rules, program design, and means testing) contributes to the intergenerational transmission of income support dependency

RESEARCH LEADER

Prof Deborah Cobb-Clark

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Prof Janeen Baxter

Prof Lorraine Mazerolle

Prof Colm Harmon

Prof Greg Duncan

Prof Arnaud Chevalier

Prof Orla Doyle

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The University of Sydney

University of California, Irvine

Royal Holloway, University of London

University College Dublin

Families, Housing, Community Services
and Indigenous Affairs

University of Wisconsin

Princeton University

Harvard University

AFFILIATION

The University of Melbourne

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The University of Melbourne

EXPERTISE

Welfare economics

EXPERTISE

Family dynamics

Crime and delinquency

Economics

Income distribution

Econometrics

UK welfare reform

Australian welfare policy

Population health

Economics

Sociology

EXPERTISE

Educational economics

Labour economics

Welfare economics

Program 3

SOCIAL TRANSFORMATION



AIMS

- » Identify the key factors that foster and inhibit the capacity of community members to engage in informal control over time in ways that will reduce and prevent deep and persistent disadvantage
- » Assess whether or not social connectedness can disrupt longitudinal pathways to delinquency, crime and other measures of disadvantage
- » Design improved methods for experimental research in social intervention studies
- » Pilot a tiered population-level social intervention program that involves whole-of-population strategies that include light touch, universal as well as intensive program options
- » Determine how to optimally combine universal and targeted policies and programs aimed at prevention with those that seek to remediate disadvantage
- » Integrate new targeted social interventions based on evidence from pilot studies and simulations in Research Program 2 into the system for evaluation
- » Identify the political, social and community determinants of program uptake by end users and consumers
- » Determine the kinds of cultural adaptations to evidence-based programs that may be required for population-level implementation

A growing body of work uses life course analysis to better understand interventions that lead to social transformations. Yet the translation of such research into practice is far less developed. Research to date has produced many innovative ideas about how to address issues of disadvantage, but the promising early signs from small intervention programs often diminish when replicated on a larger scale.

Properly understanding community, social and economic contexts of programs that work and those that don't can make the difference between policy and program responses that are short term or sustainable, divisive or inclusive, dignified or disempowering.

Research Program 3 aims to test, under field trial conditions, interventions that hold promise for decreasing deep and persistent disadvantage for individuals, families and communities within geographic and population-level groupings.

We will identify what works to engage children and families who are at risk of deep and persistent disadvantage, and develop and test evidence-based practices for engaging government and non-government partners at local, state and national levels to effect sustainable change and improve life-course outcomes for individuals.

PROGRAM 3 SOCIAL TRANSFORMATION

Projects

1. Communities overcoming disadvantage
2. Targeting Australian disadvantage: Are parenting and outcomes linked

Project 1

Communities overcoming disadvantage

Determining the role of communities and social connectedness in building human capability and reducing deep and persistent disadvantage

Not everyone who is born into disadvantage experiences poor life outcomes, and some people, despite their risk factors, do not become disadvantaged.

Contemporary research consistently shows that negative social conditions and weak community regulatory processes exacerbate conditions of disadvantage that are localised in communities.

The community context creates fertile ground for parents to engage (or disengage) with their neighbours and for young people to skip school, associate with criminal peers, and take risks (such as early experimentation with drugs and alcohol). These ultimately increase their risk of experiencing sustained deep and persistent disadvantage.

This project will derive out of the randomised control trial as described in Project 2 (Targeting Australian disadvantage: Are parenting and outcomes linked?) and aims to identify the causes of weak regulatory processes in the community. In partnership with the Population Trial of Triple P, we will test, under randomised field conditions, the efficacy of an innovative, system-wide parenting education program that seeks to increase community regulatory processes with a view to lifting children, families and whole communities out of disadvantage.

The project will be the first to test the fundamental tenets of

neighbourhood connectedness and to assess whether or not community-wide interventions can lift the performance of whole communities in terms of raising educational performance, reducing crime, and reducing levels of welfare dependency.

PROJECT AIM

- » Assess whether or not social connectedness can disrupt longitudinal pathways to delinquency, crime and other measures of disadvantage

RESEARCH LEADER

Prof Lorraine Mazerolle

INVESTIGATORS

Prof Mark Western
Prof Matt Sanders
Prof Michele Haynes
Prof David Weisburd
Prof Robert Sampson
Prof Larry Sherman
Prof David Farrington

COLLABORATORS

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Cambridge University
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The University of Queensland
The University of Queensland

EXPERTISE

Experimental criminology

EXPERTISE

Sociology
Psychology
Social statistics
Place-based criminology and experimental criminology
Communities and crime
Experimental criminology
Development and life course criminology

EXPERTISE

Experimental and developmental criminologist
Experimental criminology
Urban criminology
Psychology

Project 2

Targeting Australian disadvantage: Are parenting and outcomes linked?

Targeting multiple dimensions of deep and persistent disadvantage through population-level social interventions

Parents bring a great deal more than just time and money to the task of raising children; they bring human, psychological and social capital as part of the developmental resource mix potentially available for the development of children.

This project will integrate multiple levels of an evidence-based parenting skills development program to test the potential to reduce and prevent the intergenerational transmission of deep and persistent disadvantage at a population level. The social intervention system will include universal components that are available to everyone in Australia, and additional intensive support options available using a cluster randomised experimental research design involving 24 geographical catchment areas in Western Australia and Queensland.

PROJECT AIM

- » Identify the key factors that foster and inhibit the capacity of community members to engage in informal control over time in ways that will reduce and prevent deep and persistent disadvantage

RESEARCH LEADER

Prof Matt Sanders

INVESTIGATORS

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Prof Lorraine Mazerolle
Prof Michele Haynes
Prof Stephen Zubrick
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The University of Queensland
The University of Western Australia
The University of Western Australia
University College Dublin

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The University of Western Australia
The University of Queensland
The University of Queensland
The University of Queensland
The University of Western Australia

EXPERTISE

Psychology of parenting

EXPERTISE

Social policy
Randomised controlled trials
Social statistics
Population science
Sampling design
Intervention science

EXPERTISE

Psychology
Intergenerational transfer of capabilities
Urban criminologist
Experimental and developmental criminology
Experimental criminology
Population science



Targeting Australian disadvantage

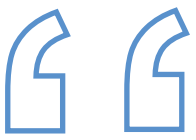


“I’m interested in improving statistical techniques and developing complex models so that we can capture how individuals and families move into and out of disadvantage. By using hierarchical and longitudinal data from multiple sources we can also identify the drivers of disadvantage.”

Prof Michele Haynes
Chief Investigator



Caring for children's capabilities



“The Life Course Centre provides the opportunity to integrate Australia’s existing population data resources to research the transmission of disadvantage over time and across generations, and to build a platform that can be used to evaluate new approaches in policy and practice to effectively break cycles of disadvantage. The transformational power of large-scale linked administrative datasets could be used to cost-effectively address key policy issues central to reducing the burden and scale of deep and persistent disadvantage in Australian society.”

Prof David Lawrence
Chief Investigator

ACTIVITY PLAN 2015

In 2015, the Life Course Centre will continue to harness the capabilities of its high quality and well-focused research teams to consolidate its position as a leading authority in multidisciplinary work aimed at breaking the cycle of disadvantage and helping Australians realise their life's potential.

In 2014, the Life Course Centre concentrated on establishing the Centre and developing projects within our three program areas. Taking what we have discovered in 2014, our strategy in 2015 moves to building collaboration between Life Course Centre investigators and our partner and other stakeholder groups working on discovering the knowledge gaps. Using workshops, we will encourage policy change based on our findings from 2016 onwards that could bring financial savings to Australia's budget.

These are the areas that matter if we are to better understand and solve deep and persistent disadvantage. In 2015, these research program areas will be enriched and extended through further research activity.

The Life Course Centre's three areas of research are

- » Disadvantage Systems
- » Human Capabilities
- » Social Transformation

6

New projects in Program 1

12

New projects in Program 2

1

New project in Program 3

4

New cross program activities

PROGRAM 1 - DISADVANTAGE SYSTEMS

Projects within Program 1:

1. Family dynamics of disadvantage
2. Social and economic mobility
3. Integrated intergenerational data
4. Complex disadvantage models

The proposed 2015 work plan and associated activities appear below. Activities are broadly denoted as new research, collaborative engagement, feasibility planning, and workshops, symposia, and conferences.

Project 1 Family dynamics of disadvantage

NEW RESEARCH: FRAGILE FAMILIES AND CHILD WELLBEING IN AUSTRALIA (Baxter/Perales)

Through this research, the Life Course Centre will investigate the longitudinal associations between family type and child wellbeing, and consider cognitive, behavioural and health outcomes. The research will rely on data from the Longitudinal Study of Australian Children (LSAC) and develop our understanding of whether, and if so how and why, children in married couple families fare better than children in other family types in contemporary Australia. Research findings will contribute to the Australian academic literature into the consequences of changing family patterns, inform government policies aimed at improving child wellbeing, and be relevant to third-sector organisations providing assistance to disadvantaged families.

NEW RESEARCH: THE EFFECT OF HOME RELOCATIONS ON AUSTRALIAN CHILDREN'S DEVELOPMENT (Baxter/Zubrick/Vidal)

This research will examine the significance of the residential and home environment to children's wellbeing and development. Studies in this research area have been prolific, unveiling the important impacts of families, schools and neighbourhoods on a number of children's outcomes. Less attention has been paid so far to the role that changing environments play, as a result of either transformations in the residential area or home conditions, or the home relocation of family households. The aim of this research is to improve knowledge on the impacts of home relocations and residential trajectories on children's outcomes. We will exploit quantitative, longitudinal information from the Longitudinal Study of Australian Children (LSAC). Our research will contribute to a better understanding of the pathways that lead families and children out of deep and persistent disadvantage.

NEW RESEARCH: BREAKING THE CYCLE: ARE PARENTAL ENGAGEMENT AND ACADEMIC SOCIALISATION ENABLERS TO IMPROVE EDUCATION OUTCOMES FOR DISADVANTAGED CHILDREN? (Povey/Haynes/Western/Baxter/Cook)

Parental educational beliefs and expectations as well as parental engagement play critical roles in a child's educational outcomes. A lack of education is associated with a range of antisocial behaviours including delinquent activity, teenage pregnancy, unemployment and future dependency on social services. Keeping children engaged in education is therefore central to improving a range of symptoms generally associated with disadvantaged communities. This project will investigate the longitudinal effects of parental engagement and academic socialisation on learning outcomes. The project will use data from the Longitudinal Study of Australian Children (LSAC) and the linked LSAC NAPLAN data. The findings will inform parenting programs and workshops

Project 2 Social and economic mobility

NEW RESEARCH: CAUSES AND CONSEQUENCES OF STUDENT MOBILITY IN AUSTRALIA (Hancock/Zubrick)

Research shows that students who change schools are at greater risk of lower educational attainment and early dropout than non-mobile students. There are many positive and negative reasons for unscheduled school transfers. This approach has led to inconsistent findings related to student mobility and how it relates to other student outcomes. In addition, our knowledge on the extent and nature of student mobility for Australian students is limited. The aim of this study is to provide an overview of student mobility in Australia using a nationally representative longitudinal cohort of Australian children, and to determine whether student mobility relates to differences in academic progress over time.

Project 3 Integrated intergenerational data

NEW RESEARCH: MULTI DISADVANTAGE ACROSS GENERATIONS IN AUSTRALIA (Zubrick/Hancock/Mitrou)

Families provide a critical pathway for transmitting disadvantage. While the literature broadly focuses on parent–child transfers in understanding intergenerational disadvantage, further insight can be achieved by examining markers of disadvantage across multiple generations of the same family. Studies examining multi-generational patterns of disadvantage are therefore valuable, but there has been limited availability of Australian data to investigate these patterns. With new data now available, this study aims to examine the experience of multiple disadvantages in two generations of Australian families, and how these experiences relate to the trajectories of children, the third generation.

Project 4 Complex disadvantage models

NEW RESEARCH: INVESTIGATION OF STATISTICAL APPROACHES TO ANALYSIS OF LONGITUDINAL ADMINISTRATIVE DATA (Haynes/Western/Baxter/Baffour/Spallek/Martinez/Perales)

This research will address the statistical challenges of modelling trajectories of disadvantage/advantage for individuals and families, using big longitudinal administrative data. We will focus on methods for modelling the interrelationships among pathways through disadvantage and other life course processes such as partnership formation and dissolution, birth of children, employment transitions and housing transitions. Existing statistical methodologies for modelling panel survey data may need to be adapted to analyse non-linear individual trajectories which are measured frequently over a long period. Techniques for analysing big data (e.g., data mining) will be explored and adapted if relevant.

NEW RESEARCH: SMALL AREA ESTIMATION OF DISADVANTAGE (Baffour/Haynes)

There is an increasing need for statistics that measure disadvantage at smaller geographical scales to assist decision-making for policy planning. This research aims to use reliable information on disadvantage to design interventions through small-area estimation models. Small-area estimation is important for measuring characteristics that are not evenly spread across the population. This poses difficulties in measuring disadvantage across the country. National statistics (e.g., the Census) provide detailed information on some measures, such as income and employment. Unit-level survey information on deep and persistent disadvantage (e.g., social and economic poverty through HILDA survey) is also available, but does not cover the entire population. This research aims to bring together information from national sources and surveys to provide a much more accurate picture of disadvantage across Australia.

PROGRAM 2 - HUMAN CAPABILITIES

Projects within Program 2:

1. Caring for children's capabilities
2. Inherited educational outcomes
3. Intergenerational welfare dependency

The proposed 2015 work plan and associated activities appear below. Activities are broadly denoted as new research, collaborative engagement, feasibility planning, and workshops, symposia, and conferences.

Project 1 Caring for children's capabilities

NEW RESEARCH: DISABILITY IN THE FAMILY, SCHOOLS STARTING AGE AND CHILDREN'S DEVELOPMENT OUTCOMES (Ryan/Zhu)

This research will question if there are developmental outcomes of starting school early for children who do and do not live with a disabled family member. In other words, how do the gaps in developmental scores between these two groups of children change depending on whether or not they start school early?

NEW RESEARCH: EARLY SIGNS OF EXCEPTIONAL UPWARD MOBILITY: UNDERSTANDING ITS CAUSES AND CONSEQUENCES (Azpitarte/Schurer/Hancock)

This research examines the characteristics of early upward mobility in Australia and investigates its causes and consequences for high-achieving but disadvantaged children. The objective of this research is threefold. First, we will quantify the extent of upward mobility among poor groups for a range of developmental outcomes including cognitive and non-cognitive skills and health outcomes. Secondly, we will use longitudinal data to analyse the dynamics in the performance of upwardly mobile children and evaluate its persistence over time. Our third objective is to identify the determinants of exceptionally high levels of performance, focusing on parental mental health, parental investment into the child's education and childhood adversity.

NEW RESEARCH: FAMILY AND SCHOOL RESPONSE TO SCHOOL PERFORMANCE INFORMATION IN *MY SCHOOL* (Polidano/Moschion/Foster)

The first part of the research examines the questions 'How did the release of My School change student enrolments and the distributions of students within and across schools?' and 'How did the changes vary across school and student characteristics, such as school type and the socio-economic background of the student body?'. The second part looks at the following: 'How did the release of My School change measurable school inputs and programs, such as student to teacher ratios, school income and VET in school enrolments?' and 'What school and student factors are associated with the degree of change to the school inputs and programs?'.

NEW RESEARCH: ABILITY RISK PREFERENCE STUDY (Cobb-Clark/Mazerolle/Baranov/Tymula/Antrobus/Bennett)

This study will identify the relationship between school attendance and the fundamental elements of the economic model of decision-making for both parents and the kids. This will provide policy makers with knowledge to ex-ante assess what type of interventions aimed at increasing school attendance are most likely to be successful and whether they should be aimed at the parents or the kids.

NEW RESEARCH: FAMILY AND CHRONIC STRESS SOCIOECONOMIC DISADVANTAGE (Roost/Dommers/Havighurst/Allen)

This research will investigate the determinants of chronic stress in children in poor families. We are particularly interested in the relationships between chronic stress experienced by children, parent stress, and parenting behaviours, in the context of highly disadvantaged families in Australia. The research also aims to analyse how the quality of parent–child interactions mediates the effects of disadvantage on children's experiences of stress.

NEW RESEARCH: LANGUAGE STABILITY AND CHANGE (Zubrick/Taylor/Christensen/Mitrou)

Language enables literacy, education, and employment and is one of the major pathways that supports human capability formation. Disparities in language acquisition emerge early in the life of a child and may foretell persistent low levels of ability. Past work has shown a range of substantive risks for poor language development. Typically these risks are considered in isolation while controlling for other risks, and there is scant evidence of how multiple risks affect these children. This research will examine the impact of multiple risks on patterns of onward stability and change in language development.

Project 2 Inherited educational outcomes

NEW RESEARCH: THE CAUSAL EFFECT OF PARENTAL EDUCATION ON THE DEVELOPMENT OF CHILDREN AND ADOLESCENTS (Ryan/Li)

Researchers will aim to answer the question of whether and how the education of parents causally affects the education and health outcomes of their offspring. In particular, they will attempt to (a) identify empirically the magnitude of the causal effect on both important types of human capital using Australian datasets; (b) explore the causal pathways through which parental education affects children's outcomes; and (c) examine the heterogeneity in the causal effects across different family backgrounds, focusing on children and adolescents from disadvantaged families or communities.

NEW RESEARCH: PARENTAL LABOUR FORCE STATUS AND EDUCATIONAL PERFORMANCE OF CHILDREN (Kalb/Tabasso/van Ours)

Researchers will question whether the cognitive and non-cognitive skills of children are affected by short and medium-term changes in the labour market position of their parents? If they are, what are the channels through which the labour market position affects children's outcomes? This research aims to examine household income, parental stress, parental time spent with the children (distinguishing education from non-educational time) and time spent in childcare by the child.

NEW RESEARCH: PRIMARY SCHOOL SECTOR EFFECTS, UNOBSERVABLES AND CHILD DEVELOPMENT (Ryan)

Researchers ask the questions: How much of the observed difference in the average achievement of primary school students is explained by the type of school they attend?, How much do unobserved differences in the type of children who attend such schools affect average achievement?, Is the contribution of unobserved effects revealed by this analysis related to other child educational and developmental outcomes? and, Are these effects different for children from low socio-economic status and/or other disadvantaged backgrounds?.

research activity 2015

Project 3 Intergenerational welfare dependency

NEW RESEARCH: THE PENSION DECISION OF LOW SOCIOECONOMIC STATUS HOUSEHOLDS DURING THE FINANCIAL CRISIS (Cobb-Clark/Salamanca/Murawski)

Researchers examine whether the retirement accounts of low income and high income households in Australia were affected differently by the recent financial crisis. If these differences exist, are there behavioural drivers behind them? Could the financial crisis have worsened wealth inequality through its impact on retirement savings?

NEW RESEARCH: INTERGENERATIONAL CORRELATION OF INCOME SUPPORT (IS) (Cobb-Clark/Salamanca/Zhu)

Researchers will look at the intergenerational welfare dependence measures the extent to which the welfare receipt pattern of one generation affects that of the next generation. This measure provides an alternative perspective to the historically relied-upon measure for intergenerational mobility using income, and assessing the connection between a father's income at a particular age and that of his son's income at a similar age a generation later. The research will raise key questions: What is the intergenerational correlation of income support?, How do the income support receipt 'trajectories' vary between children growing up in welfare-dependent and non-welfare-dependent households?, What are the mechanisms underlying the intergenerational income support correlations? and How does the inclusion of mother's income support receipt patterns change intergenerational income support correlations (and the above relationships?).

NEW RESEARCH: LOCUS OF CONTROL, HUMAN CAPITAL INVESTMENT, AND THE INTERGENERATIONAL TRANSMISSION OF WELFARE DEPENDENCE (Cobb-Clark/Zhu/Salamanca)

Researchers will question if the locus of control plays a role in the transmission of economic disadvantage; and if so, through which mechanism does it operate?

PROGRAM 3 - SOCIAL TRANSFORMATION

Projects within Program 1:

1. Communities overcoming disadvantage
2. Targeting Australian disadvantage: Are parenting outcomes linked?

Project 1 Communities overcoming disadvantage

NEW RESEARCH: LIFE COURSE CENTRE POPULATION TRIAL (INVESTIGATING THE LINKS BETWEEN PARENTING AND SOCIAL DISADVANTAGE: A CLUSTER RANDOMISED CONTROLLED POPULATION TRIAL OF THE TRIPLE P – POSITIVE PARENTING PROGRAM SYSTEM (Sanders/Mazerolle/Baxter/Haynes/Zubrick/Lawrence/Burke/Bennett/Antrobus)

The flagship population trials of the Triple P - Positive Parenting Program, assesses, under cluster, randomised fields trial conditions, the impact of saturating whole communities with opportunities to improve parenting skills and confidence. The team will examine the impact of the Triple P system on outcomes for children, families and the community. The goal of the trial is to build knowledge about best practice for preventing or reducing multiple symptoms associated with disadvantage and represents the first international populations trial of a social intervention of this kind.

research activity 2015

Cross program activities

COLLABORATIVE ENGAGEMENT: ENGAGING COMMONWEALTH HUMAN SERVICE AGENCIES IN RESEARCH USING ADMINISTRATIVE DATA TO ADDRESS POLICY AND KNOWLEDGE GAPS AFFECTING DISADVANTAGED POPULATIONS (Mitrou/Haynes/Zubrick/Western/Baxter/Lawrence)

NOTE: This activity overlaps three program areas: Disadvantage Systems, Human Capabilities and Social Transformation

A key role of the Life Course Centre is to work with government to address policy-relevant questions about socioeconomic disadvantage and to contribute to creating policy and programs through research. Although several structures and protocols support the use of Commonwealth data for research, vast tracts of Commonwealth administrative data remain underutilised in addressing key policy questions. This is true whether datasets are used individually or linked together via linkage methodology. The Life Course Centre seeks to partner with Commonwealth human services and statistical agencies to harness the power of these data to create transformational policy among disadvantaged populations.

The Life Course Centre researchers will engage these agencies using a series of workshops aimed at identifying questions of immediate policy priority and to develop detailed research projects that tackle these questions using existing data.

FEASIBILITY PLANNING: RISK AND PROTECTIVE PATHWAYS IN ABORIGINAL JUSTICE: A LONGITUDINAL PATHWAY STUDY (Zubrick/Lawrence/Mitrou/Hopkins/Pearson)

NOTE: This study overlaps two program areas: Disadvantage Systems and Human Capabilities

The first part of this study seeks to create a linked data-file combining information from a) official Western Australian registers of health, education, child protection and available corrective services and justice system contact data that are then linked to b) records from 5289 participants in the 2000–02 Western Australian Aboriginal Child Health Survey. This linkage will provide person level administrative information retrospectively from the survey date and prospectively to 2015. The second part of the study will identify social determinants of physical and mental health, academic attendance and achievement associated with contact with child protection agencies and justice systems, including those factors shaping pathways away from, contact with the justice system across the life course.

NEW RESEARCH: BREAKING THE CYCLE: ARE PARENTAL ENGAGEMENT AND ACADEMIC SOCIALIZATION ENABLERS TO IMPROVE EDUCATION OUTCOMES FOR DISADVANTAGED CHILDREN? (Povey/Haynes/Western/Baxter/Cook)

NOTE: This research overlaps two program areas: Disadvantage Systems and Human Capabilities

Both parental engagement and parental educational beliefs and expectations play critical roles in a child's educational outcomes. A lack of education is associated with a range of antisocial behaviours including delinquent activity, teenage pregnancy, unemployment and future dependency on social services. Keeping children engaged in education is therefore central to improving a range of symptoms generally associated with disadvantaged communities. This project will investigate the longitudinal effects of parental engagement and academic socialisation on learning outcomes. The project will use data from the Longitudinal Study of Australian Children (LSAC) and the linked LSAC NAPLAN data. The findings will inform parenting programs and workshops.



APPENDICES

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“The Life Course Centre offers us the opportunity to examine long-term outcomes of interventions aimed at reducing the negative effects for young people living in disadvantaged communities and to better understand the temporal dynamics of community resilience.”

Prof Lorraine Mazerolle
Chief Investigator

Finding solutions to help Australian families and communities

publications

The following lists all publications from The Life Course Centre in 2014, including books, journal articles, conference papers, keynote addresses and briefings

Book

Mazerolle, L., Sargeant, E., Cherney, A., Bennett, S., Murphy, K., Antrobus, E., and Martin, P. (2014). *Procedural justice and legitimacy in policing*. Cham, Switzerland: Springer. doi:10.1007/978-3-319-04543-6

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Gialamas A., Mittinty MN., Sawyer MG., Zubrick SR., and Lynch J. (2014). Time spent in different types of childcare: an Australian longitudinal study. *Archives of Disease in Childhood*. doi:10.1136/archdischild-2014-306626

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Mazerolle, L., Higginson, A., and Thompson, J. (2014). Crop targeting's impact as a drug control strategy (Protocol. Campbell Collaboration Library of Systematic Reviews (). doi:Available from <http://campbellcollaboration.org/lib/project/234/>

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Unpublished reports (including commercial consultations)

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Working Papers

Baxter, J., and Hewitt, B. (2014). Relationship transitions and subjective wellbeing: A longitudinal analysis. *Life Course Centre Working Paper Series: 2014-06*

Bubonya, M., Cobb-Clark, DA., and Wooden, M. (2014). A family affair: Job loss and the mental health of spouses and adolescents (2014). Melbourne Institute Working Paper No. 23/14. Available at SSRN: <http://ssrn.com/abstract=2532754> or <http://dx.doi.org/10.2139/ssrn.2532754>

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Cobb-Clark, DA., Herault, N., Scutella, R., and Tseng, Y. (2014). A journey home: What drives how long people are homeless? (September 30, 2014). *Life Course Centre Working Paper Series: 2014-05*

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Justman, M., and Peyton, K. (2014). Enforcing compulsory schooling by linking welfare payments to school attendance: Lessons from Australia's Northern Territory. Life Course Centre Working Paper Series: 2014-03

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Martinez Jr, A., and Perales F. (2014). The dynamics of multidimensional poverty in contemporary Australia. Life Course Centre Working Paper Series: 2014-08

Perales, F. (2014). The costs of being "different": Sexual identity and subjective wellbeing over the life course in contemporary Australia. Life Course Centre Working Paper Series: 2014-07

Perales, F., Baffour, B., and Mitrou, F. (2014). Differences in the quality of the interview process between Indigenous and non-Indigenous Australians: Implications for survey analysis. Life Course Centre Working Paper Series: 2014-02

Perales, F., Higginson, A., Baxter, J., Western, M., Zubrick, SR., and Mitrou, F. (2014). Intergenerational welfare dependency in Australia: A review of the literature. Life Course Centre Working Paper Series: 2014-09

Perales, F., and Tomaszewski, W. (2014). Happier with the same: Job satisfaction of disadvantaged workers. Life Course Centre Working Paper Series: 2014-04

Western, M., and Tomaszewski, W. (2014). Inequalities in objective and subjective social wellbeing. Life Course Centre Working Paper Series: 2014-01

Other outputs (including end-user and industry reports)

Alós, R., Beneyto, P., Jódar, P., Molina O., and Vidal, S. (2014). Análisis de las Elecciones sindicales 2003-2012: Participación, Afiliación, Representación; Fundación Primero de Mayo. Centro Sindical de Estudios: Madrid

Hunink, J., Kulu, H., Mulder, CH., Schneider, N., and Vidal, S. (2014). The two sides of the same coin: Challenges of policy-making for a mobile Europe. Population and Policy Compact 8/2014

Schurer, S. (2014). Bouncing back from health shocks: Locus of control, labour supply, and mortality. IZA Discussion Paper Nr 8203

Western, M., Haynes, M., Baffour, B., and Perales, F. (2014). The case for a new Australian birth cohort study. Report prepared for the Australian Government Department of Social Services, September 2014

Conference presentations Conference – extract of paper

Christensen, D. (May 2014). Risk factors for low receptive vocabulary abilities in the preschool and early school years – the implications of a sensitivity-specificity approach'. Presented at the Murdoch Children's Research Institute Child Language Research Conference, Melbourne, Australia

Conference – full written paper-refereed proceedings

Haynes, M. (July 2014). Impact of misspecified random effect distributions on models for panel survey data. Presented at the 29th International Workshop on Statistical Modelling. Göttingen, Germany

Schurer, S. (October 2014). Do universities select by or build non-cognitive skills? Presented at the Labour Econometrics Workshop, Otago, New Zealand

Schurer, S. (October 2014). The evolution of locus of control over the life course. Presented at the IZA Workshop on Cognitive and Non-Cognitive skills, Bertinoro, Italy

Conference – unpublished presentation

Broidy, L., Wickes, R., and Hipp JR. (November 2014). Gender, social ties and informal social control actions. Presented at the American Society of Criminology Annual Meeting, San Francisco, USA

Buchler, S., Perales, F., and Baxter, J. (July 2014). Becoming a dad: First births and attitudes towards fathering. Presented at ISA World Congress of Sociology, Yokohama, Japan

Edwards, R. (April 2014). Women's labor supply - motherhood and work schedule flexibility. Presented at the Centre interuniversitaire de recherche en économie quantitative (CIREQ) Montreal Applied Economics Conference, Montreal, Canada

Edwards, R. (July 2014). The US labor market in 2030: A scenario based on current trends in supply and demand. Presented at the Econometrics Society Australasian Meeting, Hobart, Australia

conference

Edwards, R. (May 2014). Women's labor supply - motherhood and work schedule flexibility. Presented at the Society of Labour Economists Conference 2014, Washington DC, USA

Fisher, H. (August 2014). Smoothing the financial implications of relationship breakdown: differences in behaviour between Australia and England. Presented at the Australian Institute of Family Studies Conference 2014, Melbourne, Australia

Haynes, M., and Baffour, B. (July 2014). Optimal weighting strategies for dual frame telephone surveys in Australia. Presented at the Australian Statistics Conference, Sydney, Australia

Haynes, M., and Spallek, M. (October 2014). Interrelationships between the transition to home ownership and family processes in Australia: Evidence from the HILDA panel survey. Presented at the Society for Longitudinal and Life Course Studies (SLLS) International Conference, Lausanne, Switzerland

Haynes, M. (July 2014). Getting published. Presented at the Australian Statistics Conference, Sydney, Australia

Higginson, A., and Mazerolle, L. (January 2014). Crop targeting interventions for drug control: A systematic review. Presented at the Stockholm Symposium of Criminology, Stockholm, Sweden

Higginson, A., Benier, K., Shenderovich, Y., Bedford, L., Mazerolle, L., and Murray, J. (November 2014). Youth gangs in low- and middle-income countries: A systematic review of predictors and interventions. Presented at the American Society of Criminology Annual Meeting, San Francisco, USA

Higginson, A., Benier, K., Shenderovich, Y., Mazerolle, L., and Murray, J. (June 2014). Youth gangs in low- and middle-income countries: a systematic review of predictors and interventions. Presented at the Campbell Collaboration Colloquium, Belfast, Northern Ireland UK

Hipp, J.R. and Wickes, R. (August 2014). Social distance and its consequences for network ties and social capital. Presented at the American Sociological Association Meeting, San Francisco, USA

Martinez, A., and Perales, F. (May 2014). Multidimensional poverty dynamics in contemporary Australia. Paper presented at the Summer School on Advanced Poverty Research, University of Bremen, Germany

Martinez, A., Western, M., Haynes, M., and Tomaszewski, W. (July 2014). Measuring income mobility using pseudo-panel data. Paper presented at the Australian Statistics Conference, Sydney

Mazerolle, L. (July 2014). Implementing police-led experiments: Learning from experience. Presented at the 7th International Conference on Evidence Based Policing: Police-led Experiments, University of Cambridge, UK

Mazerolle, L. (2014, July). Social distance, social identity and social withdrawal. Presented at the ISA World Congress of Sociology, Yokohama, Japan

Murphy, K., and Mazerolle, L. (November 2014). Policing immigrants: Using a short procedural justice encounter with police to promote trust and cooperation. Presented at the American Society of Criminology Annual Meeting, San Francisco, USA

Ruppanner, L., and Huffman, M. (August 2014). Pressed, stressed or pressed: Work hour mismatch cross-nationally. Presented at the American Sociological Association Annual Meeting, San Francisco, USA

Ruppanner, L., and Geist, C. (August 2014). Towards equality? Couples' time during the great recession. Presented at the American Sociological Association Annual Meeting, San Francisco, USA

Ruppanner, L., and Bostean, G. (August 2014). Familial caregiver norms and caregiver well-being in Europe. Presented at the American Sociological Association Annual Meeting, San Francisco, USA

Ruppanner, L., Branden, M., and Turunen, J., (May 2014). I can't get no satisfaction: Gender attitudes, housework divisions and relationship satisfaction. Presented at the Population Association of America, Boston, USA

Ruppanner, L., and Maume, D. (May 2014). Short work hours mean more work-family strain? Worldwide evidence. Presented at the Population Association of America, Boston, USA

Sargeant, E., Wickes, R., Murphy, K., and Mazerolle, L. (November 2014). Perceptions of police and violence to resolve conflict: Exploring the neighborhood context. Presented at the American Society of Criminology Annual Meeting, San Francisco, USA

Schnepel, K. (January 2014). The Impact of early-life lead exposure on educational attainment and criminal behavior. Presented at the WEAI 11th International Conference, Wellington, New Zealand

Schnepel, K. (October 2014). The impact of early-life lead exposure on educational attainment and criminal behavior. Presented at the 17th Labour Econometrics Workshop, Dunedin, New Zealand

Sydes, M., Wickes, R., Benier, K., and Higginson, A. (November 2014). Residents' assessments of hate crime in the neighborhood: Can they reliably predict hate crime victimization? Presented at the American Society of Criminology Annual Meeting, San Francisco, USA

Tomaszewski, W., and Perales, F. (July 2014). Who settles for less at work? Subjective dispositions, job characteristics, and job satisfaction' (distributed paper). Presented at ISA World Congress of Sociology, Yokohama Japan

Vidal, S (2014, July). Openness of individuals to migrate and job mobility: An application of the multiprocess multilevel model. Presented at the Capital Bi-annual Australian Statistical Conference, University of Sydney, Australia

Wickes, R., and Hipp, JR. (July 2014). Social distance, social identity and social withdrawal: Investigating Putnam's hunkering thesis in two cities. XVIII ISA World Congress of Sociology, Yokohama, Japan

Vidal, S (2014, June). Family migration in a cross-national comparative perspective: Project aims and first results for Australia, Britain, Germany, and Sweden. Presented at the European Population Conference, Budapest, Hungary

Vidal, S., Perales, F., Lersch, P., and Branden, M. (December 2014). Long-distance relocations of families in Australia, Britain, Germany and Sweden: Intersections of gender and institutional context. Presented at the Australian Population Association Conference, Hobart, Australia

Western, M. (November 2014). NAPLAN and the problem LBOTE category: patterns in LBOTE student test answers and their English language proficiency level. Presented at the Assessing Second Languages: Linking Theory, Research, Policy and Practice, Brisbane, Australia

Wickes, R., and Hipp, JR. (November 2014). Violence in urban neighborhoods: A longitudinal examination of neighborhood structure, social processes and violent crime. Presented at the American Society of Criminology Annual Meeting, San Francisco, USA

Zubrick, SR. (2014, July). How to get early childhood education right. Presented at the 2014 Economic and Social Outlook Conference - Pathways to Growth, Melbourne, Australia

Conference Poster

Hancock, K. (August 2014). Does absence matter more for some students than others? Yes and no. Presented at the ACER Research: Equity in Education, Adelaide, Australia

Keynote Lecture, Public Lecture and Seminar Presentation

Hancock, K. (May 2014). Does absence matter? Questions of how much, who, what, when, where and why? Presented at The Association of Catholic Secondary Schools Queensland Annual Conference: Coping with Transitions, Gold Coast, Australia

Harmon, C. (May 2014). Education and training as key to growth. Presented at the OECD Forum, Paris, France

Mazerolle, L. (July 2014). Leading experiments in police legitimacy. Presented at the 7th International Conference on Evidence Based Policing: Police-led Experiments, University of Cambridge, UK

Sanders, M. (February 2014). Past, present and future directions for evidence-based parenting interventions. Presented at the 16th Helping Families Change Conference, Sydney, Australia

Sanders, M. (May 2014). Towards an empirically supported approach to delivering parenting interventions at a whole of population level. Presented at the ISSBD 2014, East China Normal University, Shanghai, China

Zubrick, SR. (August 2014). School attendance: Equities and inequities in growth trajectories of academic performance. Presented at the Australian Council for Educational Research, Research Conference, Adelaide, Australia

Public Lectures

Baxter, J. (May 2014). Creative Thinking about the problem of social and economic disadvantage. Presented at the Melbourne Institute Forum - Economic and Social Disadvantage, Canberra, Australia

Baxter, J. (May 2014). The ARC Centre of Excellence for Children and Families over the Life Course: challenges, opportunities and collaboration. Presented at the Brotherhood of St Laurence Forum, Melbourne, Australia

Baxter, J. (August 2014). 21st century families: Continuity and change over time. Presented at the Celebrating Home Economics conference 2014, Brisbane, Australia

Baxter, J., Western, M., and Perales, F. (May 2014). Deep persistent disadvantage in Australia: What we know, what we need to know. Presented at the Melbourne Institute Forum (University of Melbourne), Melbourne, Australia

Mitrou, F. (May 2014). Statistical data integration using administrative data for health and social research. Presented at the Big Data Week in 'Perth' 2014, Perth, Australia

Sanders, M. (August 2014). Excellence in psychology: How UQ is changing the world. Presented at the Excellence in Psychology Event, Brisbane, Australia

lectures

Seminar presented in Australia

Baxter, J. (July 2014). Social disadvantage by sexual orientation over the life course: mental life. Presented at the Social Policy Research Centre, Sydney, UNSW, Australia

Edwards, R. (August 2014). Trends in elderly poverty in Australia. Presented at the Social Policy Research Centre, UNSW, Sydney, Australia

Haynes, M. (November 2014). Ethical aspects of Big Social Data. Presented at the Big Data Day @ UQ, Brisbane, Australia

Mazerolle, L. (September 2014). Future of Policing: A Focus on Crime Control. Presented at the Symposium on the Future of Policing, Brisbane, Australia

Mitrou, F. (August 2014). Economic evaluation of mental health service for youth. Presented at the Telethon Kids Institute, Perth, Australia

Mitrou, F. (November 2014). ARC Life Course Centre data resource workshop event summary. Presented at the Telethon Kids Institute, Perth, Australia

Mitrou, F. (March 2014). Data linkage using personal administrative data. Presented at the Telethon Kids Institute, Perth, Australia

Perales, F. (September 2014). Adversity, maternal mental health Trajectories and offspring health. Presented at the UQ School of Social Science Seminars Series, Brisbane, Australia

Sanders, M. (February 2014). Triple P Master Class. Presented at the 16th Helping Families Change Conference, Sydney, Australia

Schnepel, K., and Billings, S. (November 2014). Lead exposure, education, and crime: The long-term effects of an early-life policy intervention. Presented at the Workshop on Upward Mobility, Cognitive and Non-cognitive Skills, and the Role of Policy, University of Sydney, Sydney, Australia

Schnepel, K. (October 2014). Lead exposure, education, and crime: The long-term impact of an early-life policy intervention. Presented at the Economic Seminar Series, University of Wollongong, Wollongong, Australia

Schurer, S. (September 2014). The evolution of locus of control over the lifecourse. Presented at the University of Sydney Microeconometrics and Public Policy Working Group, Sydney, Australia

Tai, T., Baxter, J. (May 2014). Household labor, perceptions of fairness and conflict. Presented at the ISSR University of Queensland Seminar Series, Brisbane, Australia

Wickes, R. (July 2014). Community resilience and the 2011 Brisbane flood disaster. Presented at the Global Change Institute, University of Queensland: Tackling the big environmental challenges: An interdisciplinary forum, Brisbane, Australia

Seminar presented overseas

Buchler, S., Perales, F., and Baxter, J. (February 2014). A dad is born: The impact of first births on attitudes towards fathering. Presented at the Institute for Social and Economic Research (University of Essex), Colchester, UK

Edwards, R. (April 2014). Women's labor supply - motherhood and work schedule flexibility. Presented at the University of Chicago - Family Economics Workshop, Chicago, USA

Harmon, C. (May 2014). Early childhood interventions. Presented at the IZA Seminar, Bonn, Germany

Heger, S. (November 2014). Waiting to give. Presented at the Washington University, St Louis, Missouri, USA

Mazerolle, L. (March 2014). The setup and function of the Centre for Excellence in Policing and Security (CEPS). Presented at the Economics of Policing: National Policing Research Symposium, hosted by Public Safety Canada and Simon Fraser University, Vancouver, Canada

Mazerolle, L. (April 2014). What should the New Zealand justice sector focus on to reduce the 2024 crimescape? Presented at the Leading Justice Symposium, Wellington, New Zealand

Sanders, M. (September 2014). Triple P Master Class. Presented at the ISPCAN, Nagoya, Japan

Sanders, M. (November 2014). Triple P Master Class. Presented at the, Triple P New Zealand Meeting, New Zealand

Sanders, M. (April-May 2014) Triple P Master Class. Presented at the Ventura County Strengthening Families Leadership Summit, Oxnard, USA

Schnepel, K. (December 2014). Reducing the heavy burden of early-life lead exposure: Effects of health Interventions for children with elevated blood lead levels. Presented at the Department of Economics, University of Colorado Denver, Denver, USA

Vidal, S., Perales, F., Lersch, P., and Branden, M. (June 2014). Family migration in a cross-national comparative perspective. Presented at the Sociology Colloquium (Tilburg University), Tilburg, The Netherlands

Vidal, S., Perales, F., Lersch, P., and Branden, M. (June 2014). Family migration in a cross-national comparative perspective. Presented at the Demosoc Seminar Series (Pompeu Fabra University), Barcelona, Spain

Senate Inquiry Submission

Christensen, D. (June 2014). Senate Community Affairs Reference Committee Inquiry into Communications Disorders. Presented at the Communications Disorders, Sydney, Australia

international visitors

VISITOR	NODE VISITED	PURPOSE OF VISIT
<p>Dr Melissa Tartari, Department of Economics, University of Chicago, USA</p> <p>Visit: 07/06/2014 to 21/06/2014</p>	USyd	<p>Work on co-authored paper. Seminar presentation at School of Economics</p> <p><i>Bounding the labor supply responses to a randomized welfare experiment: a revealed preference approach</i></p>
<p>A/Prof Stephen Billings, Belk College of Business, University of North Carolina, Charlotte, USA</p> <p>Visit: 01/09/2014 to 21/09/2014</p>	USyd	<p>Collaborate on projects estimating the impact of early-life exposure to lead (Pb) on education and criminal outcomes and associated policy interventions</p>
<p>Prof Bash Mazumder, Federal Reserve Bank of Chicago, USA</p> <p>Visit: 10/11/2014 to 17/10/2014</p>	USyd	<p>Participant in workshops: Upward mobility, cognitive and non-cognitive skills, and the role of policy</p> <p><i>Review of advances in the intergenerational mobility literature and an introduction to mobility curves</i></p>
<p>Prof David Kirp, Goldman School of Public Policy, University of California, Berkeley, USA</p> <p>Visit: 20/10/2014 to 24/10/2014</p>	UQ	<p>Seminar: Kids first: Five big ideas for transforming children's lives and Australia's future</p>
<p>Dr Sandra Buchler, Faculty of Social Sciences, Goethe University Frankfurt am Main, Germany</p> <p>Visit: 24/09/2014</p>	UQ	<p>Meetings and collaborations</p>
<p>A/Professor Stephen Billings, Belk College of Business, University of North Carolina, Charlotte, USA</p> <p>Visit: 01/09/2014 to 11/09/2014</p>	USyd	<p>Seminar presented at School of Economics (11 September 2014)</p> <p><i>The housing and educational consequences of school choice provisions of NCLB: Evidence from Charlotte, NC</i></p>
<p>Prof Curt Hagquist, Centre for Research on Child and Adolescent Mental Health, Karlstad University, Sweden</p> <p>Visit: 17/12/2014 to 18/12/2014</p>	UWA	<p>Potential international collaboration using Swedish mental health data</p>

international visitors

VISITOR	NODE VISITED	PURPOSE OF VISIT
<p>Prof John Cawley, Department of Economics, Cornell University, USA</p> <p>Visit: 4/11/2014 to 26/12/2014</p>	USyd	<p>Participant/Speaker in workshops: Upward mobility, cognitive and non-cognitive skills, and the role of policy.</p> <p>Presentation title: Obesity and socio-economic status: Do causal arrows point in both directions?</p>
<p>Prof Simon Burgess, Director, Centre for Market and Public Organisation, University of Bristol, UK</p> <p>Visit: 09/03/2014 to 23/03/ 2014</p>	USyd	<p>Seminar presented at the School of Economics</p> <p><i>Does a grammar school system increase inequality?</i></p>
<p>Ms Sarah MacQueen, Scottish Centre for Crime and Justice Research, University of Edinburgh, UK</p> <p>Visit: 11/08/2014 to 05/09/2014</p>	UQ	<p>Discussions re Edinburgh Youth Study and QCET Scottish replication</p>

media & communications

In 2014, the Life Course Centre's inaugural year of operation, a program to extend the Life Course Centre's focus and reach through various communication modes was established. The Life Course Centre's communication strategy will continue to evolve in 2015 targeting local, national and international stakeholders.

In 2014 the Life Course Centre's communication strategy included media releases, development of a website, delivery of public lectures and talks, presentations at international conferences, briefings and workshops. The Life Course Centre produces a quarterly newsletter which is widely distributed through some 600 contacts in its stakeholder database. For internal communication flows between the Life Course Centre's four nodes, an internal UPDATE Newsletter is produced fortnightly for all research and administrative members.

The website continues to be the Life Course Centre's 'front door' and the centrepiece of its communication strategy. From October 2014 to end of December 2014, some 9464 visits were recorded to the website. The website serves as the gateway to the Centre's activity with information on

- » Research publications, including the Life Course Centre Working Paper series
- » Key research staff
- » Fellows and affiliates and the process for application
- » Events
- » Media releases and coverage
- » Latest news
- » Employment opportunities

media releases

MEDIA RELEASE

Life Course Centre formed to tackle deep and persistent disadvantage

MEDIA COMMENTARY

Discovery at UQ *A Fairer Australia*
2014, featuring Janeen Baxter

ProBono Australia *Australian Life Course Centre - QLD to Host International Research Centre*
9 October 2014

Child Magazine *Parents Childcare and Work*
20 March 2014, featuring Janeen Baxter

The Age *Paid parental leave: how Swedish mums and dads do it*
20 March 2014, featuring Leah Ruppanner

The Australian *Pyne's Plan Bold but Disruptive*
11 June 2014, featuring Colm Harmon

The Guardian *Better Childcare? Only if British Dads and Employers Mend their Ways*
9 February 2014, featuring Leah Ruppanner

The Australian
Help for Disadvantaged
14 October 2014, featuring Janeen Baxter

The Society Pages *Is caregiving bad for you?*
13 October 2014, co-written by Leah Ruppanner

MX News *Boom, and Egos Blown Up*
15 May 2015, featuring Stephanie Schurer

The Conversation *Why Norway says No Way to gender segregation in the military*
13 August 2014, written by Leah Ruppanner

UQ Contact Magazine
Breaking the Cycle of Disadvantage



life course centre community

NAME	INSTITUTE	POSITION*	EXPERTISE
Fadwa Al-Yaman	Australian Institute of Health and Welfare	Partner Investigator	Australian Government data integration
Emma Antrobus	University of Queensland	Centre Fellow	Communities and policing
Kadir Atalay	University of Sydney	Centre Fellow	Economics
Francisco Azpitarte Raposeiras	University of Melbourne	Centre Fellow	Welfare economics
Bernard Baffour	University of Queensland	Centre Research Fellow	Social statistics
Victoria Baranov	University of Melbourne	Centre Fellow	Behavioural economics
Gary Barrett	University of Sydney	Professor	Economics
Janeen Baxter	University of Queensland	Centre Director	Sociology, family and gender
Sarah Bennett	University of Queensland	Centre Fellow	Experimental and developmental criminologist
Kylie Burke	University of Queensland	Centre Research Fellow	Psychology
Carys Chainey	University of Queensland	Summer Scholar	Parenting interventions for reducing multiple effects of disadvantage
Arnaud Chevalier	Royal Holloway, University of London	Partner Investigator	Applied statistics and economics
Daniel Christensen	University of Western Australia	Centre Research Fellow	Academic and cognitive trajectories
Deborah Cobb-Clark	University of Melbourne	Chief Investigator	Economics
Rebekah Coley	Boston College	Partner Investigator	Developmental psychology and the intersections of family, community, and social policy contexts
Miles Corak	University of Ottawa	Partner Investigator	Child poverty, stratified access to education, and intergenerational earnings
Susan Creagh	University of Queensland	Centre Fellow	Education and social justice
Janet Currie	Princeton University	Associate Investigator	Health economics, health and wellbeing of children

*NOTE: Centre Research Fellow denotes LCC funded researcher
Centre Fellow denotes a researcher that has joined the LCC Fellowship Program

life course centre community

NAME	INSTITUTE	POSITION	EXPERTISE
Melissa Currie	University of Queensland	Honours Student	Parenting in the technology generation: exploring the impact of technology on adolescents and their parents
Gabrielle Davis	University of Queensland	Research Assistant	Criminology
Rachel Derham	University of Melbourne	Business Manager	
Orla Doyle	University College Dublin	Partner Investigator	Child development, and political behaviours and methods for evaluating policy interventions
Monalisa D'Souza	University of Melbourne	LCC Coordinator	
Greg Duncan	University of California, Irvine	Partner Investigator	Income distribution, child poverty and welfare dependence
Laura Dunstan	University of Queensland	Summer Scholar	Summer scholar: family dynamics project
Emma Earl	University of Queensland	Research Partnership Manager	
Kathryn Edin	Harvard University	Associate Investigator	Welfare and poverty transmission, mixed methods
Rebecca Edwards	University of Sydney	Life Course Centre Fellow	Economics
Jane Elliott	Institute of Education, University of London	Partner Investigator	Analysis of cohort data and UK longitudinal data
Brad Farrant	University of Western Australia	Life Course Centre Fellow	Early Childhood development
David Farrington	Cambridge University	Associate Investigator	Development and life course criminology
Hayley Fisher	University of Sydney	Life Course Centre Fellow	Economics
Carla Gerbo	University of Queensland	Centre Manager	
Theresa Goh	University of Melbourne	LCC Coordinator	
Harvey Goldstein	University of Bristol	Associate Investigator	Administrative data linking methodology, data modelling, software development

life course centre community, cont.

NAME	INSTITUTE	POSITION	EXPERTISE
Edith Gray	Australian National University	Centre Fellow	Inequality in family formation
Katherine Hafekost	University of Western Australia	Research Associate	Population science
Vanessa Holcombe	University of Sydney	Research Support Officer	
Kirsten Hancock	University of Western Australia	Centre Research Fellow and PhD Student	Intergenerational disadvantage
Colm Harmon	University of Sydney	Chief Investigator	Economics and social mobility
Michele Haynes	University of Queensland	Chief Investigator	Social statistics
Karyn Healy	University of Queensland	PhD Student	Intervening with Families of Children Bullied by Peers
Stephanie Heger	University of Sydney	Research Associate	Labour economics
Nicolas Herault	University of Melbourne	Life Course Centre Fellow	Labour economics
Belinda Hewitt	University of Queensland	Life Course Centre Fellow	Relationship and family dynamics
David Hogan	University of Queensland	Life Course Centre Fellow	Educational inequality
Yangtao Huang	University of Queensland	Centre Fellow and PhD Student	Intergenerational transmission of poverty
Cordelia Jackson	University of Queensland	Centre Manager (Acting)	
Sarah Johnson	University of Western Australia	Centre Fellow	Family and social environments
Guyonne Kalb	University of Melbourne	Associate Investigator	Labour and household economics, Australian Government data utilisation
Ariel Kalil	University of Chicago	Associate Investigator	Child development and parental behaviour, income inequality and educational attainment
Louise Keith	University of Queensland	Finance Manager	
Ella Kuskoff	University of Queensland	Summer Scholar	Summer Scholar / BSL funding Homelessness and teenagers
Heather Laurie	University of Essex	Partner Investigator	Comparative data analysis and household panel studies in Europe
David Lawrence	University of Western Australia	Chief Investigator	Data integration and statistics

life course centre community, cont.

NAME	INSTITUTE	POSITION	EXPERTISE
Felix Leung	University of Sydney	PhD Student	The dynamics between personality, cognitive ability, and educational outcomes
Jinhu Li	University of Melbourne	Centre Fellow	Health Economics
Tim Liao	University of Illinois	Centre Fellow	Sociological methodology
Erin Lloyd	University of Queensland	Research Assistant	Psychology
Sally Lowe	University of Queensland	Human Resources	
Eduardo Lucio	University of Queensland	Centre Fellow and PhD Student	Applied economics
Arturo Martinez	University of Queensland	Centre Fellow and PhD Student	Social stratification and applied statistics
Lorraine Mazerolle	University of Queensland	Chief Investigator	Experimental criminology
Carla McCarthy	University of Queensland	Events and Administration Coordinator	
Sue McKell	University of Queensland	Centre Manager (Acting)	
Paul Memmott	University of Queensland	Centre Fellow	Aboriginal housing
Francis Mitrou	University of Western Australia	Centre Research Fellow and PhD Student	Intergenerational transfer of capabilities
Irma Mooi-Reci	University of Melbourne	Centre Fellow	Labour market dynamics
Mark Moran	University of Queensland	Centre Fellow	Development effectiveness
Honor Morton	University of Queensland	Marketing and Communications Officer	
Julie Moschion	University of Melbourne	Centre Fellow	Labour economics
Martin O'Flaherty	University of Queensland	PhD Student	Life course theory, and health longitudinal analyses
Cameron Parsell	University of Queensland	Centre Fellow	Housing, homelessness and social policy

life course centre community, cont.

NAME	INSTITUTE	POSITION	EXPERTISE
Francisco Perales	University of Queensland	Centre Research Fellow	Gender, work, inequality and panel data methods
Cain Polidano	University of Melbourne	Centre Fellow	Education economics
Jenny Povey	University of Queensland	Centre Fellow	Parental engagement, social wellbeing and survey development
Adrian Raine	University of Pennsylvania	Partner Investigator	Neuropsychology
David Ribar	University of Melbourne	Centre Fellow	Labour economics and social policy
Richard Robinson	University of Queensland	Centre Fellow	Workforce issues in hospitality and tourism
Helen Rogers	Department of Social Services	Partner Investigator	Australian Government child and family policies
Leah Ruppanner	University of Melbourne	Centre Fellow	Work, family and gender inequality
Chris Ryan	University of Melbourne	Associate Investigator	Education economics, transition from education and training to labour market, data analysis
Nicolas Salamanca	University of Melbourne	Centre Fellow	Social disadvantage
Robert Sampson	Harvard University	Associate Investigator	Communities and crime
Matt Sanders	University of Queensland	Chief Investigator	Psychology of parenting
Kevin Schnepel	University of Sydney	Centre Fellow	Labour economics
Stefanie Schurer	University of Sydney	Centre Fellow	Health and applied economics
Leanne Scott	Telethon Kids Institute, University of Western Australia	LCC Coordinator	
Larry Sherman	Cambridge University	Associate Investigator	Experimental criminology
Peter Siminski	University of Wollongong	Centre Fellow	Health, labour, poverty and inequality
Robert Slonim	University of Sydney	Centre Fellow	Economics
Agnieszka Sobolewska	University of Queensland	Centre Fellow	Communities and policing
Melanie Spallek	University of Queensland	Research Officer and Centre Research Fellow	Life course and housing transitions

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NAME	INSTITUTE	POSITION	AREA OF INTEREST
Michelle Sparkes-Carroll	University of Queensland	Research Assistant	
Fiona Steele	University of Bristol	Associate Investigator	Multi-level statistical modelling for complex longitudinal data, techniques for linked data
Katrien Stevens	University of Sydney	Centre Fellow	Labour economics
Jadwiga Szablewska	University of Queensland	Finance Officer	
Tsui-O Tai	University of Queensland and National Taipei University	Centre Fellow	Families, inequality, cross-national analyses
Cate Taylor	University of Western Australia	Centre Fellow	Language and literacy development
Wei Tian	University of Sydney	Research Assistant	
Wojtek Tomaszewski	University of Queensland	Centre Research Fellow	Poverty and social exclusion
Yi-Ping Tseng	University of Melbourne	Centre Fellow	Economics and social policy
Agnieszka Tymula	University of Sydney	Centre Fellow	Behavioural economics
Sergi Vidal	University of Queensland	Centre Fellow	Life course residential mobility research methods
David Weisburd	The Hebrew University, Jerusalem	Partner Investigator	Place-based criminology and experimental criminology
Mark Western	University of Queensland	Chief Investigator	Social mobility and inequality
Stephen Whelan	University of Sydney	Centre Fellow	Applied economics
Rebecca Wickes	University of Queensland	Centre Fellow	Urban criminology
Barbara Wolfe	University of Wisconsin	Associate Investigator	Population health, cognitive child development and income support dependency
W Jean Yeung	National University of Singapore	Partner Investigator	Family and demographic transitions, inequality and education in Asia
Anna Zhu	University of Melbourne	Centre Fellow	Applied econometrics
Jens Zinn	University of Melbourne	Centre Fellow	Risk and uncertainty
Stephen Zubrick	University of Western Australia	Chief Investigator	Child development psychology

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PHOTOGRAPHY

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WE ACKNOWLEDGE THE SUPPORT OF OUR PARTNER ORGANISATIONS

University of California, Irvine

University of Ottawa

National University of Singapore

Boston College

University of Pennsylvania

Institute of Education, London

The Hebrew University of Jerusalem

Royal Holloway University of London

University College Dublin

University of Essex

Australian Government Department of Social
Services

Australian Government Department of
Education and Training

Australian Government Department of
Employment

Australian Institute of Health and Welfare

Queensland Government Department of
Communities, Child Safety and Disability
Services

Victorian Government Department of
Education and Early Childhood Development

Brotherhood of St Laurence

Wesley Mission Brisbane