**Title of paper: Well-being, risk an marginalization**

Author: Ivar Frønes

University of Oslo

**Abstract**

Inspired by Sen’s approach to welfare economics, child well-being is understood as related to rights, opportunities and participation more than to utility, as happiness and satisfaction. Child well-being is referring to both the development of individual capacities and functional capabilities; marginalization is likewise understood as the deprivation of capabilities.

The well-being of children is produced by the interaction between individual resources and different levels or systems in Bronfenbrenner’s sense. The focus of this study is the relationship between social background factors and marginalization in the educational knowledge society. The analysis, based on Norwegian population registers, concludes that the socioeconomic factors that contribute to future marginalization are mediated through low educational achievements. The traditional sources of social exclusion works through the educational systems. Social disadvantage predict marginalization to a very modest degree if not combined with school failure, indicating the impact of the educational institutions on future inclusion as well as exclusion.