



**Space, Voice,
Audience and
Influence: enabling
meaningful
participation for all
students**

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@ChildRightsQUB @LawUCC

Outline

Child participation
as a human right

The Lundy model

Myth-busting

Photo by Joyce McCown on Unsplash



Part 1: Children's participation as a human right



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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.

UN
Convention
on the Rights
of Persons
with
Disabilities

The benefits of child participation...





Why is it a human right?



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 ...
www.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



A DISCONNECT



A boy not getting a say in a conversation.

Article 12



Adults' understanding



What
does
Article 12
require?

The Voice of the Child/
Student/Learner Voice?

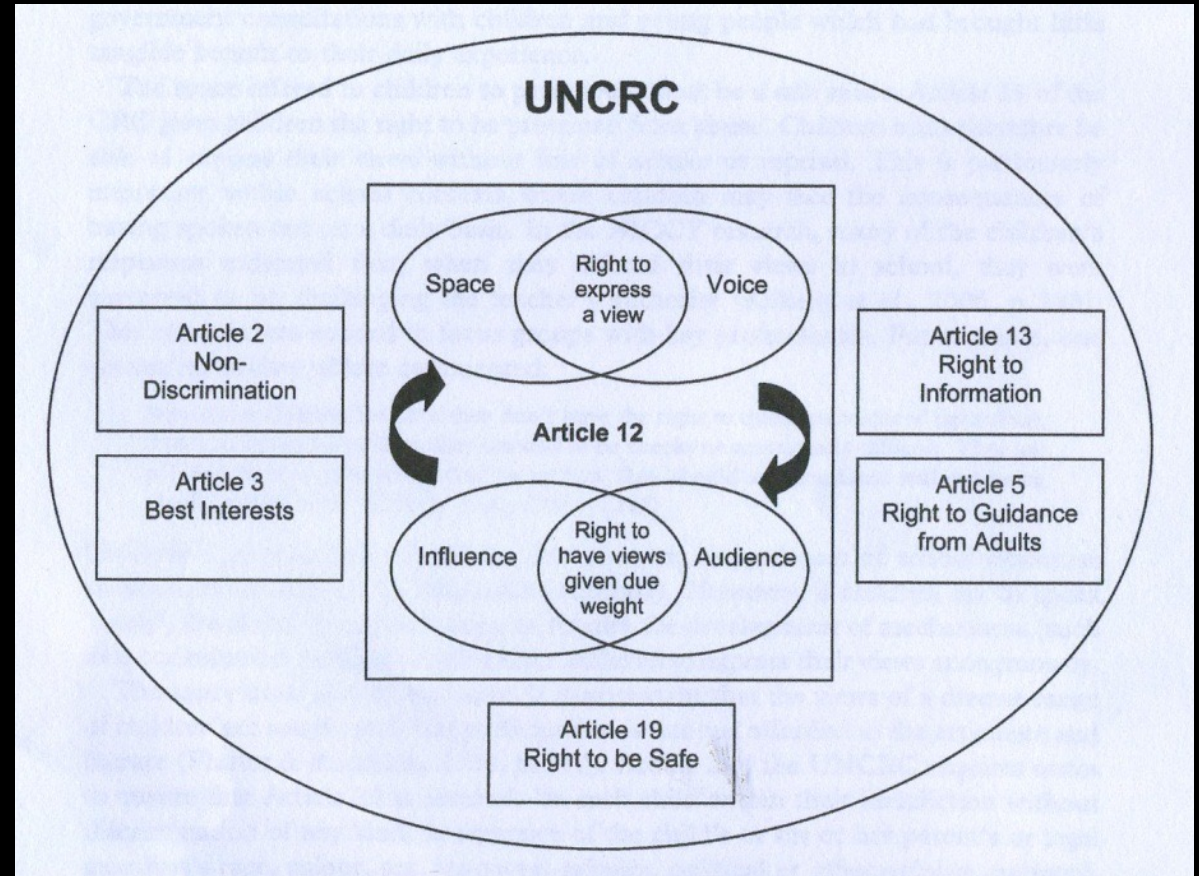
The Right to be Heard?

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)



Space
Children and young people must be given safe, inclusive opportunities to form and express their views

Voice
Children and young people must be facilitated to express their views

Audience
The views must be listened to

Influence
The views must be acted upon, as appropriate



- **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

SPACE

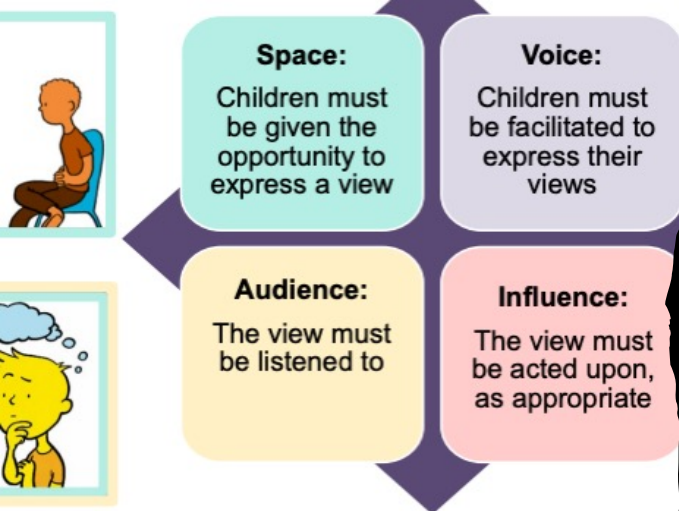


Actively created

Safe

Inclusive

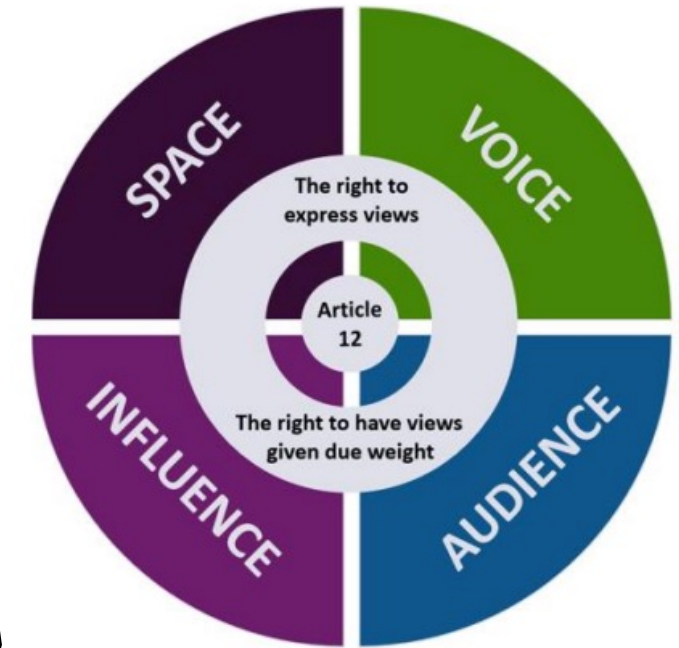
The seldom heard



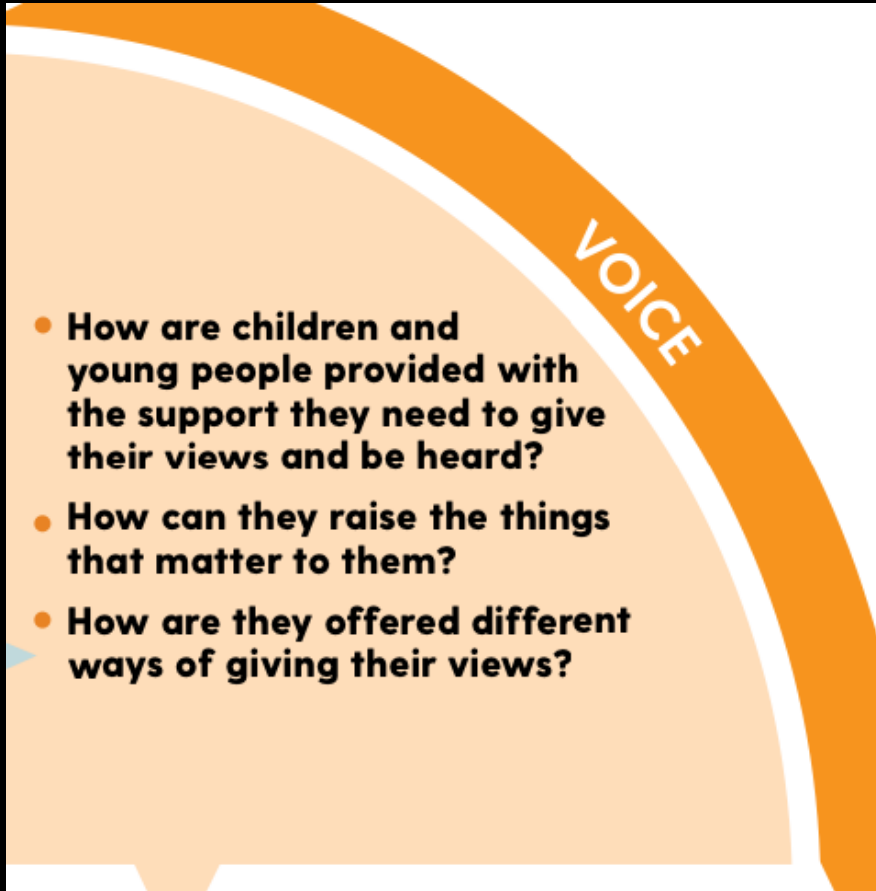
Adapted from: Lundy, L (2007) 'Voice' is not enough: conceptualizing Article 12 of the UN Convention on the Rights of the Child. British Educational Research Association

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

<p>... supports focus, understanding, and storage and recall.</p> <p>... and space to process information and their own time.</p> <p>... to the thinker</p> <p>... in down into manageable chunks.</p> <p>... be focused on understanding and</p>	<p>Voice</p> <ul style="list-style-type: none"> - Makes views visible and heard. - Gives time to formulate views verbally or non-verbally - Provides a balanced view, including the negative, including things that are not said - Allows time to reflect and think
<p>...ual record of the conversation that can be used to create a realistic picture of the thinker's views and aspirations, so parents/carers and children can have a clearer understanding of what they want and plan accordingly.</p> <p>... reinforces the need to focus on and listen to the thinker's feelings and views.</p>	<p>Influence</p> <ul style="list-style-type: none"> - Using Photos of the Mats to share views, shared, and implications - Children, Parents/Carers and staff work together to find solutions - Recognition and true understanding of children's aspirations as part of e.g. school improvement can lead to child-centred, person-centred practice - Genuine participation supports better outcomes; and enhances well-being



VOICE



Voluntary

Choice in mode of expression

Supported to form and express views



- To have a say.

The plan says that the EU will do the following things.



- Teach adults about children's rights.



- Spend money on things that are needed for children to enjoy their rights.



- Think about how to make children's rights happen.

The right to information is a pre-requisite

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

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

ARTICLE 12: I HAVE THE RIGHT TO BE LISTENED TO, AND TAKEN SERIOUSLY

Have you remembered...

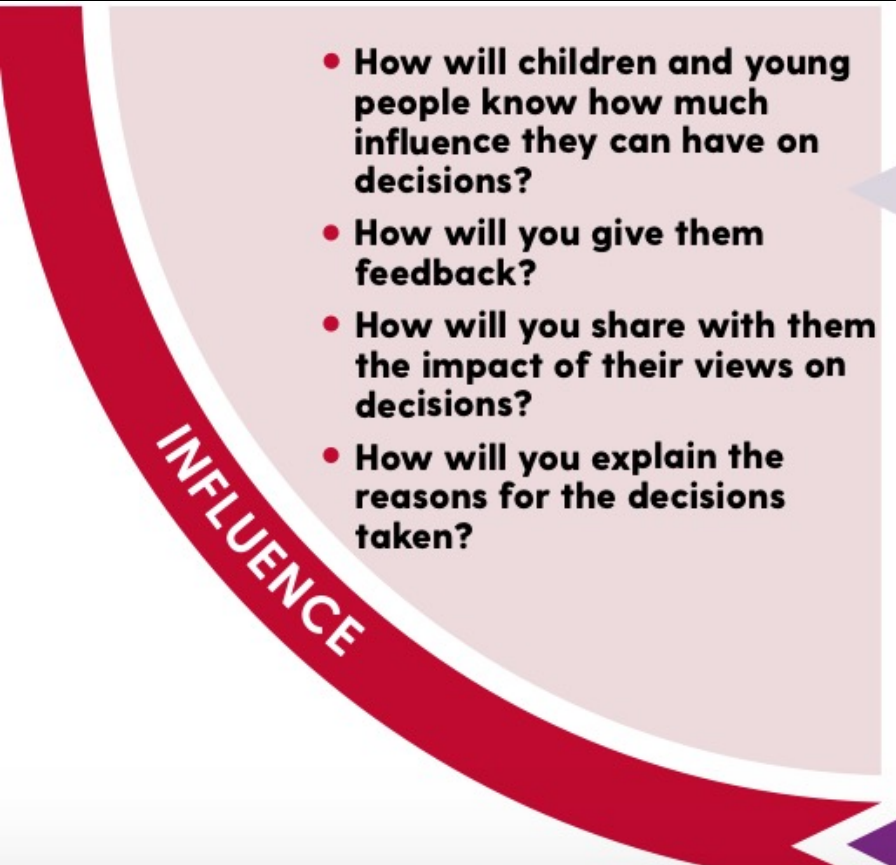
SPACE | VOICE | AUDIENCE | INFLUENCE

INFLUENCE

Realistic

Transparent

Feedback and follow-up

- 
- 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?

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?

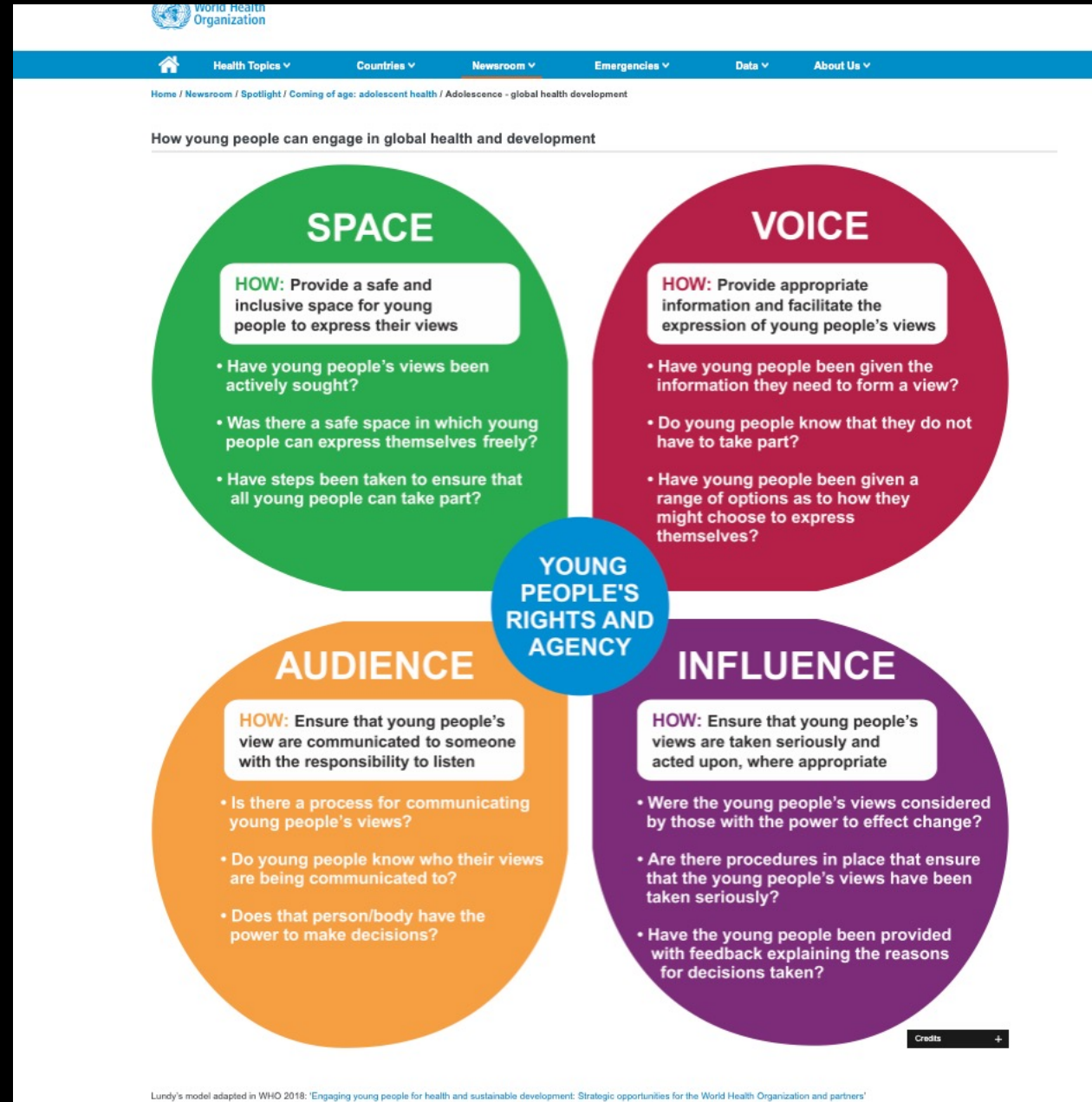
What have you decided?

What is happening next and when will it happen?

ITS APPEAL

“Legally sound and user-friendly”

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



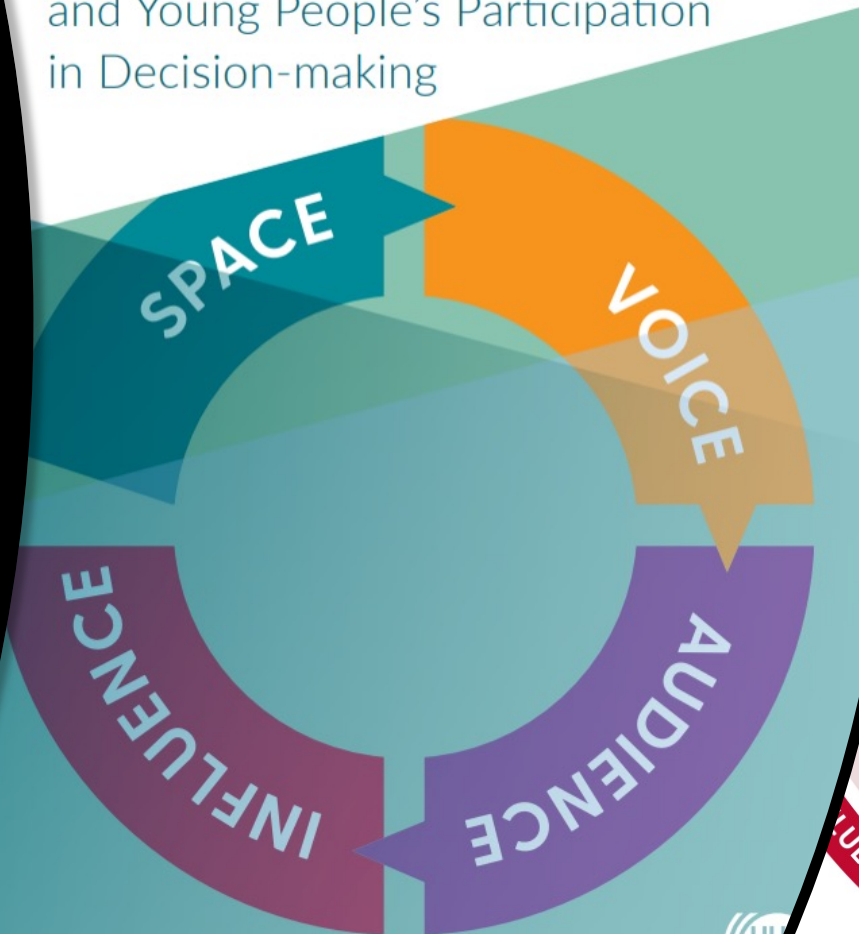
Participation *with purpose*



Rialtas na hÉireann
Government of Ireland

Participation Framework

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



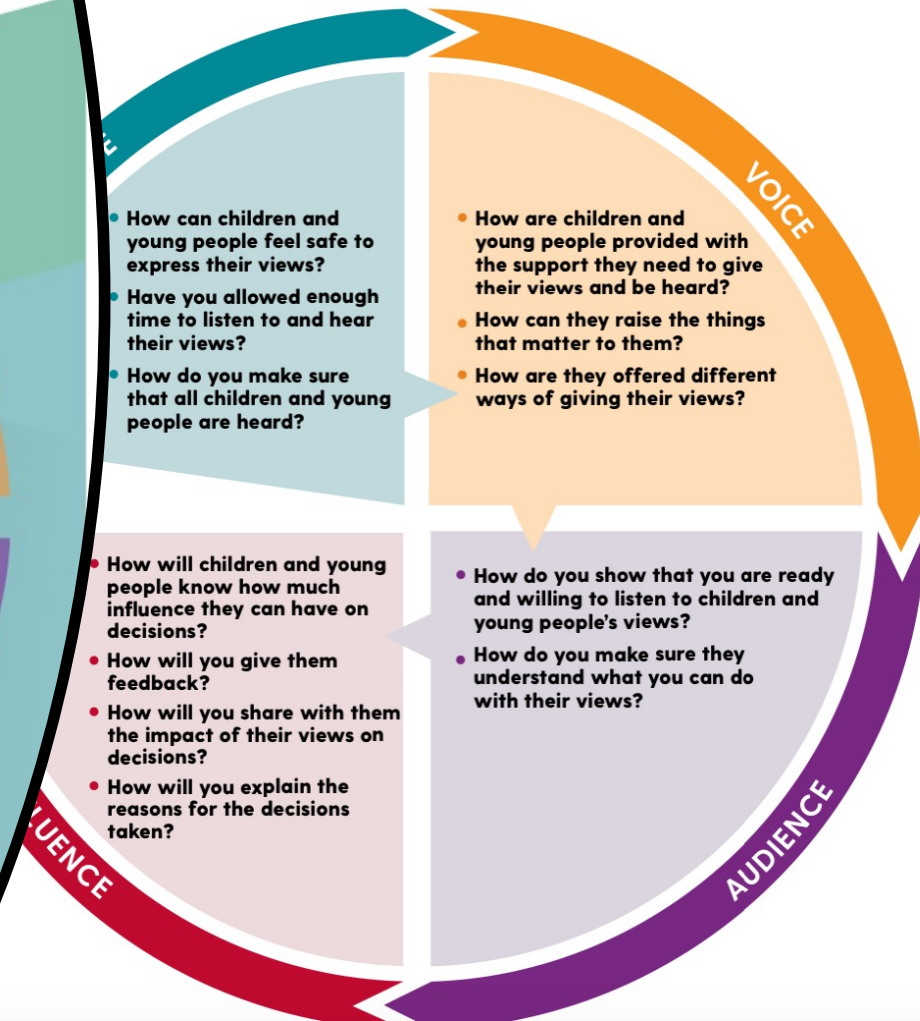
Prepared by the Department of Children, Equality, Disability, Integration and Youth
gov.ie

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.



- How can children and young people feel safe to express their views?
- Have you allowed enough time to listen to and hear their views?
- How do you make sure that all children and young people are heard?

- How are children and young people provided with the support they need to give their views and be heard?
- How can they raise the things that matter to them?
- How are they offered different ways of giving their views?

- 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?

- 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?

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

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?

.....

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Was it easy to use?

.....

.....

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.....

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

(Lundy 2007)

