



# **Child Wellbeing in Social Practice and International Development**

Paper at International Educo Conference  
**CHILD WELLBEING AND RIGHTS. DEBATING CHILD  
PROTECTION**

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# এক নিয়মে লাইফ ব্যালেঞ্জড



সকালে ৯ গ্রাম, রাতে ৯ গ্রাম

চিন্তা নেই। এত অনিয়ম আর খবলের পরেও  
ব্যালেঞ্জ থাকবে। শুধু একটা নিয়ম। ভিটামিন ও  
মিনারেল সমৃদ্ধ রেড কাউ - সকালে এক গ্লাস, রাতে  
এক গ্লাস। ব্যাস। ব্যালেঞ্জ করে সামলে নেবে  
সারাদিনের সব খাঁকা আর পুষ্টির ঘাটতি।



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# Why Wellbeing?

- **Wellbeing** - multi-dimensional – holistic – connections across different parts of life
- **Well** - positive – emphasising what can be not what is lacking - resisting stigma
- **Being** – now - experience – child-centred - process

# Applications in practice

- Overarching structure of programmes
- Re-focus on children's perspectives
- Focus of direct intervention

# World Vision International

Goal	Sustained well-being of children within families and communities, especially the most vulnerable			
Aspirations	<b>Girls &amp; Boys:</b>			
	<b>Enjoy good health</b>	<b>Are educated for life</b>	<b>Experience love of God and their neighbours</b>	<b>Are cared for, protected and participating</b>
Outcomes	Children are well nourished	Children read, write, and use numeracy skills	Children grow in their awareness and experience of God's love in an environment that recognises their freedom	Children cared for in a loving, safe, family and community environment with safe places to play
	Children protected from infection, disease, and injury	Children make good judgments, can protect themselves, manage emotions, and communicate ideas	Children enjoy positive relationships with peers, family, and community members	Parents or caregivers provide well for their children
	Children and their caregivers access essential health services	Adolescents ready for economic opportunity	Children value and care for others and their environment	Children celebrated and registered at birth
		Children access and complete basic education	Children have hope and vision for the future	Children are respected participants in decisions that affect their lives
Foundational Principles	Children are citizens and their rights and dignity are upheld (including girls and boys of all religions and ethnicities, any HIV status, and those with disabilities)			

# UK Good Childhood Report, 2013

Figure 23: Six priorities for children's well-being



<http://www.childrensociety.org.uk/what-we-do/research/the-good-childhood-report-2015-summary>

# Camfed Learner Guide Programme



- Life skills and wellbeing
- *My Better World* – workbook

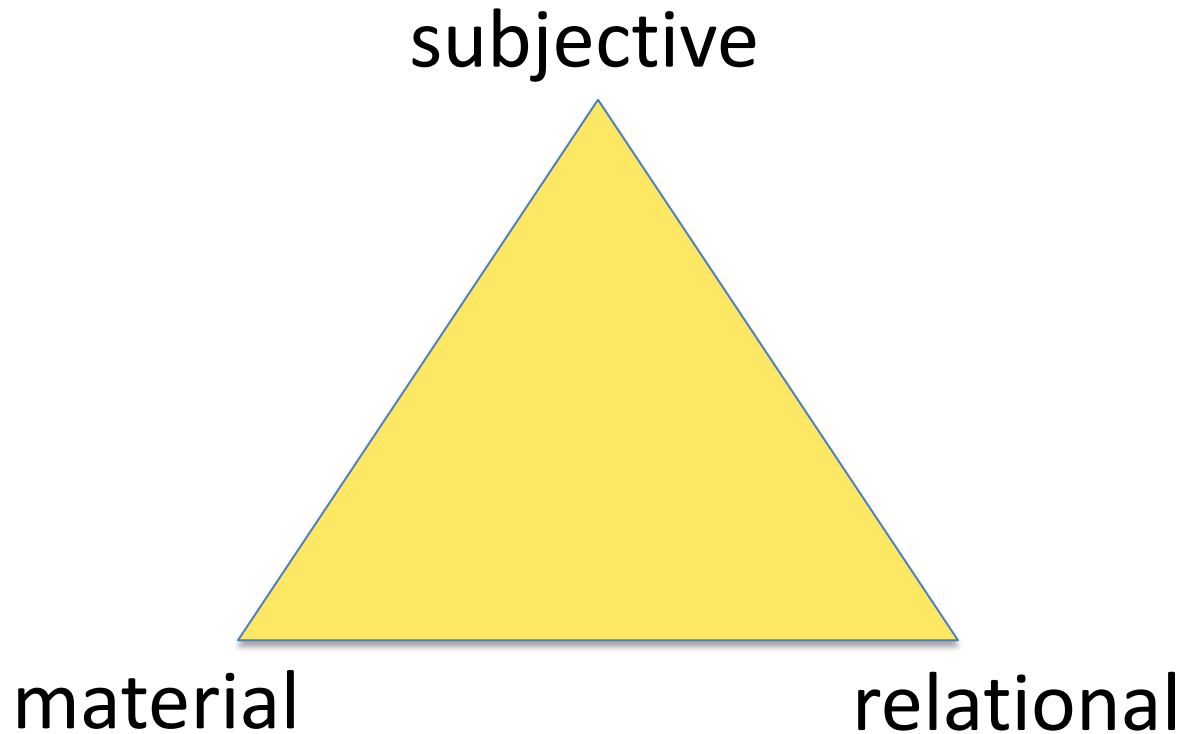
<https://camfed.org/what-we-do/learner-guide-program/>



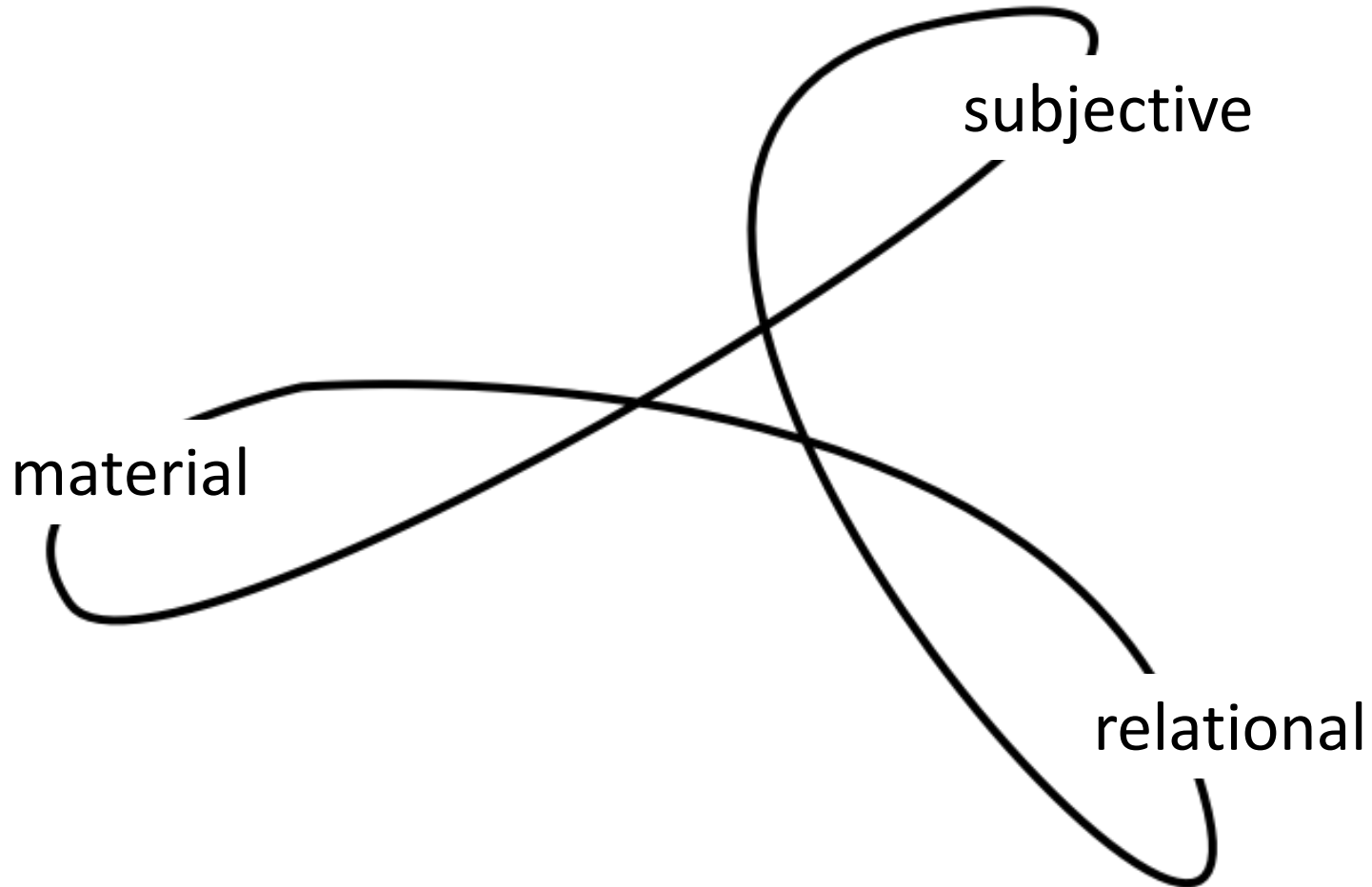




# Modelling wellbeing (1)



# Modelling Relational Wellbeing (2)



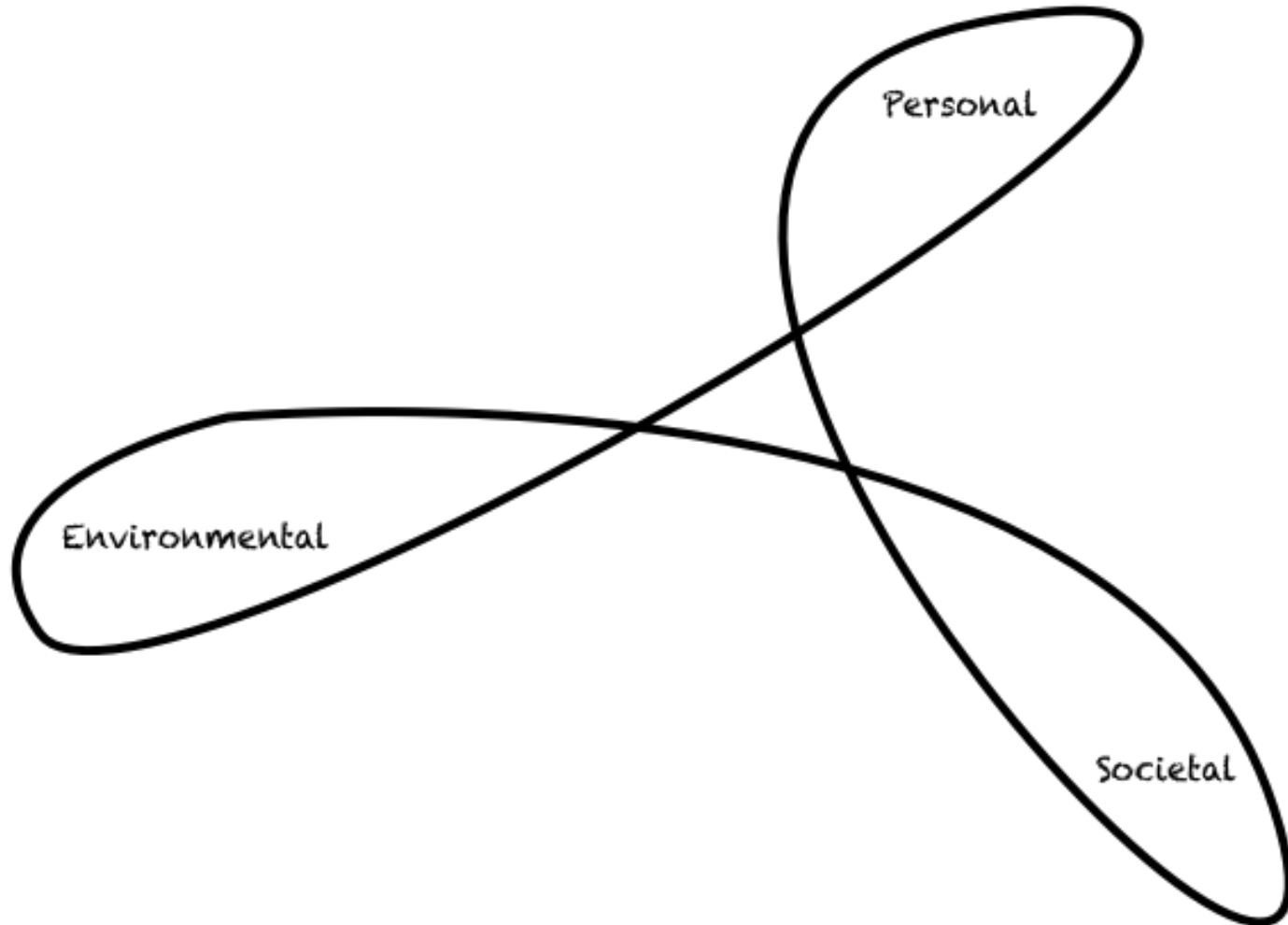
# Dimensions of wellbeing

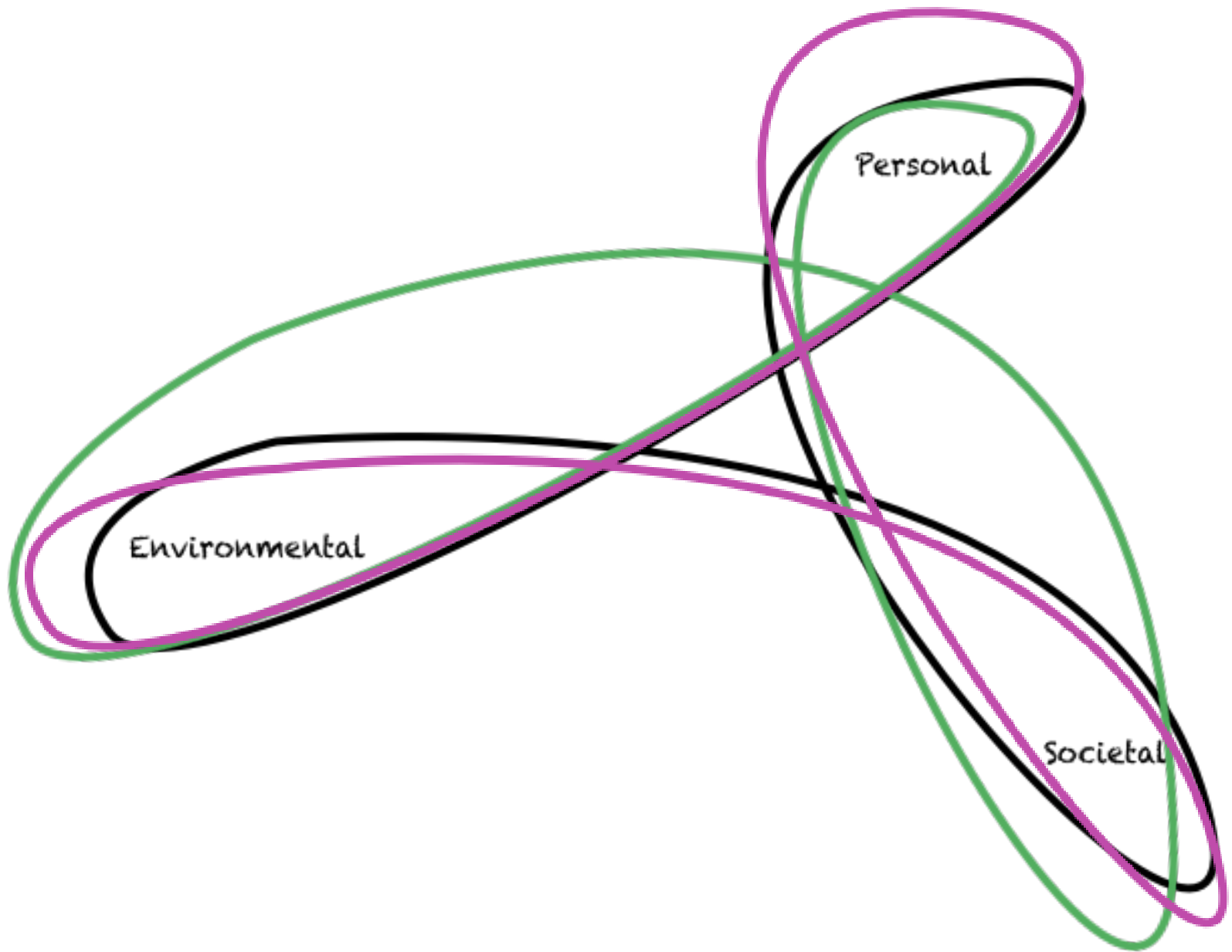


# Relationality means...

- Interdependence
- In tension
- In flux/process - flow

# Processes of relational wellbeing





Personal

Environmental

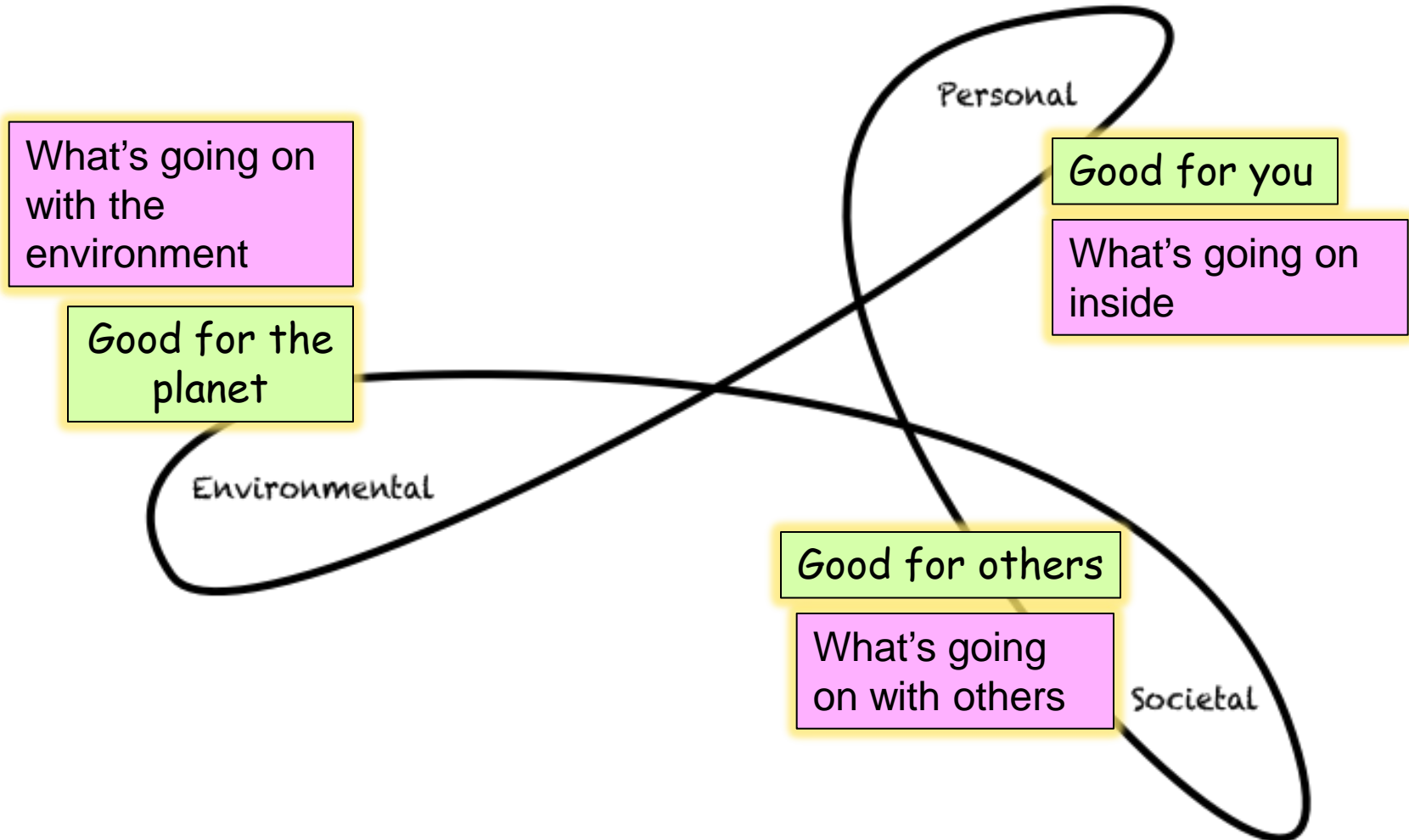
Societal

# Working with this approach

- Discussion is valuable – clarifying aims, problems, interests and values
- Results in more ownership, appropriate and sustainable interventions
- Model directs towards including material, relational, and subjective factors
- Model directs towards connections – what is affecting what (not just about the self)



# Connecting theoretical to practical



	Subjective Wellbeing	Relational Wellbeing
<b>Orientation</b>	Evaluative Concrete to abstract	Substantive Abstract to concrete
<b>Strengths</b>	Simplifying complexity Testing for (causal) relationships  Establish ranking between people/contexts Standard tool with minimum needs for adaptation to context	Revealing complexity Exploring process & inter-relationships  Indicate variability of people/contexts Localised tool better able to reflect particularities of specific context
<b>Limitations</b>	Requires data from large numbers of individuals Requires sampling to ensure appropriate range of respondents of different types For analysis need significant technical expertise Standardised form may make for bland, trivial or uninterpretable findings	Requires sensitively guided participatory process Requires groups organised to give range of respondents of different types For analysis need skills in critical reflection and local knowledge Localised form may limit comparability across contexts



For more details

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