



Participation with children and young people

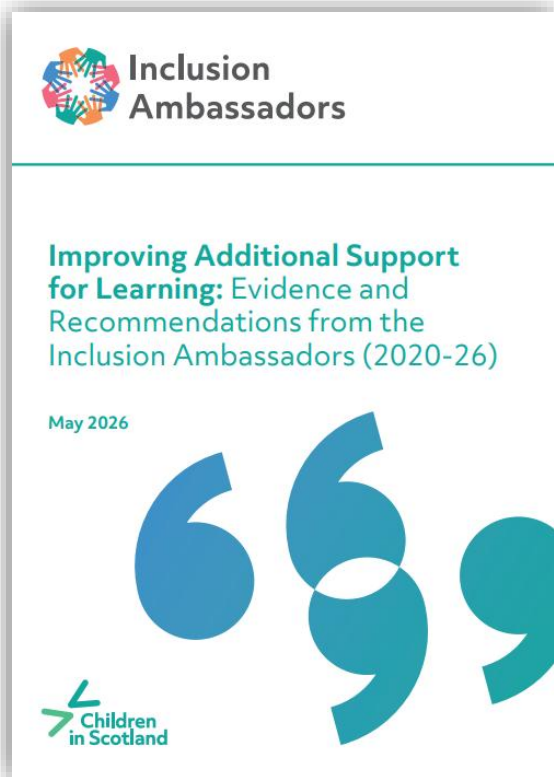
Sophie Elliott, Senior Development Officer

About Children in Scotland

- National children's charity working to improve children's lives
- Membership organisation
- Work is rooted in children's rights
- Policy work – campaigning and influencing
- Supporting children and young people's participation
- Delivering services – Enquire, Resolve, My Rights My Say
- Supporting the workforce – learning and events, covering sector news



Our work with children and young people



United Nations Convention on the Rights of the Child

“

Describes participation as:

”

Ongoing processes, which include **information sharing** and dialogue between children and adults, based on **mutual respect** in which children can **learn how their views** and those of adults are **taken into account** and **shape the outcome**.



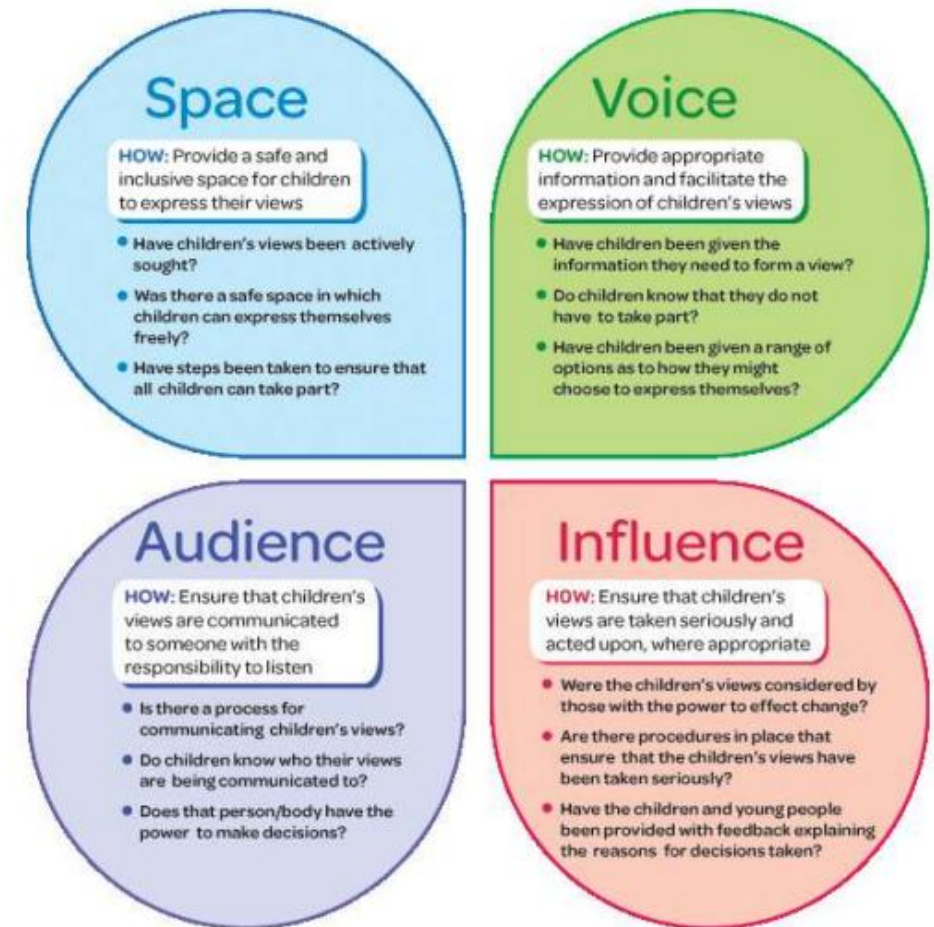
Engaging with children and young people must be the key ingredient in your work, not just the sprinkles on top.

Meaningful participation and engagement must include children and young people's...



Lundy's Model Of Participation

- Developed by Professor Laura Lundy at Queens University in Belfast
- Framework for rights-based child participation
- Widely adopted by children's organisations across Europe
- Cyclical in nature



Stage 1: Space

Providing a safe and inclusive space for children to share their views.

- Have children's views been actively sought?
- Was there a safe space in which children can express themselves freely?
- Have steps been taken to ensure that all children can take part?

Space

HOW: Provide a safe and inclusive space for children to express their views

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Voice

HOW: Provide appropriate information and facilitate the expression of children's views

- Have children been given the information they need to form a view?
- Do children know that they do not have to take part?
- Have children been given a range of options as to how they might choose to express themselves?

Audience

HOW: Ensure that children's views are communicated to someone with the responsibility to listen

- Is there a process for communicating children's views?
- Do children know who their views are being communicated to?
- Does that person/body have the power to make decisions?

Influence

HOW: Ensure that children's views are taken seriously and acted upon, where appropriate

- Were the children's views considered by those with the power to effect change?
- Are there procedures in place that ensure that the children's views have been taken seriously?
- Have the children and young people been provided with feedback explaining the reasons for decisions taken?

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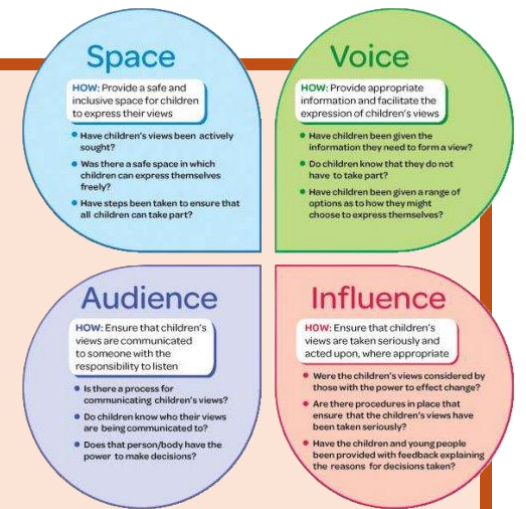
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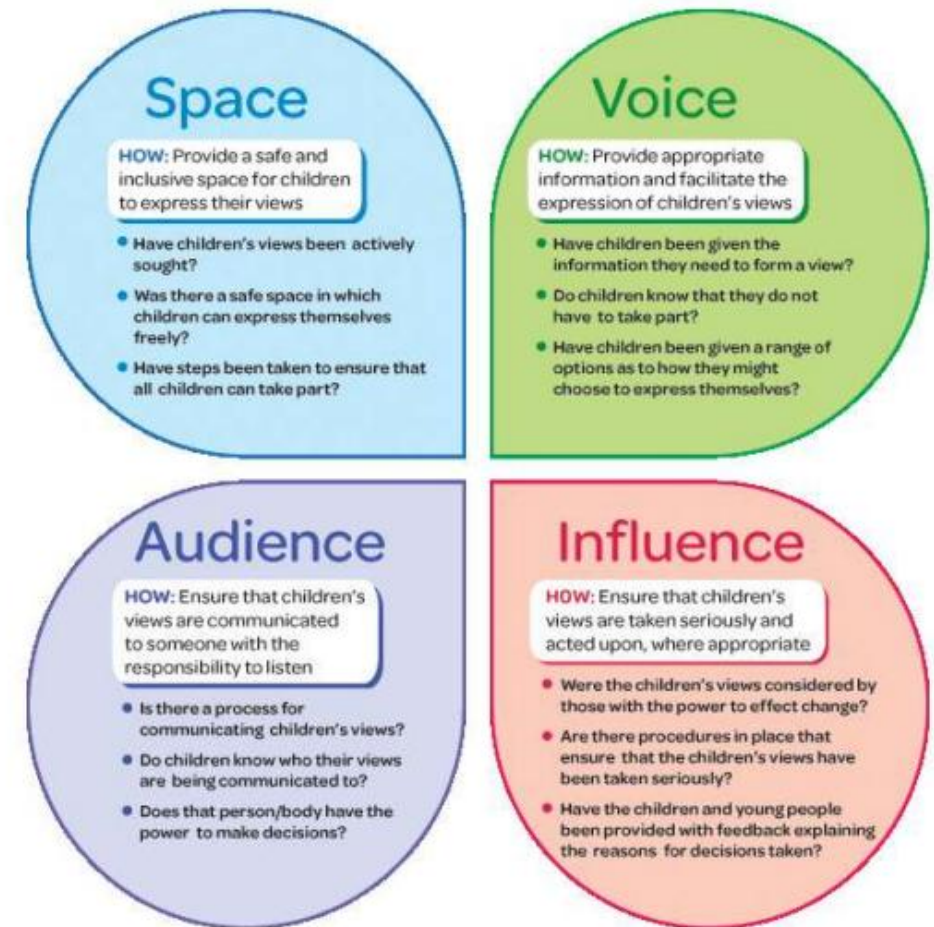
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Using the Lundy Model to embed participation

- Awareness and buy-in at all levels of decision-making is key
- Making process reflect the approach
- Young people in the room $\neq$ Influence
- Remember – it's not young people's job to give us the solutions



Approaches

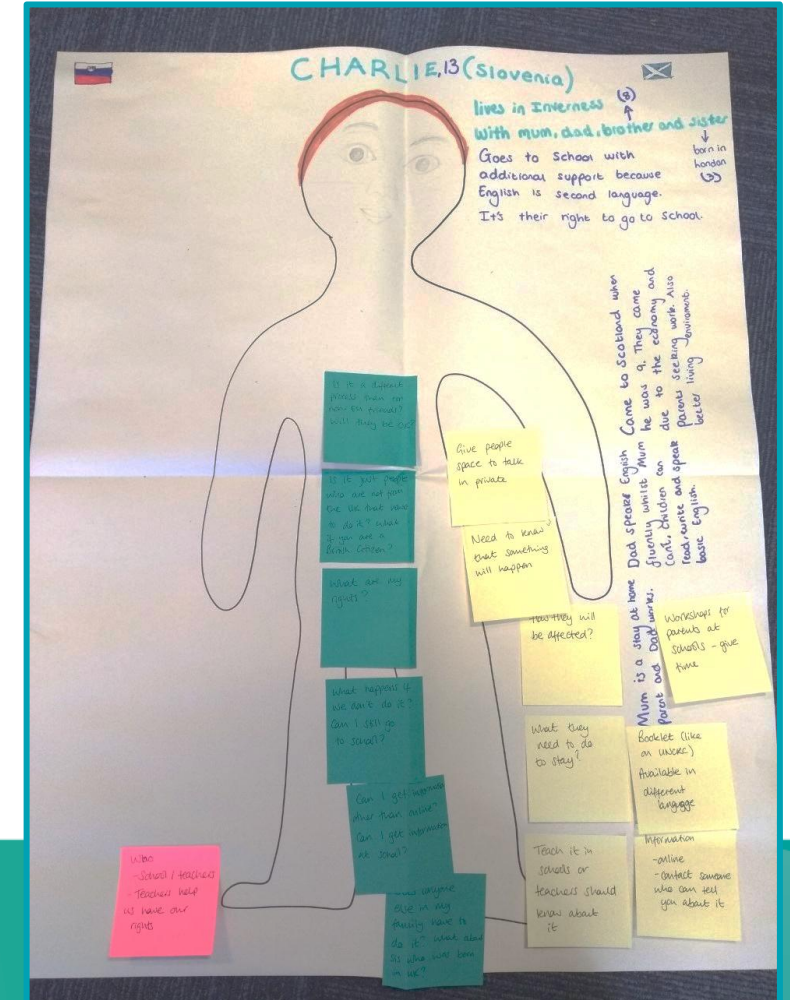
- Different approaches work for different contexts
 - Advisory groups
 - Programmes of engagement across a number of schools/services
 - In person
 - Engagement packs
- Peer research



Methods for group-based and classroom participation

Individual young people should be able to participate in ways that work best for them.

- Creating characters
- Vox pops
- Drawing, painting etc
- Drama
- Journey Maps
- Voting (physical votes, thumbs up/thumbs down etc)

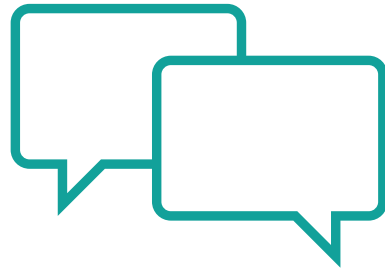


Methods – Journey mapping



Methods – Voting

- Can be used as a starting point to understanding the opinions of a large group
- Does not give us definitive information about a young person's view



Methods for 1-1 and small group participation

Even in group settings, be prepared to adapt to needs and engage 1-1

- Using Talking Mats as a resource to prompt discussion and remove pressures
- Making your own observations – must maintain a relationship-based approach to do this
- Parallel play



Final thoughts

- Children have the right to be listened to and have their views given due weight – it is our duty to uphold this right
- Participation with children and young people should be baked into the cake, not the ‘sprinkles on the top’
 - The Lundy Model can be used as a framework for planning and evaluating child participation

Resources - Click picture or link to view

Children in Scotland

- [Activate your rights](#)
- [Meaningful participation](#)

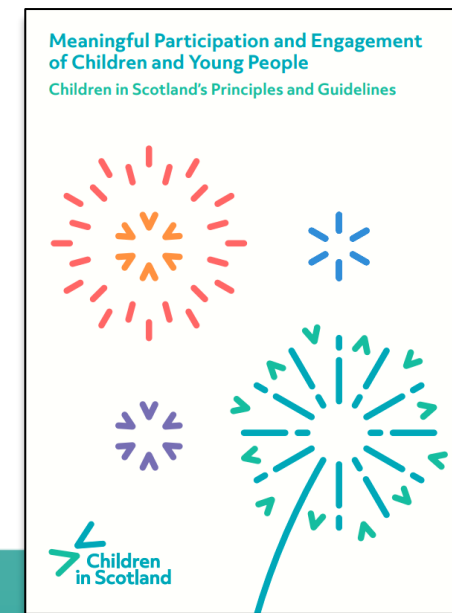
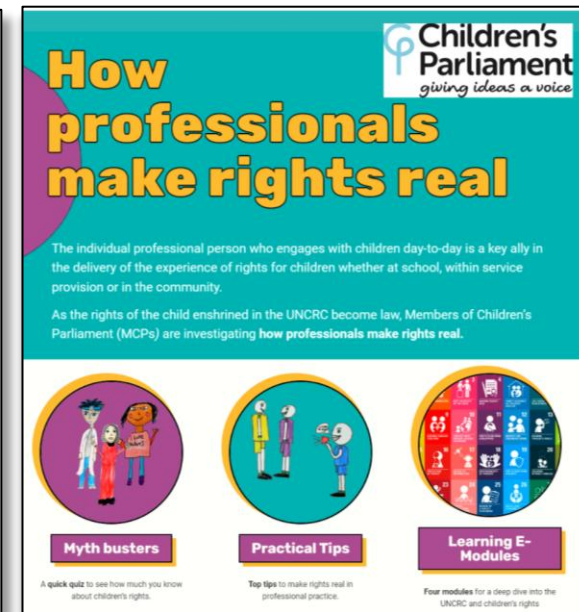
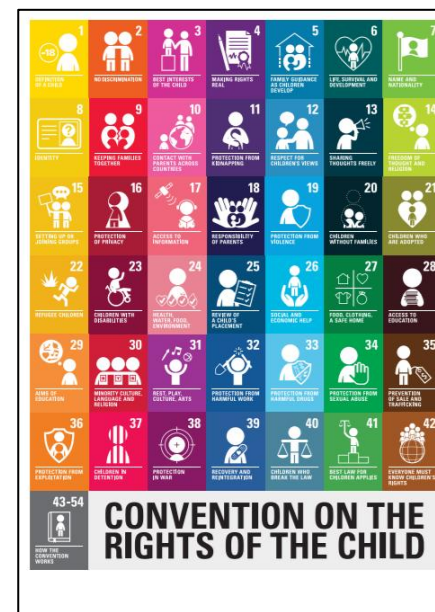
Children's Parliament

- [How professionals make rights real](#)
- [Rights-based practice in early years](#)

Children & Young People's Commissioner Scotland

Unicef

- [UNCRC overview](#)
- [Child rights impact assessment](#)



Training and development

Learn more about the wide variety of learning opportunities offered by Children in Scotland, from free e-learning resources to bespoke organisation-wide training



Become a member

Explore the benefits of joining the largest national children's sector membership organisation in Scotland





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