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**Children and well-being: The
perspectives of the children.**

The perspectives of the children

- Results from the World-Vision Survey 'Children in Germany 2007'
- "Growing Spaces for Disadvantaged Children" a qualitative study with poor children in Berlin and Hamburg

World Vision Survey

- Quantitative, standardized survey of almost 1,600 children aged 8-11 years;
- Qualitative interviews with selected 6- to 11-year-old children;
- **Children as experts on their lives**

The impact of social disadvantage

- The child's dependence on social origins;
- 4 social risk factors: Migration, single parents, low class background, growing up in new German states;
- Continuous gainful employment of both parents makes a major contribution to the child's well-being;

Parental unemployment

- **In total: 8%** had one parent who was currently unemployed; **23%** % reported that one of their parents had been unemployed for at least 3 months during the previous 2 years.
- migration background: 14% and 34%
- single parents: 20% and 32%
- among children living in the new German states: 21% and 47%
- Lower class children: 23% and 39%

Children's normative attitudes

- 28% children are treated unfairly or very unfairly;
- 31% the aged are treated unfairly or very unfairly;
- 42% people with handicaps are treated unfairly or very unfairly;
- 46% foreigners are treated unfairly or very unfairly.

Justice and the "Good Life,,

- Judith Shklar: "Sense of injustice"
- Martha Nussbaum: strong but vague conception of the good
- Perspective of children

Growing Spaces for Disadvantaged Children

- Scopes and action potentials of socially disadvantaged children?
- Nussbaum's capability list and children's perspectives?

„Growing space“

- The children's values and ideas about the "good life"
- Decision-making and action scopes from the children's perspective
- Real-life spatial and temporal options from the children's perspective
- The children's social environment and daily lives
- Psychosocial conditions from the children's perspective
- Leisure-time options from the perspective of the children

Methods

- Participant observation and situational interviews ,
- Photo methods and interviews with children aged 6-12 years,
- Questionnaire survey of ideas about a "good life"

Nussbaum's list

- Life
- Bodily Health
- Bodily Integrity
- Senses, Imagination, and Thought
- Emotions
- Practical Reason
- Affiliation
- Other Species
- Play
- Control over One's Environment: political and material

The list in a language to which children can relate

- *We would really like to know what you think: How important do you think it is that all children should ...*
- ... be loved by their parents
- ... have the right to feel angry sometimes
- ... be able to like somebody very much
- ... not be beaten
- ... not be bullied
- ... have good friends

The list in a language to which children can relate

- *And how important do you think it is for all children ...*
- ... to get enough to eat
- ... to get the food they like to eat
- ... to have somebody to cuddle
- ... to always have somebody who looks after them
- ... to be able to go to school
- ... to be able to go and see the doctor when they are ill
- ... to have what's right and wrong explained to them

The list in a language to which children can relate

- *Do you also think it is important for all children ...*
- ... to get to know their home town and other places
- ... to be able to have a pet
- ... to have time off for play
- ... to have somewhere safe to play
- ... to be able to go away on vacation
- ... to be asked what they think
- ... to be able to make their contribution to any decision that has to be made

Last question

- *Can you think of anything else that is important for children? If yes, then tell us here!*
- Family
- „A roof over one's head“

Conclusion

- From the perspective of the theory of childhood
- From the perspective of the theory of justice
- From a methodological perspective

Thank you!