

## **ABSTRACT**

The thesis entitled *The Well-being of children in children's homes* starts with description of characteristics and legislation of institutional education, specifically in children's home. The thesis introduces negative influences in childhood and tries to describe their origin and influence on the child's life. The thesis contains a relatively new concept of well-being, which characterizes important areas of life.

The aim of the bachelor thesis is to describe and characterize how the competencies related to areas of well-being are developed directly in the children's home and what are the barriers to fulfilling well-being. Nine respondents who work and interact directly with children in a children's home described the development and barriers to the development of these competencies.

All respondents agreed that a big barrier to fulfill well-being is an unsuitable environment and rooms and other spaces where children live. Furthermore, they often mentioned insufficient social interaction with life outside the children's home, mental and psychological disorders that prevent children from further development, the absence of role models and traumatic experiences that children carry from the time they were in their families. According to the respondents, the fundamental barrier to the development of areas of well-being is the legal system, which regulates the rights and obligations of children in children's homes, and barriers to financial and organizational resources.

According to the majority of respondents, the development of specific areas of well-being takes place mainly at the individual level of the individual child. All respondents described the great influence of educators, who in many cases develop the competence to fulfill well-being during everyday activities. The most important area of development for all respondents was open and friendly communication with children, which takes place on many levels in the children's home.