

Children's Rights and Participation in Decision- Making: the Lundy Model

Professor Laura Lundy

@ProfLauraLundy @ChildRightsQUB @LawUCC



UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

School of Law
Scoil an Dlí



QUEEN'S
UNIVERSITY
BELFAST

CENTRE FOR
CHILDREN'S
RIGHTS

The UN Convention on the Rights of the Child



Children's Right to Live in a City that Respects their Rights

- Art 2: Non-discrimination
- Art. 3: Best interests are a primary consideration
- Art. 6: Development
- Art. 15: Freedom of association and assembly
- Art. 19: Protected from harm
- Art 29: Educated to respect the natural environment
- Art. 31: Rest, play, leisure, culture and the arts.

The UNCRC provides a powerful frame for understanding child participation

“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.”

Article 12(1) of the UN Convention on the Rights of the Child

Who does it apply to?

A RIGHT OF INDIVIDUALS

AND

A RIGHT OF GROUPS OF

CHILDREN

Which decisions does it apply to?

'A wide interpretation of matters affecting the child and children helps to include children in the social processes of their community and society. Thus, States parties should carefully listen to children's views wherever their perspective can enhance the quality of solutions.'

Committee on the Rights of the Child (2009)



The Voice of the Child?

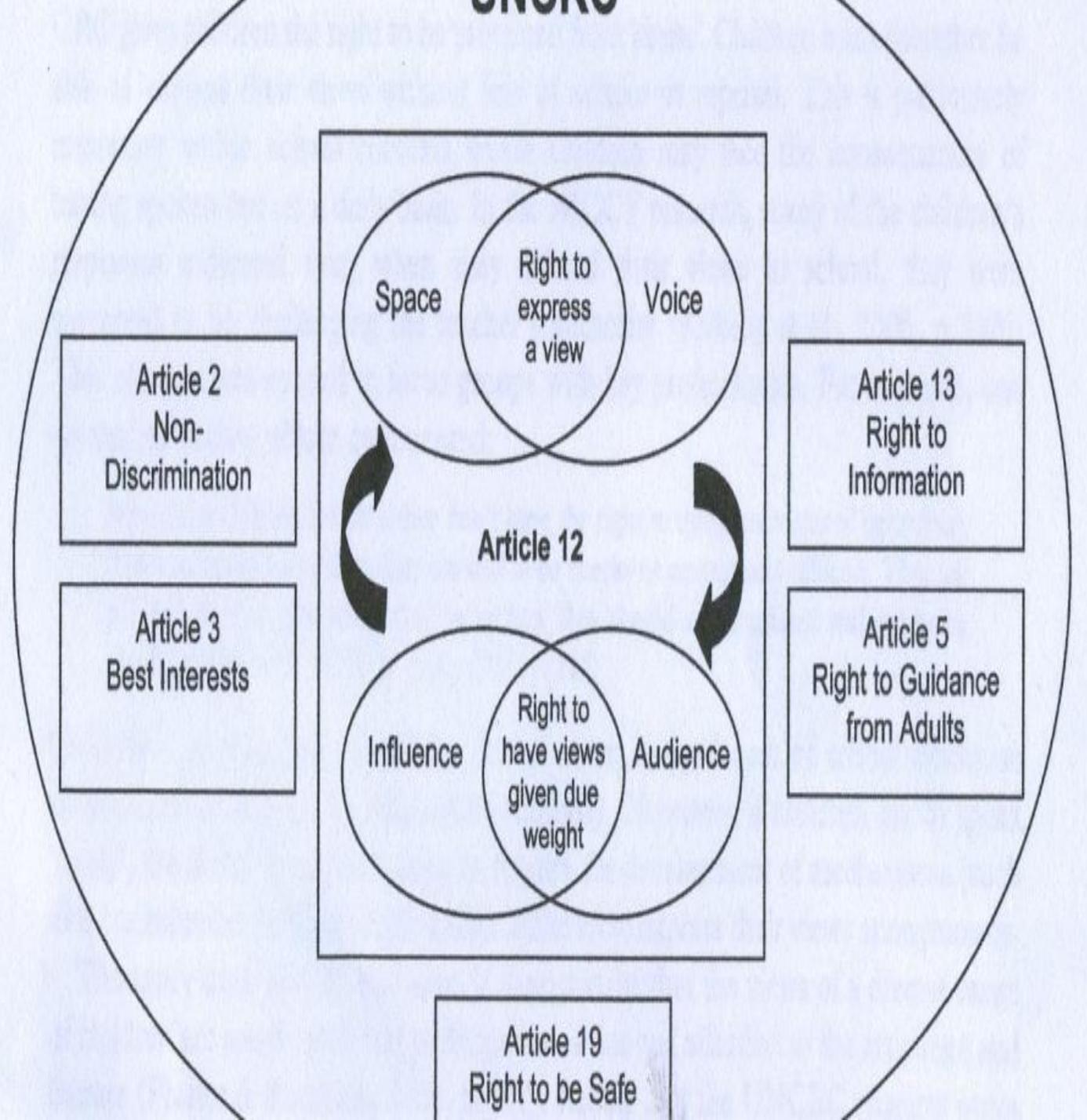
The Right to be Heard?

The Right to Have a Say?

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

Voice is not enough...

Lundy (2007)



“Voice” is not enough

- 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.

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

“assure to the child”

Needs to be actively created – the obligation is to “assure” the right to the child...

Needs to be a “safe” space (Art. 19)

Needs to be inclusive (Art. 2)

VOICE

“the right to express a view freely”

A right not a duty

Choice in the mode of expression

Afforded to all children “capable of forming a view”

May need to be helped to both form and express their views

YOU MEAN TO TELL ME



**THAT SPOONS DONT ACTUALLY
SOUND LIKE AIRPLANES**

zipmeme

**"THEY ARE TOO
YOUNG"**

AUDIENCE

"the views of the child being given due weight"

**More than just the
"right to be heard"**

**Need to be actively
listened to**

**May need formal
channels of
communication - a right
of audience.**

INFLUENCE

“due weight in accordance with the age and maturity of the child”

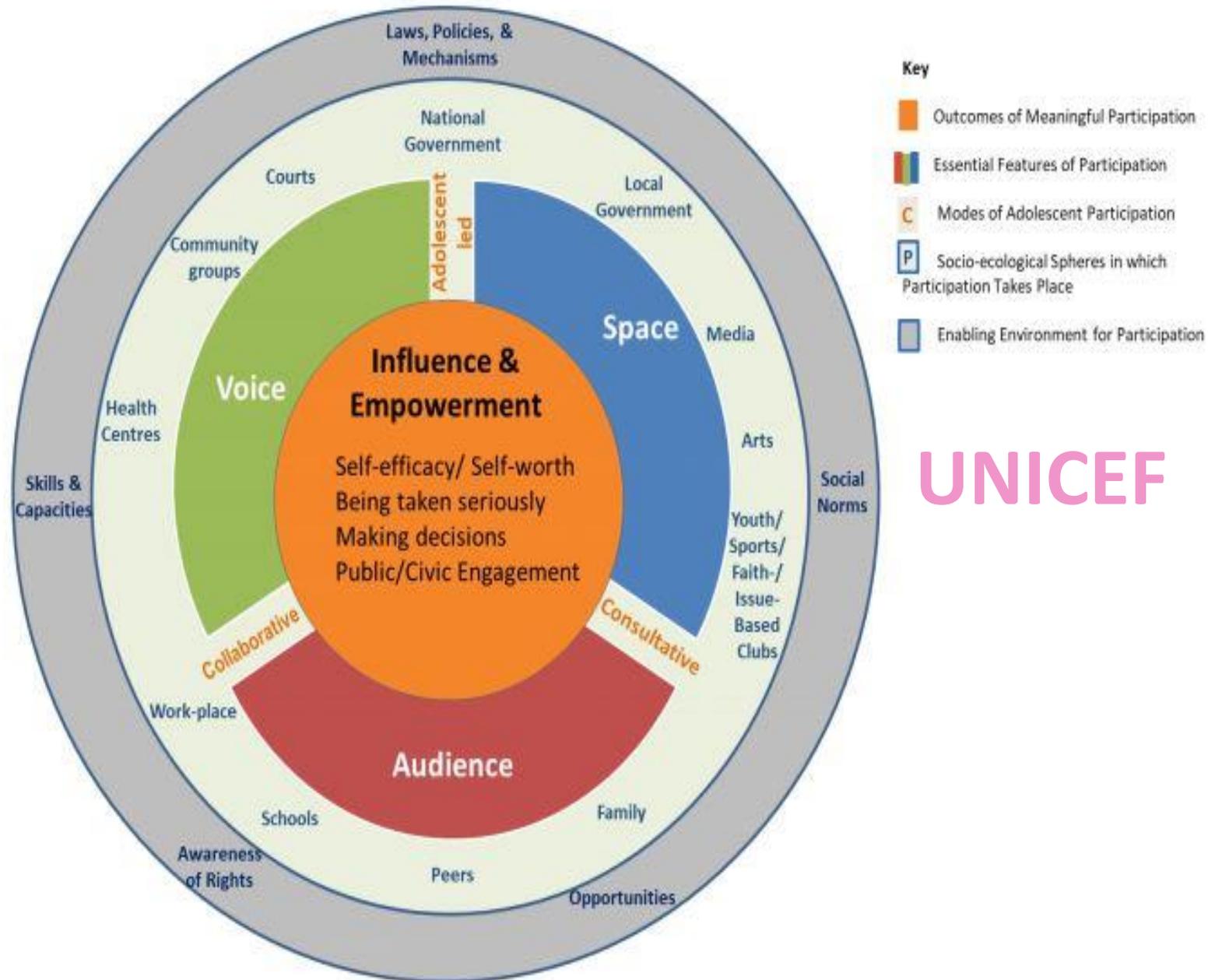
Ensure there is a formal response

Should be given feedback about the extent of influence they have had.

“Create the conditions where it is uncomfortable for adults to solicit children’s views and then ignore them”.

ITS APPEAL

- “Legally sound and user-friendly”
- Intended to capture the qualities of rights-based participation rather than different forms or levels of participation
- Concepts are fluid and flexible: can apply to any form of participation for all children in any arena of decision-making



Planning Checklist

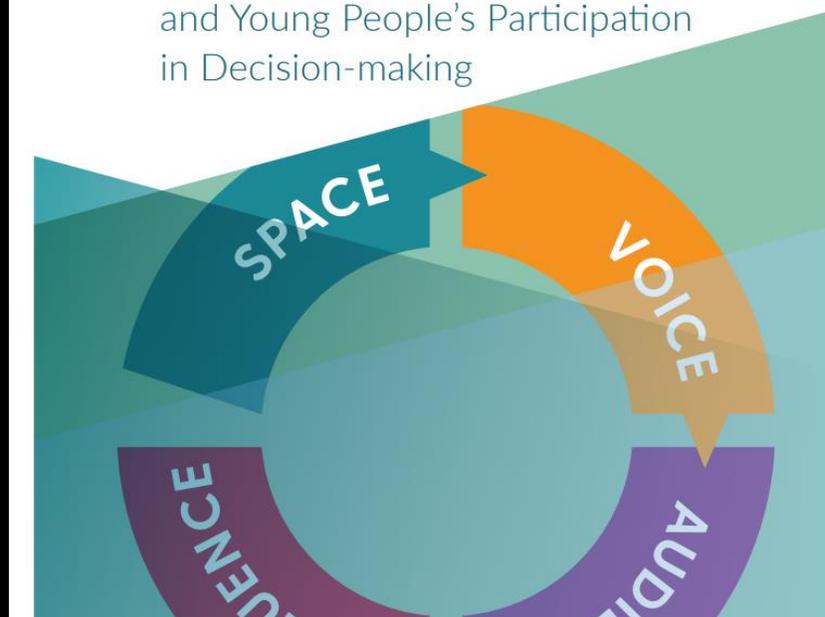
This checklist guides you on how to listen to children and young people and involve them in decision-making when you are developing policies, plans, services, programmes, governance, research and legislation at national, local and organisational level.

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.



Participation Framework

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



The Irish National Child and Youth Participation Framework

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.

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.



Everyday checklist

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

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

Boy

Girl

Other

I dont know

___ Age

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

SPACE	★	★★	★★★	★★★★	★★★★★
I was listened to from the start					
I felt comfortable giving my opinions					
I felt safe giving my opinions					

VOICE	★	★★	★★★	★★★★	★★★★★
I got the chance to give my opinions					
I got enough information to help me give my opinions					
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 my opinions					
I know why they want my opinions					
They were honest about what they would try to do with my opinions					

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

Is there anything else that would have helped you in giving your opinions?



NO ONE RIGHT WAY