

Children's Participation

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Outline

Child participation
as a human right

The Lundy model

Myth-busting

Part 1: Children's Participation as a human right



Source: Child Rights Connect (2019): Child-friendly Convention on the Rights of the Child by Unicef-Child Rights Connect
<https://childrightsconnect.org/faq-items/child-friendly-convention-on-the-rights-of-the-child-by-unicef-child-rights-connect/>

- +
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-

Article 12 UN Convention On the Rights of the Child

States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child,

the views of the child being given due weight in accordance with the age and maturity of the child.”

The benefits of child participation...

Why is it a human right?

22



REFUGEE CHILDREN

23



CHILDREN WITH
DISABILITIES

24



HEALTH,
WATER, FOOD,
ENVIRONMENT

25



REVIEW OF
A CHILD'S
PLACEMENT

26



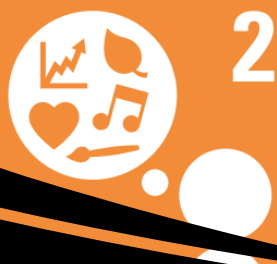
SOCIAL AND
ECONOMIC HELP

27



FOOD, CLOTHING,
A SAFE HOME

29



30



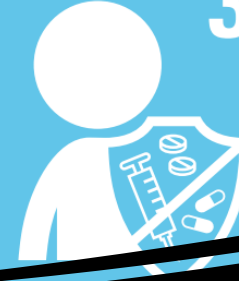
31



32



33



34



Source: Child Rights Connect (2019): Child-friendly Convention on the Rights of the Child by Unicef-Child Rights Connect
<https://childrightsconnect.org/faq-items/child-friendly-convention-on-the-rights-of-the-child-by-unicef-child-rights-connect/>

A general principle with cross-cutting effect

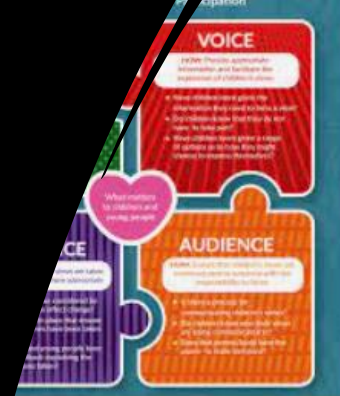
A right in itself and a
means of realizing all
other rights

A right of individuals

and

**A right of groups of
children**

Part 2: The Lundy Model



... for Voice Inclusive Practice ...
... .qut.edu.au



the Lundy Model
ceforum.org



Laura Lundy on Twitter: "This is the ..."
twitter.com



del? Th...



Human Rights Law - Th...
blog.eera-ecer.de



WSA Enabling Student Voice :...
headstartkernow.org.uk



safety in violence research ...
our-voices.org.uk

Sources (in the bottom line from left to right):
 the Lundy Model
apps.who.int
 Lundy's Voice Model Checklist for Participation
cypsc.ie
 Lundy's Voice Model Checklist for Participation
cypsc.ie
 the Lundy Model
hubnanog.ie

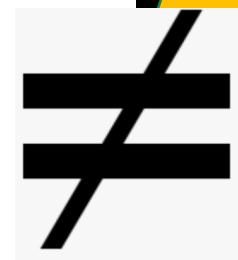


A DISCONNECT

Article 12



Adults'
understanding



What does Article 12 require?

The Voice of the Child?

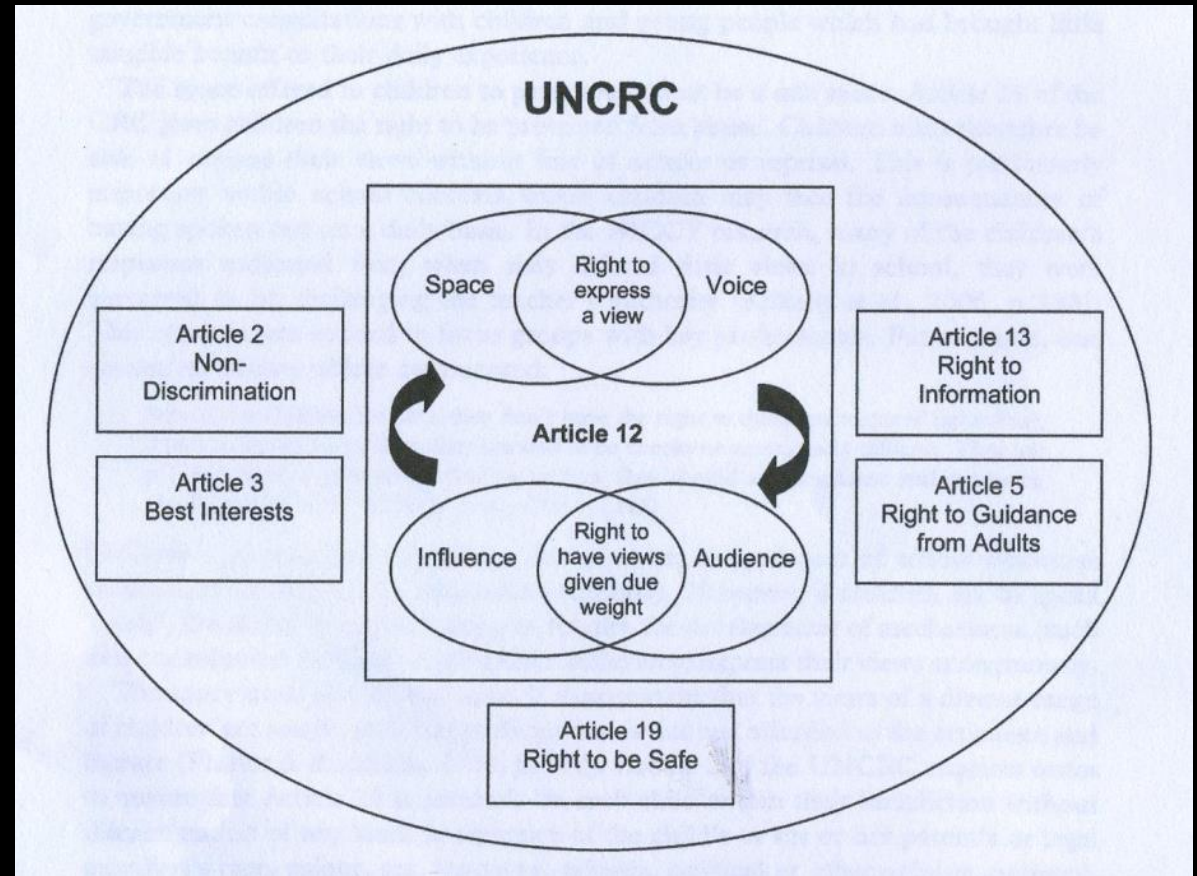
The Right to be Heard?

The Right to Participate?

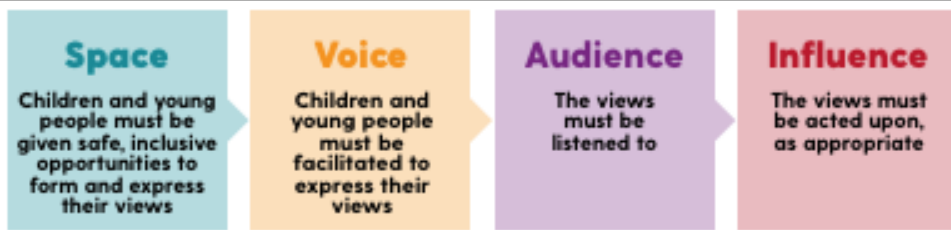
“Each of these abbreviations is an imperfect summary and can potentially undermine its implementation.” Lundy 2007

“Voice”
is not enough...

Lundy (2007)



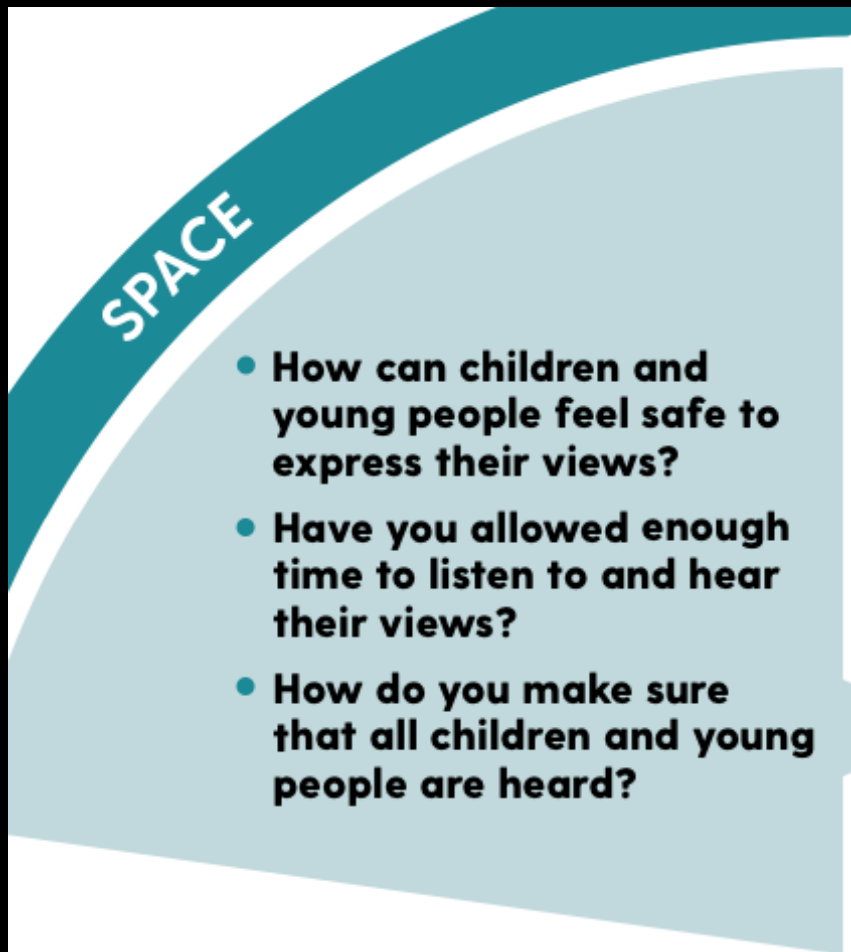
Source: Lundy, Laura (2007): 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. In: British Educational Research Journal, Vol. 33, No. 6, p. 932



- **SPACE:** Children must be given the opportunity to express a view
- **VOICE:** Children must be facilitated to express their views
- **AUDIENCE:** The view must be listened to.
- **INFLUENCE:** The view must be acted upon, as appropriate.

Source: Department of Children, Equality, Disability, Integration and Youth (2021): Participation Framework. National Framework for Children and Young People's Participation in Decision-making. Dublin
https://hubnanog.ie/wp-content/uploads/2021/04/5587-Child-Participation-Framework_report_LR_FINAL_Rev.pdf, p. 15

SPACE



Actively created

Safe

Inclusive



Space:
Children must be given the opportunity to express a view

Voice:
Children must be facilitated to express their views



Audience:
The view must be listened to

Influence:
The view must be acted upon, as appropriate



Talking Mats

Adapted from: Lundy, L (2007) 'Voice' is not enough: conceptualizing Article 12 of the United Nations Convention on the Rights of the Child. British Educational Research Journal, 33(6)

How can Talking Mats support Children and Young People to have a Voice?

Space

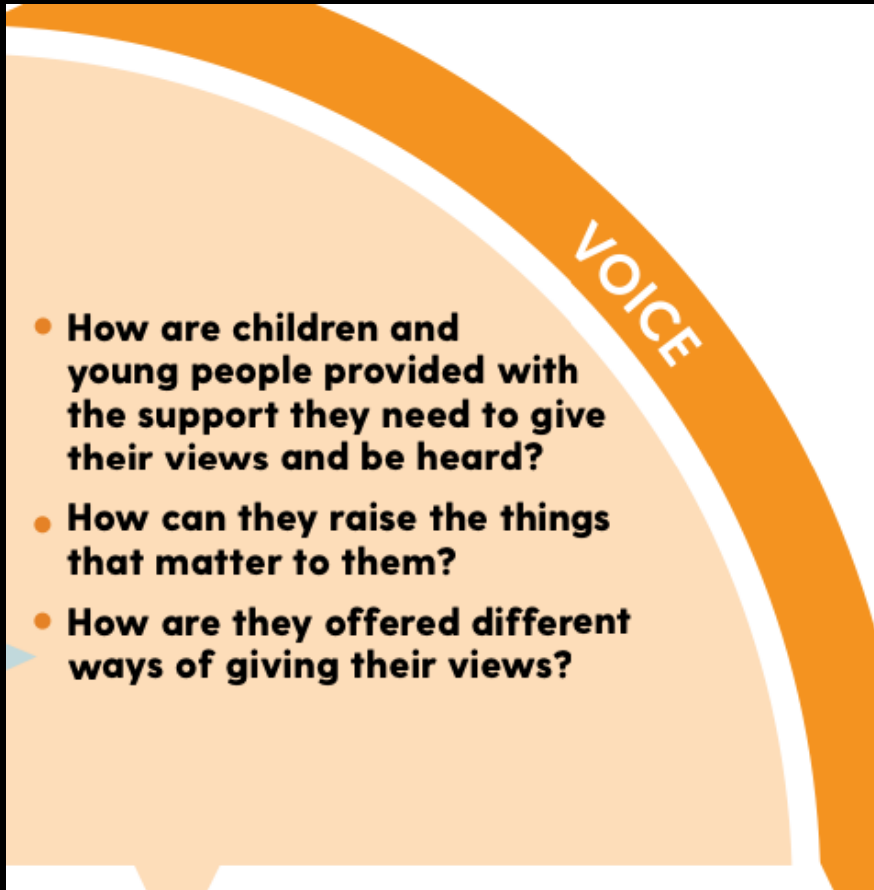
- Visual structure supports focus, understanding, and aids memory storage and recall.
- Provides time and space to process information and respond in their own time.
- Gives control to the thinker
- Topic is broken down into manageable chunks.
- Attention can be focused on understanding and

Voice

- Makes views visible and allows the thinker's voice to be heard.
- Gives time to formulate thoughts and express these verbally or non-verbally
- Provides a balanced view including positive and negative, including things the thinker is not sure of.
- Allows time to reflect and change responses.

Source: <https://www.talkingmats.com/talking-mats-in-action/for-health-and-social-care/>

VOICE



Voluntary

Choice in mode of expression

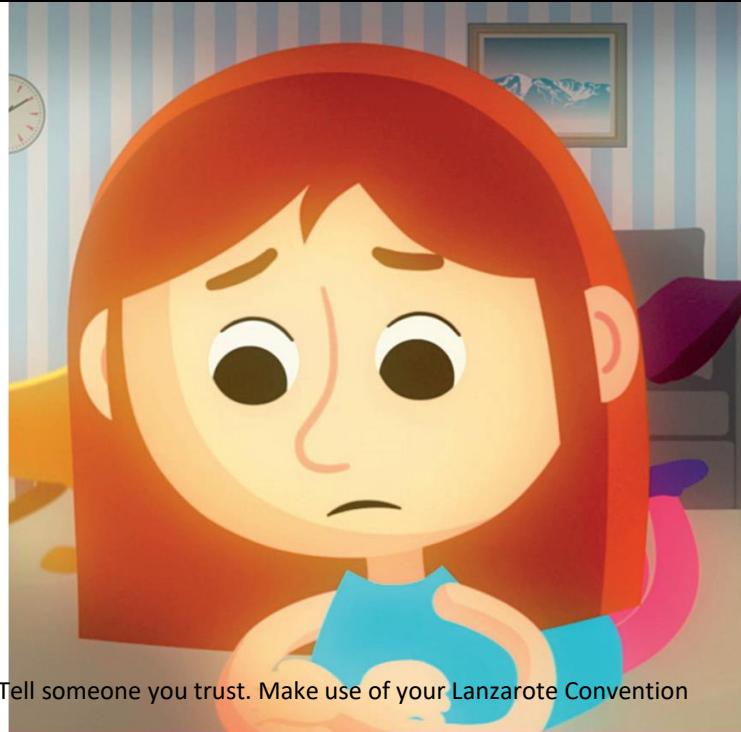
Supported to form and express views

The right to Information is a pre-requisite

Source (right figure): European Commission (2021): Creating child-friendly versions of written documents: a guide. Luxembourg
<https://www.qub.ac.uk/research-centres/CentreforChildrensRights/CCRFilestore/Filetoupload,1269252,en.pdf>, cover

Some people also want to use children sexually so that they can make money. This is called sexual exploitation.

It is **ALWAYS** wrong if adults threaten you or give you money, alcohol or presents to get you to do things with your body, or theirs that make you feel sad, ashamed or uncomfortable.



Source (left figure): Council of Europe (2016): Tell someone you trust. Make use of your Lanzarote Convention Rights. Strasbourg
<https://edoc.coe.int/en/6-10-years/6801-tell-someone-you-trust-make-use-of-your-lanzarote-convention-rights.html>, p. 7



AUDIENCE

- How do you show that you are ready and willing to listen to children and young people's views?
- How do you make sure they understand what you can do with their views?

AUDIENCE

Active listening

All relevant decision-makers

Formal channels of communication

Leicester City Council

East Midlands
Shared Services

Leicestershire County Council
Working Hours: Part Time , Hours per week - 18.5



[Home](#) [About Us](#) [Services](#) [Sect](#)



Salary: £25,932 - Pro-Rata

Appointment Type: Permanent **Location:** County Hall, County Hall, Glenfield, Leicester, LE3 8RF

Reference: CYP1953 **Closing date:** 18 September 2022 at midnight

We are looking for an experienced Youth Worker that is enthusiastic & committed in ensuring that the voice & influence in Children & Young People is centre to the Youth & Justice Service within the Childrens & families department. The ideal candidate will work effectivity using the Lundy model of participation and following the service agenda of Child first approach

INFLUENCE

- How will children and young people know how much influence they can have on decisions?
- How will you give them feedback?
- How will you share with them the impact of their views on decisions?
- How will you explain the reasons for the decisions taken?

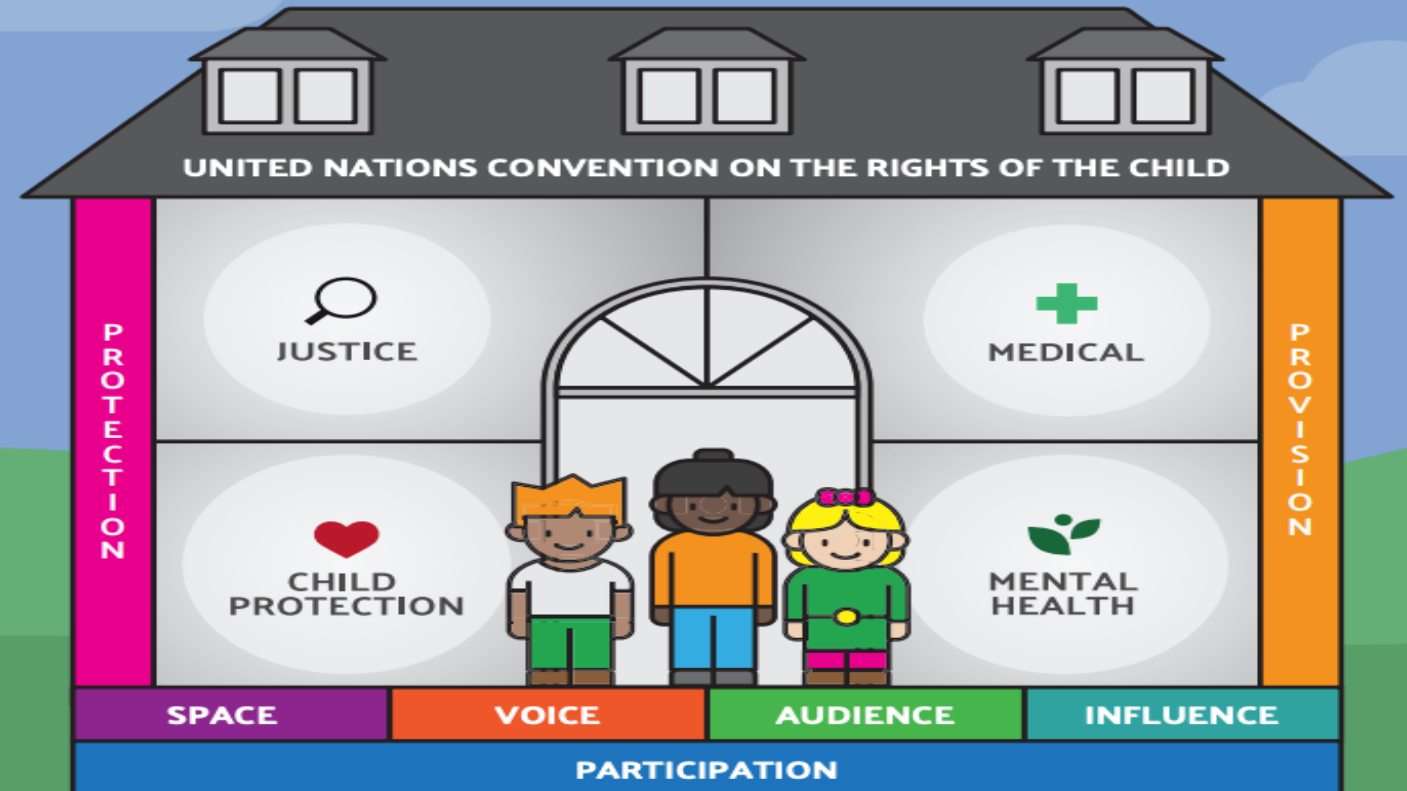
INFLUENCE

Realistic

Transparent

Feedback and follow-up

Children's Participation in Barnahus



Source: Graphic based on Hill, Louise/Lundy, Laura/Mitchel, Mary (2021): Promise: Building a culture of participation in barnahus. Implementing Children's Right to Participate in Decision-Making. Stockholm
<https://www.barnahus.eu/en/wp-content/uploads/2021/11/Participation-in-Barnahus-FINAL.pdf>, p. 7

Involving children in designing services

With Dr Mary Mitchell and Dr Louise Hill for the European



THE UNIVERSITY of EDINBURGH
School of Social and
Political Science



OUR PLAN FOR PARTICIPATION

Our Aim: Every time a decision is taken that directly affects a child or young person, their views are taken into consideration

How we work:

- Participation toolkit for staff
- Sharing good examples of what works
- Sharing Children's Charter and Young People's Charter
- Children and young people's needs included in funding decisions

How we think:

- Participation training for staff
- Mentoring & coaching each other
- Children and young people help us to write our policies
- Participation included in all job descriptions

What can help us:

- Giving feedback to Tell Us at Tusla
- Information that is easy for everyone to understand
- Investing in Children Membership Awards
- Signs of Safety, Meitheal

How we work together:

- Tusla National Website for young people, by young people
- Aftercare Website
- Seed funding projects for children and young people
- Participation conferences
- Fora for children with care experience
- Involving children and young people in the recruitment process

Who should do this?

- All Tusla staff
- All staff in organisations Tusla gives money to
- All staff in organisations that work with Tusla in the community

There are lots of ways to become involved with Tusla. Ask your youth worker, family support worker, social worker, social care worker or aftercare worker for more information on projects in your local area.

Tusla's VISION
for Child and Youth Participation

Tusla is a champion of child and youth participation

Design and deliver supportive structures to ensure the participation of children and young people

Tusla's MISSION
for Child and Youth Participation

Tusla's AIM
for Child and Youth Participation

Every time a decision is taken that directly affects a child or young person, individually or collectively, their views are taken into consideration

TUSLA (Ireland's Child and Family Protection Agency)

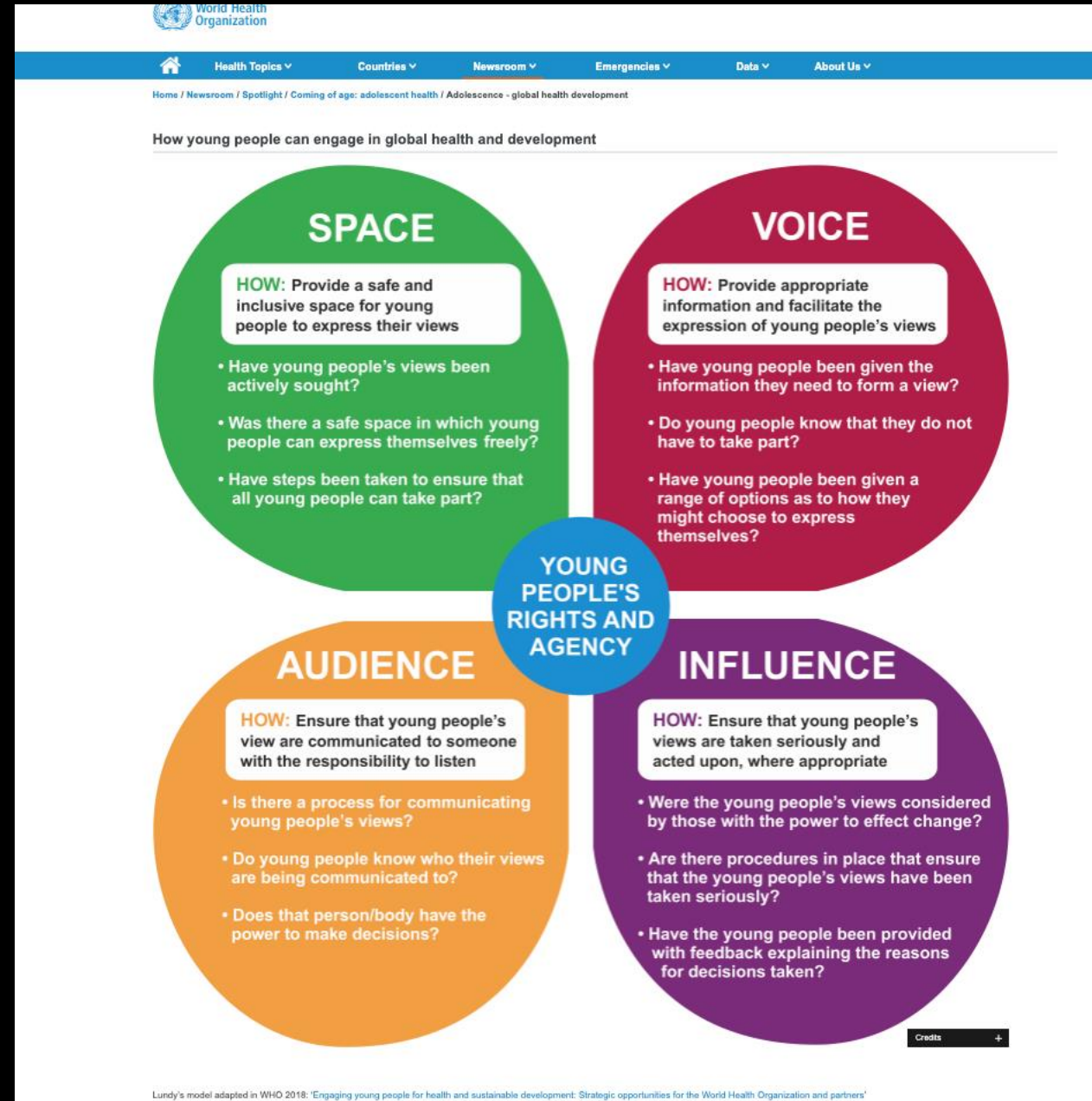
Source: Tusla – Child and Family Agency (2019): Child and youth participation strategy 2019-2023
https://www.tusla.ie/uploads/content/tusla_child_and_youth_participation_strategy-2019-2023.pdf, p. 33 (left figure), p. 5 (right figure)

ITS APPEAL

“Legally sound and user-friendly”

Intended to capture the qualities of rights-based participation rather than different forms or levels of participation

Source: World Health Organization (2018): Engaging young people for health and sustainable development. Strategic opportunities for the World Health Organization and partners. Geneva
<https://apps.who.int/iris/bitstream/handle/10665/274368/9789241514576-eng.pdf?sequence=1&isAllowed=y>, p. 7





Rialtas na hÉireann
Government of Ireland

Participation Framework

National Framework for Children
and Young People's Participation
in Decision-making



Participation *with purpose*

Source: Department of Children, Equality, Disability, Integration and Youth (2021): Participation Framework. National Framework for Children and Young People's Participation in Decision-making. Dublin
https://hubnanog.ie/wp-content/uploads/2021/04/5587-Child-Participation-Framework_report_LR_FINAL_Rev.pdf, cover

Evaluation Checklist

This checklist is a guide for the self-evaluation and external evaluation of policies, plans, services, programmes, governance, research and legislation at national, local and organisational level.

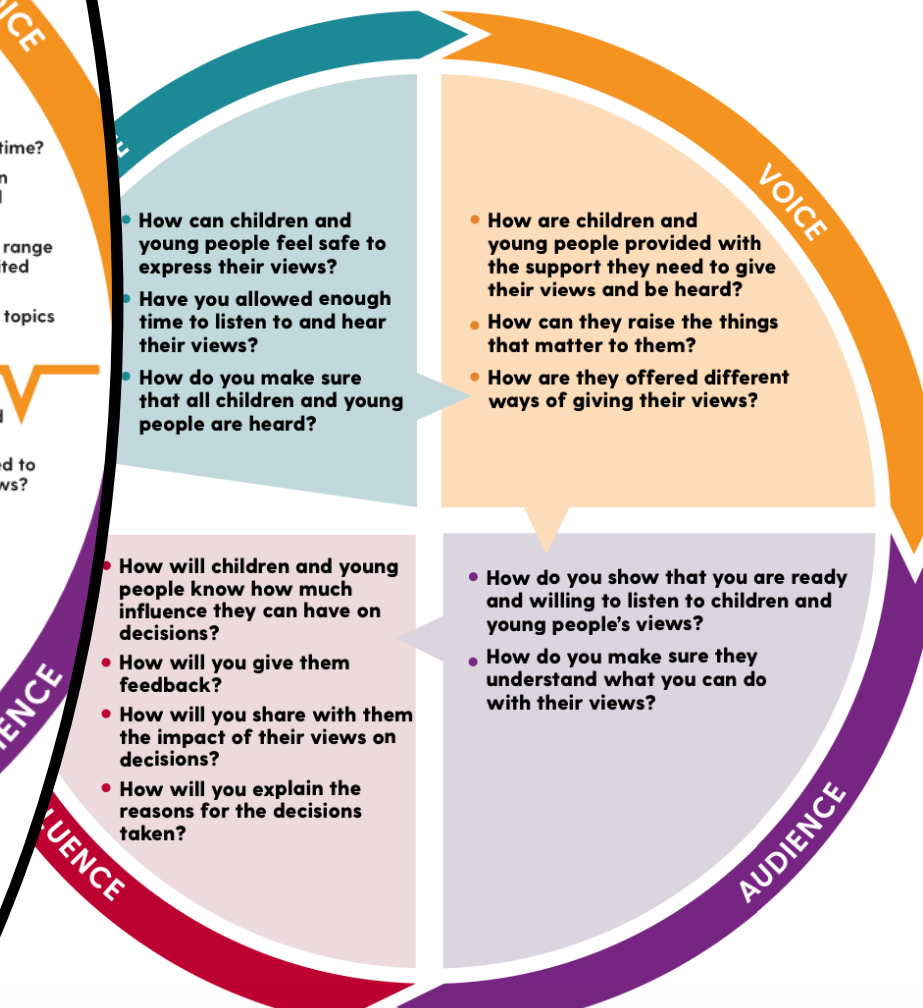


Everyday Spaces Checklist

This checklist is designed as a guide to help you ensure that children and young people have a voice in decision-making. It can be applied to many everyday situations including those that occur in classrooms, childcare settings, and youth and sports clubs, as well as to activities conducted as part of youth projects, games, arts and creative initiatives.

Do not use this checklist for developing policies, plans, services, programmes, governance, research and legislation – use the Planning Checklist on page 18.

Please make sure that the ways you involve children and young people in decision-making are age-appropriate and accessible for all, whether in person or online.



Source: Department of Children, Equality, Disability, Integration and Youth (2021): Participation Framework. National Framework for Children and Young People's Participation in Decision-making. Dublin https://hubnagog.ie/wp-content/uploads/2021/04/5587-Child-Participation-Framework_report_LR_FINAL_Rev.pdf, p. 19 (left figure), p. 20 (right figure)

Checking with children that they felt that their voice was listened to

Source: Department of Children, Equality, Disability, Integration and Youth (2021): Participation Framework. National Framework for Children and Young People's Participation in Decision-making. Dublin https://hubnanog.ie/wp-content/uploads/2021/04/5587-Child-Participation-Framework_report_LR_FINAL_Rev.pdf, p. 21

Children and Young People's Online Feedback Form (for groups)

Boy Girl Other I don't know Age ____

Tick the number of stars you would give to everything below. Five stars is the best.

SPACE	★	★★	★★★	★★★★	★★★★★
I have been listened to from the start					
I felt comfortable giving my opinions					
I felt safe giving my opinions					
A lot of different voices were included					

VOICE	★	★★	★★★	★★★★	★★★★★
I got the chance to give my opinions					
I got enough information to help me give my opinion					
I got support to have my voice heard					
I understood what was being discussed					
I could give my opinions whatever way I wanted					
I had enough time to talk					

AUDIENCE	★	★★	★★★	★★★★	★★★★★
I know who wants to hear our opinions					
I know why they want the opinions of young people					
They were honest about what they would try to do with our opinions					

INFLUENCE	★	★★	★★★	★★★★	★★★★★
I know where our opinions are going next					
I know how we will be told about what happens to our opinions					
I think what we said today will be taken seriously					

Were you able to get onto the platform?

.....

.....

.....

.....

.....

Was it easy to use?

.....

.....

.....

.....

.....

The ONLINE SPACE was...

Part 3: Myths



CHILDREN ARE *THE* EXPERTS
IN THEIR OWN LIVES

Myth No. 2

IT WOULD BE
TOKENISTIC...

Participation is always imperfect

***'Tokenism'* may be a start.**

Making 'meaningful engagement' a meaningful term

In 2007, trying to articulate the concept of influence, I settled, as others do, on *feedback*:

“... make it uncomfortable for adults to solicit children’s views and then ignore them...”

The Four 'F' Framework for Feedback

(Lundy, 2018)

Fast

Full

Child-friendly

Followed-up

+

•

○

A Framework for Feedback

What did you agree with ?

What, if anything, surprised you and why?

Did you disagree with anything? If so, what and why?

Has it influenced your views in any way? If so, how?

What have you decided?

What is happening next and when will it happen?

A False Dichotomy

Participation v Protection

Autonomy v Welfare

Best interests v Right to be
heard

Article 3 v Article 12

Participation *and* (not versus) Protection

Vulnerability should not eclipse agency

(Lundy, 2018)

*“It’s not the gift
of adults. It’s
the right of the
child”*

(Lundy 2007)