Lundy Model

This model provides a pathway to help conceptualise Article 12 of the UNCRC. It focuses on four distinct, albeit interrelated, elements. The four elements have a rational chronological order.

Space

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

Voice

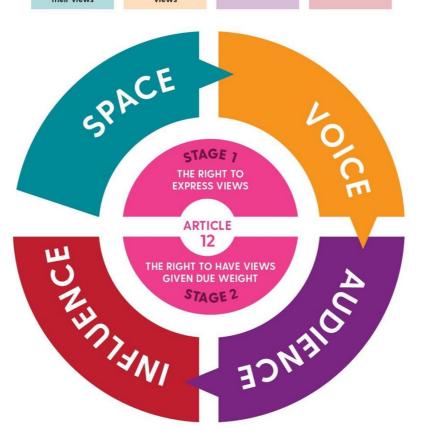
Children and young people must be facilitated to express their views

Audience

The views must be listened to

Influence

The views must be acted upon, as appropriate



Planning Checklist

This checklist guides you on how to listen to children and young people and involve them in decision-making when you are developing policies, plans, services, programmes, governance, research and legislation at national, local and organisational level.

You should inform children and young people that they have the right to a voice in decision-making and that you will take their views seriously.

CX

- How will you ensure that children and young people are involved as early as possible?
- How will their involvement be sustained?
- How will those who have been, or may be, directly affected by the topic be involved?
- What steps will be taken to ensure the process is inclusive and accessible?
- How will they be supported to feel safe and comfortable expressing themselves?
- What support will be provided to those who become anxious, upset or uncomfortable?

- Have you made a clear list of the topics on which you want to hear the views of children and young people?
- How will you ensure that the key focus of the process stays on the topics you identified?
- How will they know that participation is voluntary and that they can withdraw at any time?
- How will you support them in giving their own views, while including age-appropriate and accessible information?
- How will you ensure that they are given a range of ways to express themselves that best suits their needs and choices?
- How will the process allow them to identify topics they want to discuss?
- How will children and young people be informed about the scope they have (including the limitations) to influence decision-making?
- How will they be given age-appropriate and accessible feedback at key points during the development of a service
- What are your plans to make sure that children and young people's views impact on decisions?
- How will they be given age-appropriate and accessible feedback explaining how their views were used and the reasons for the decisions taken, in a timely manner?
- How will you ensure that they are given opportunities to evaluate the process throughout?

- How will children and young people know to whom, how and when their views will be communicated?
- How will you show your commitment to being informed and influenced by their views?
- How will you identify and involve relevant decision-makers (those responsible for influencing change)?
- How and when will a report/record and a child or youth friendly summary of their views be compiled?
- How will you ensure that they are given an opportunity to confirm that their views are accurately recorded?
- What plans are in place to support them to play a role in communicating their own views?

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Before you start involving children and young people in decision-making, please review the enabling factors on page 24.

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.

CX

- How did you ensure that children and young people were involved as early as possible?
- How was their involvement sustained?
- How were those who are directly affected by the topic involved?
- What steps were taken to ensure the process was inclusive and accessible?
- How were they supported to feel safe and comfortable expressing themselves?
- What support was provided to those who became anxious, upset or uncomfortable?
- Did you make a clear list of the topics on which you want to hear the views of children and young people?
- How did you ensure that the key focus of the process stayed on the topics you identified?
- How did they know that participation was voluntary and they could withdraw at any time?
- How did you support them to give their own views, while including age-appropriate and accessible information?
- How did you ensure that they were given a range of ways to express themselves that best suited their needs and choices?
- How did the process allow them to identify topics they wanted to discuss?
- How were children and young people informed about the scope they have (including the limitations) to influence decision-making?
- How were they given age-appropriate and accessible feedback at key points during the development of a service
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- What did you do with their views?
- How were they given age-appropriate and accessible feedback explaining how their views were used and the reasons for the decisions taken, in a timely manner?
- How did you ensure that they were given opportunities to evaluate the process throughout?

- How did children and young people know to whom, how and when their views would be communicated?
- How did you show that you were committed to being informed and influenced by their views?
- How did you identify and involve relevant decision-makers (those responsible for influencing change)?
- How and when was a report/record and a child or youth-friendly summary of their views compiled?
- How did you ensure that they were given an opportunity to confirm that their views were accurately recorded?
- What plans were put in place to support children and young people to play a role in communicating their own views?

YOICE.

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 in many everyday situations including in classrooms, hospitals, childcare settings, child and youth services, youth and sports clubs, youth projects, arts and creative initiatives and other spaces.

Please 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.

OPC

- 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 decirions?
- 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?

OFFIC

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

Boy Girl Other		I dont know 🔲 🗼 Age			
Tick the number of stars you would give to every	ythii	ng bel	ow. 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					
What were the best things about today?	Wh	at wo	uld you o	change abo	out today?
The FOOD was	The R	OOM w	as		п 👴 п

THANK YOU!