

Institution: Queen's University, Belfast		
Unit of Assessment: 23 (Education)		
Title of case study: Enabling the meaningful participation of children and young people globally: The Lundy Model		
Period when the underpinning research was undertaken:		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s): Laura Lundy	Role(s): Professor	Period(s): 1989- date.
Period when the claimed impact occurred: 2014- date.		
Is this case study continued from a case study submitted in 2014? No		
<p>1. Summary of the impact Since 2014, the Lundy model of child participation, based on four key concepts (Space, Voice, Audience and Influence), has been used and adopted by national and international organisations, agencies and governments to inform their understanding of children's participation, generating a sea-change in global understanding of child rights-based participation for both policy and practice. Its promotion, adoption and implementation have contributed directly to ensuring that the United Nations, governments and national and international organisations are involving children, right across the world, meaningfully in the decisions that affect their lives.</p>		
<p>2. Underpinning research The United Nations Convention on the Rights of the Child (CRC) requires governments to ensure that children's rights are respected. Article 12 requires those employed by the state such as teachers, social workers and policy-makers to give children's views due weight in all matters affecting them. Research on the implementation of the CRC was undertaken in 2003/4 for the Northern Ireland Commissioner for Children and Young People (NICCY) to inform his priorities for office (Lundy, 2004 (1.)). The remit was to identify areas where children's rights were ignored or underplayed. The team conducted interviews with over 1000 children and 350 adult stakeholders.</p> <p>The NICCY study identified a lack of compliance with Article 12 of the UNCRC (children's right to have their views given due weight) as one of the cross-cutting issues affecting children in all aspects of their lives, including education. Children and young people consistently reported frustration that their views were not being listened to and taken seriously. One of the factors which appeared to hinder the full realisation of the right was the fact that the precise nature of Article 12 was not fully understood by CRC duty-bearers (Lundy, 2007 (2)). It is often described under the banner of 'the voice of the child', 'pupil voice' or 'the right to be heard', but these can misrepresent and indeed undermine the rights of children and young people. In view of this, Lundy, drawing on the research for NICCY, proposed a model for rights-compliant children's participation which offers a legally sound but practical conceptualisation of Article 12 of the CRC (Figure 1). This model (presented under the title "'Voice' is not enough") suggests that implementation of Article 12 requires consideration of four inter-related concepts:</p> <ul style="list-style-type: none"> • 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. 		

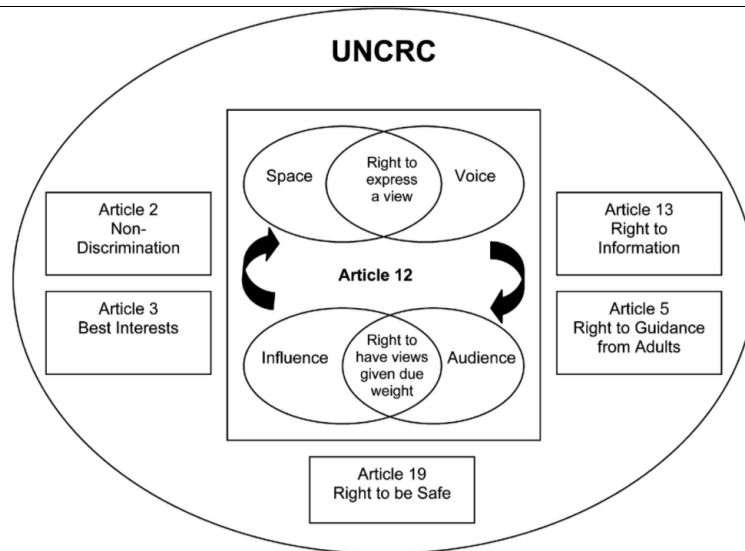


Figure 1: the Lundy model

World Health Organization

Home / Newsroom / Spotlight / Coming of age: adolescent health / Adolescence - global health development

How young people can engage in global health and development

SPACE

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

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

VOICE

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

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

AUDIENCE

HOW: Ensure that young people's view are communicated to someone with the responsibility to listen

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

INFLUENCE

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

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

YOUNG PEOPLE'S RIGHTS AND AGENCY

Credits

Lundy's model adapted in WHO 2018: 'Engaging young people for health and sustainable development: Strategic opportunities for the World Health Organization and partners'

Figure 2: Lundy Model checklist (developed in collaboration with the Irish Government) and in this instance being used by the World Health Organisation.

The model provides a practical précis of Article 12 that condenses the wording of the provision whilst emphasising engagement with young people. Moreover, in its articulation of the legal import of each of the four concepts, it makes an original contribution to understanding of Article

12 as follows: it connects the successful implementation of Article 12 to other CRC rights, including the right to information, non-discrimination and guidance from adults; it underlines the fact the Article 12 is a right and not a duty; it places emphasis on neglected aspects of the obligation, in particular the obligation for an adult duty-bearer to listen and to give children's views "due weight"; it articulates the responsibility of duty-bearers both in terms of facilitating children to form and express their views; and it corrects a misunderstanding that the right applies only where a child is capable of expressing a mature view.

3. References to the research

1. Kilkelly, U., Kilpatrick, R., Lundy, L., Moore, L., Scraton, P., Davey, C., Dwyer, C. and McAlister, S (2004) *Children's Rights in Northern Ireland*, Northern Ireland Commissioner for Children and Young People. <https://www.niccy.org/media/2202/22323-final.pdf>. Lundy was Principal Investigator.
2. Lundy L (2007) 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child, *British Educational Research Journal*, 33:6, 927-942, DOI: [10.1080/01411920701657033](https://doi.org/10.1080/01411920701657033) As of January 2021, the citations for the BERJ article in which the model first appeared are as follows: Google scholar: 1167 CrossRef: 451; Scopus 444. The article in which it first appeared has not only had exceptional academic impact (it is consistently one of BERJ's most cited publications and regularly the topmost cited article in the previous 3 months); one of the most cited articles ever on the UNCRC; and its four-part framework (space-voice-audience-influence) has been applied in hundreds of subsequent research projects across the world).

4. Details of the impact

The Director of Child Rights Connect notes that the Lundy model has been used to '*transform the ways in which the views and experiences of children across the world are heard at the United Nations*' (1). Since 2013 Lundy has partnered with **Child Rights Connect**, the UN Committee on the Rights of the Child ("the Committee") and the Office of the High Commissioner on Human Rights ("OHCHR") to apply the model and demonstrate how children can be involved in the work of the UN human rights mechanisms. Activity includes: the development of **OHCHR working methods for child participation** for reporting to the Committee by all UN Member States; a consultation with 2693 children in 71 countries (in partnership with all major global children's NGOs) and the first to directly inform and be cited in a **UN General Comment** (official advice to the world's governments on public budgeting)(2); acting as expert advisor to the Committee on its 2018 **Day of Annual Discussion on 'Children Human Rights Defenders'**, including working with 21 child human rights defenders to design and run both a global consultation (2695 children in 53 countries) and a landmark event in terms of the level of child participation at the UN's Palais des Nations in Geneva. Following this, she advised the OHCHR on its official guidance for children's participation in Days of Discussion which now inform children's involvement in all subsequent UN events. In 2017 Lundy was commissioned by the **UN Environment Agency** to develop the **first ever child-friendly report of a UN Special Rapporteur, published in all 6 UN languages**, (co-produced with an advisory group of 16 Northern Irish schoolchildren) (3).

In 2018, the **World Health Organisation** adapted the Lundy model checklist (Figure 1) to promote good practice in adolescent health programming and it continues to promote the model as an example of how to engage with children meaningfully (Figure 2). Since 2014, the **European Commission** has promoted the Lundy model and checklist as a way of understanding meaningful child participation and has enhanced child participation in its own activities including the annual Forum for Children's Rights (4). Lundy has acted as an expert advisor on child participation to the **Council of Europe since 2013**, for example demonstrating the approach (working with 12 child advisors aged 9-13) in the development of a child friendly version of the Lanzarote Convention on child sexual abuse (translated by Member States into 18 languages) (5). In 2020 she was appointed by the Council of Europe to advise the Andorran government on the involvement of children in its National Plan for Children and in 2021 it included the Lundy Model as the key approach for meaningful child participation in its official

Toolkit on child participation. **UNICEF** invited her to an expert meeting in New York in 2017 to advise on a conceptualization of participation that incorporates the Lundy model and informs its indicators for measuring progress on the Sustainable Development Goals (6), and has since included the model in its global advice on child participation (e.g., on child friendly cities, national human rights institutions). **World Vision** has adopted the Lundy model across its global strategies since 2016 (7). Lundy regularly advises **Save the Children** International and **Terre des Hommes** (including in 2018 advising the latter on how to involve children in its strategic governance) and the model has been adopted by many other children's rights NGOs across the world, (including, for example, a coalition of **Cambodian Children's NGOs (1)**). ***These global organisations use the Lundy model to plan and evaluate child participation, including for the most vulnerable and marginalised children, in almost every country and every region of the world.***

In Ireland, the **Department of Children and Youth Affairs (DCYA)** made the Lundy model core to its ground-breaking national strategy on children's participation (2015-2020) covering all government departments. In 2013/14 Lundy collaborated with it and representatives from every government department to develop the widely used Lundy participation checklist (Figure 1) for the strategy and in 2020/21 was commissioned to provide expert advice on its new National Framework for Child Participation which includes a suite of materials based on the Lundy model, including Lundy-model planning and evaluation tools. The **National Council on Curriculum and Assessment** applied it in a review of the national curriculum; and Lundy trained the entire **Education Inspectorate** who have used it to revise the whole school evaluations process. In 2019, it was a criterion for 150 schools funded under the government's **Creative Schools Initiative**. The **Child and Family Agency (TUSLA)** has developed its own participation strategy (2019) based around the model, training its entire staff (with an independent evaluation demonstrating increased commitment to and understanding of participation among staff). It is used by all **youth councils, Oberstown Detention Centre, Youth Work Ireland** and many more. In short, ***the Lundy Model directly or indirectly impacts the experience of every child in Ireland.*** (8)

Taiwan appointed Lundy to a committee of experts reviewing its progress in implementing the CRC in 2017: she drafted the recommendations on child participation endorsed by the government and was invited back in 2018 to train government and civil society on the Lundy model (9). Others that have adopted the model include: **South Africa** in its 2019 national child participation strategy (10); government departments in **New Zealand and Scotland**; the **Belgian National Children's Commission**; **Dutch Curriculum Council**; and a series of UK councils (see, for example **Leicester (11)**), where its impact was described by one young person who is part of an advisory group of children in care as follows:

I believe that the Lundy model is of great importance and needs to be implemented in all areas of social care. I have experienced the four crucial areas of the Lundy model in both a professional and personal capacity. Working with both Bez and my co-member Tyler, we have strived to make young people's experience better and the Lundy model is incredibly important for that. Personally – the concept of space, audience, voice and influence can make a massive impact. Alone, they are relatively small things, easy to implement but collectively making a world a difference. (11)

It is used by many Children's Commissioners (including in Northern Ireland, Jersey, Scotland, New Zealand, Iceland, Tasmania). In 2020 the European Network of Young Advisers, young people from 15 countries across the Council of Europe area developed recommendations based on the Lundy model for the European Network of Ombudspersons for Children 'which has resulted in a change to our statutes and will mean much more participation across the 43 members of our network and with European institutions' (Chair of ENOCH) (12). In 2019/2020, Lundy worked with **BBC Children in Need** to demonstrate the approach in its mental health programme (A Million & Me) in order to include children at a strategic level in the organisation's decision-making, following which Lundy (& her research fellow Templeton) developed a tool kit based on the Lundy model that will be use, in its 'c4,000 projects working with over 600,000

*disadvantaged children across the UK'. (13) The Director of Million & Me Programme states that: 'Laura's approach to engaging with children and the principles she promotes have both a moral and business imperative and are practical and effective'. (13). **The model is not just highly valued but put into practice by public bodies across the world eager to implement effective approaches to child participation: 'It is impossible to overstate the impact of the Lundy model. It has changed the global understanding of child participation.'** (12)*

5. Sources to corroborate the impact

1. Letter from the Director of Child Rights Connect.
2. The UN Committee on the Rights of the Child's General Comment on Public Spending (which cites the QUB consultation {and children for the first time}) is available here: https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/TBSearch.aspx?Lang=en&TreatyID=5&DocTypeID=11.
3. <https://www.ohchr.org/en/issues/environment/srenvironment/pages/environmentandrightschild.aspx>
4. https://ec.europa.eu/info/sites/info/files/lundy_model_of_participation.pdf
5. <https://www.coe.int/en/web/children/tell-someone-you-trust>
6. **UNICEF conceptualization of child participation (pp. 9 and 15):** https://www.unicef.org/adolescence/files/Conceptual_Framework_for_Measuring_Outcomes_of_Adolescent_Participation_March_2018.pdf
7. Strategic Direction for Child and Youth Participation 2015-2020, World Vision, 2015 <http://wvi.org/child-participation/publication/world-visions-child-and-youth-participation-strategic-direction-0>
8. Email from Head of Citizen Participation at DCYA
9. <https://www.roc-taiwan.org/uploads/sites/90/2017/09/Review-Meeting-of-the-ROCs-Initial-Report-under-the-Convention-on-the-Rights-of-the-Child.pdf>
10. https://resourcecentre.savethechildren.net/node/15380/pdf/save_the_children_ncpf_march_2019_printed_final_version.pdf
11. Correspondence from Participation Officer in Leicester City Council. <https://www.leicester.gov.uk/health-and-social-care/support-for-children-and-young-people/rights-and-participation-service/training-and-strategy>
12. Email from the Children's Commissioner for Scotland/ Chairperson of the European Network of Ombudsmen and Commissioners for Children.
13. Email from the Director of the 'A Million & Me' Programme, BBC Children in Need