Photo by Isaac Mugoya

2. Manual Child Wellbeing Measurement Framework CCCD & Turakura

2024

Child Wellbeing Measurement Framework CCCD & Turakura

By Help a Child, 2024

The Child Wellbeing Measurement Framework measures the opinions of children on their own wellbeing. The Child Wellbeing Measurement Framework is done with children **ages 12-17.** The tool can be spread out over different meetings if it is too much to do all at once. Based on the facilitator's judgement, the group size may be adjusted if a group of 15-20 children is too big. The children score 1 to 4 per question/ statement (1= very bad, 2= bad, 3= fair, 4= good). The statements that are discussed are:

Domain	Category
Safety and Security	Q1. Children know where to go when something bad happens to them.
Safety and Security	Q2. Children feel safe when they are with their family/caregivers(s).
	Q3. Children feel safe in their community
Basic needs	Q4. Children have enough to eat every day.
	Q5. Children have access to safe drinking water.
	Q6. Children are able to go to school.
	Q7. Children are able to finish school.
Relationships with family and others	Q8. Parents/caregivers take good care or their children.
	Q9. Children get along with each other.
	Q10. Children with a disability are able to participate in the community.
Agency	Q11. Children have a voice in the community.

Please find the Child Wellbeing Measurement Framework tool and corresponding data form on our Partner Portal.

Q1. Children know where to go when something bad happens to them.

Guiding principles/ questions:

- What do children see as 'something bad'
- For what issues do they need support?
- Are the children familiar with persons, committees (CPC) and facilities in the community in the area of Child Protection and psychosocial support?
- Do the children trust these persons, committees, facilities?

Q2. Children feel safe when they are with their family/caregivers(s).

Guiding principles/ questions:

- What do children consider as safe?
- What makes children feel safe in their family, what makes children feel not safe?
- What needs to be improved to feel always safe in their family?

Q3. Children feel safe in their community

Guiding principles/ questions:

- What do children consider as safe?
- What makes children feel safe in the community, what makes children feel not safe in the community?
- What are safe places in the community, and what are unsafe places?
- What needs to be improved to feel always safe?

Q4. Children have enough to eat every day.

Guiding principles/ questions:

- What do children consider as enough to eat?
- How often do children eat?
- Is there enough food all year round or are there periods that there is less food? When?
- How often do they miss out on proper meals and what is the reason?
- Do they also receive food somewhere else? (ECDC, School, from others in the community, friends)

Q5. Children have access to safe drinking water.

Guiding principles/ questions:

- Do children have clean water at home?
- How far do children have to walk for clean water?
- Do children have access to clean water when they are at school or playing outside?

Q6. Children are able to go to school.

Guiding principles/ questions:

- Is it possible for all children to go to school?
- What are reasons that children are not attending school?
- What is needed to ensure that all children can go to school?

Q7. Children are able to finish school.

Guiding principles/ questions:

- What are reasons that children drop-out from school?
- What is currently being done to help children to finish school?
- What is needed more to ensure that all children are able to finish school?

Q8. Parents/caregivers take good care or their children.

Guiding principles/ questions:

- What do children consider as good care?
- What are they missing, what do they think can parents in their community do differently?
- What would they do differently if they had children?
- What kind of examples of good parenting do they see in their community?

Q9. Children get along with each other.

Guiding principles/ questions:

- Where do children meet and play?
- Do all children in the community have friends to play with?
- Are there children who are bullied or discriminated?
- Are there often fights between children? If so, what are reasons that children fight?
- What can be done to help children to get along with each other?

Q10. Children with a disability are able to participate in the community.

Guiding principles/ questions:

- How are children with a disability treated in the community?
- Are children with a disability able to join school and play?
- What is being done to ensure that children with a disability can join in school and play?
- What is needed more to ensure that children with a disability can join in school and play?

Q11. Children have a voice in the community.

Guiding principles/ questions:

- Can children participate in community activities?
- Did they experience that the community listened to what children brought up?
- What are reasons that children are not listened to?