

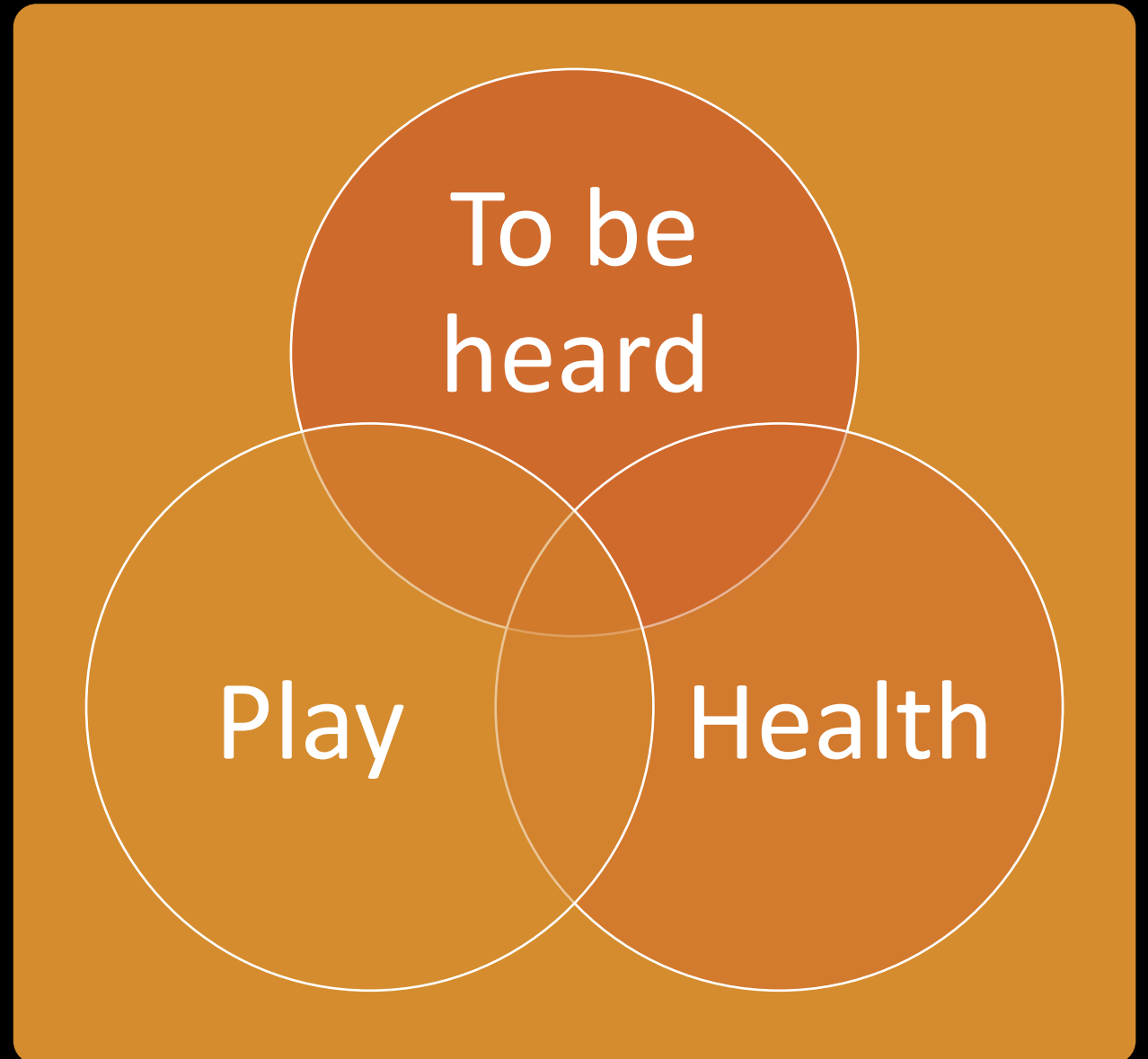
Applying the Lundy Model of Participation in Paediatric Healthcare

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University College Cork



**Human rights
are:
Indivisible,
inter-
dependent,
inter-related**

[Vienna Declaration, 1993]



Article 12(1)
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.



**Why is this a human
right of children?**





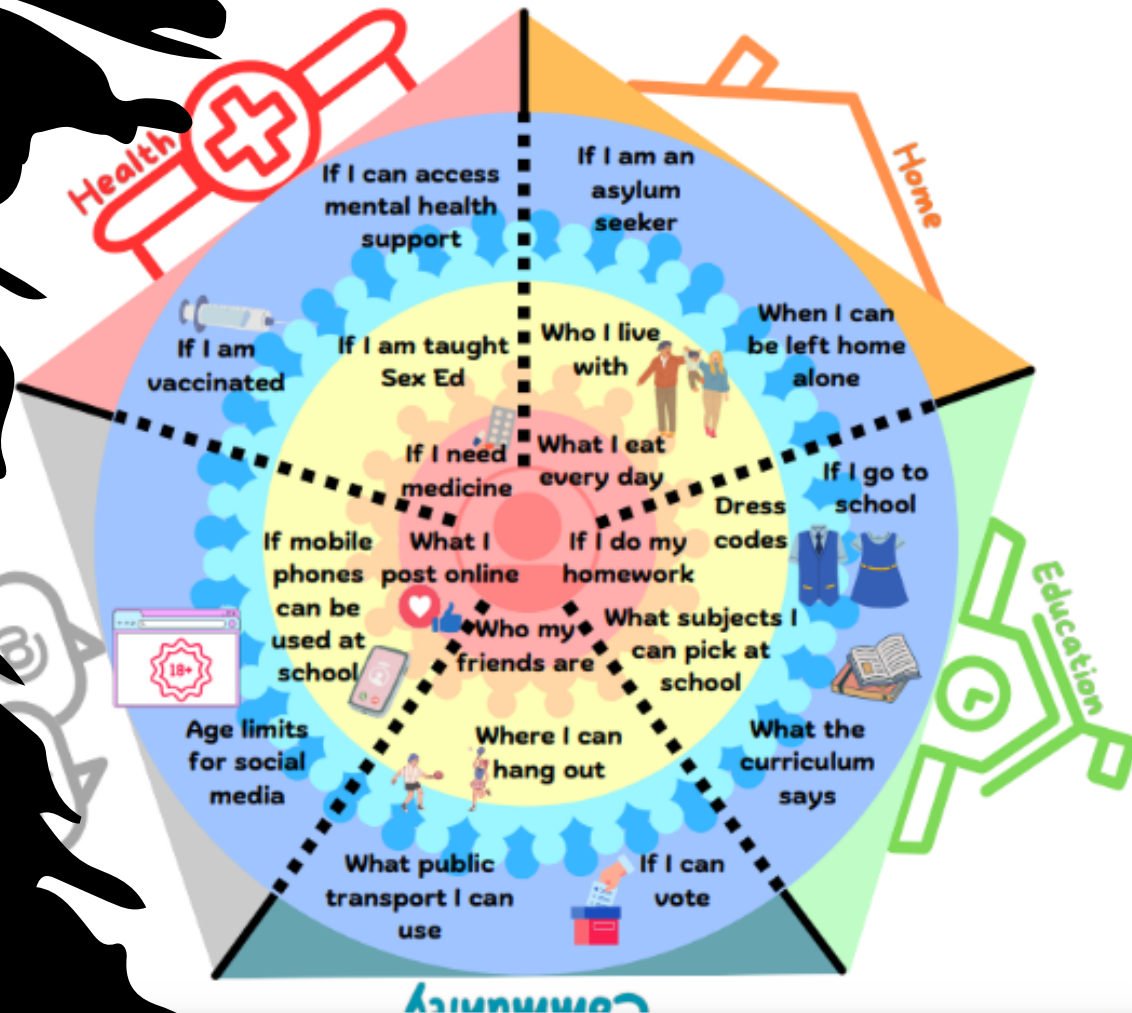
Dignity

Equality

Autonomy

All matters
affecting them...

Decision wheel





A right of individual children
and
A right of groups of children

A right in itself and a
means of realizing all
other rights





What does Article 12 require?

The Voice of the Child?

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...

for Voice Inclusive Practice ...
.qut.edu.au

the Lundy Model
ceforum.org

Laura Lundy on Twitter
twitter.com



- 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.

? Th...

Human Rights Law - Th...
blog.eera-ecer.de

WSA Enabling Student Voice :...
headstartkernow.org.uk

safety in violence
our-voices.org.uk





The relationship between the quadrants....

Lundy Model

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

Space

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

Voice

Children and young people must be facilitated to express their views

Audience

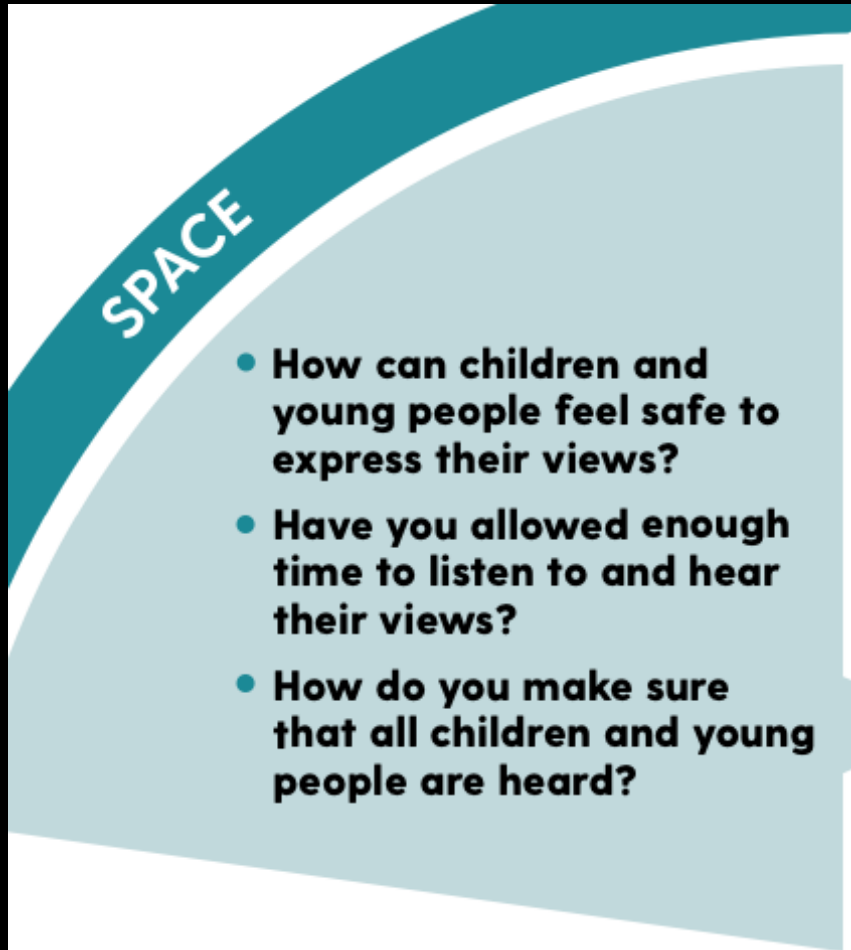
The views must be listened to

Influence

The views must be acted upon, as appropriate



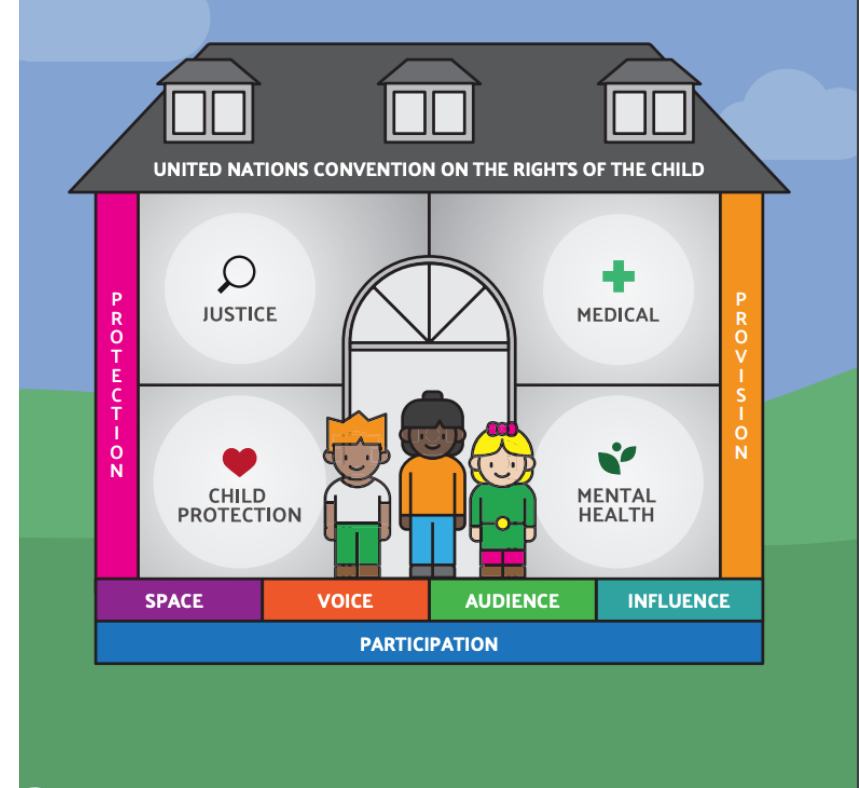
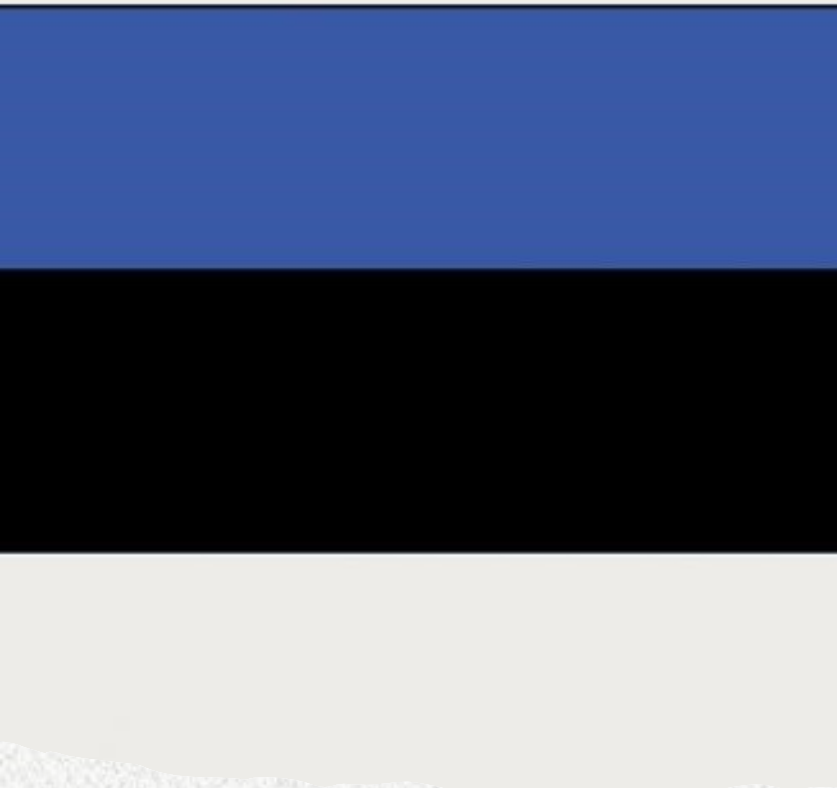
SPACE



Actively created

Safe

Inclusive



**We don't want
you to smell...**

Scotland: Voice of the Infant Pledge

Voice of the Infant Best Practice Guidelines and Infant Pledge



Figure 1: The Scottish Model of Infant Participation based on Article 12 of the United Nations Convention on the Rights of the Child. Adapted from Lundy (2007) and DCYA (2015).

Good Practice Checklist

Is your service succeeding in facilitating babies' and very young children's participation by eliciting and supporting infant voice?

The traffic light checklist on this page and the next can be used to help you evaluate and improve your infant voice practice.

Area of Practice	Not at all	Partly	Very much
SPACE			
✓ Is the setting baby-friendly in UNICEF ⁸ terms?			
✓ Is the environment free of distractions and suitably decorated for infants?			
✓ Is it safe for the infant to move around?			
✓ Is the infant physically comfortable?			
✓ Is the lighting, sound and other stimuli in the environment at a level to prevent infants feeling overstimulated?			
✓ Is there a quiet space for infants who need to sleep or rest?			
✓ Are there age-appropriate toys available in waiting areas and rooms?			
✓ Is there sufficient time and mental space provided to ensure that the infant's communications are listened to and reflected upon?			

Area of Practice	Not at all	Partly	Very much
VOICE			
✓ Do staff routinely set the scene, giving information about how infants communicate, encouraging a space for the infant and responses to their communications?			
✓ Do staff take note of the infant's silence?			
✓ Are efforts made to capture observations and consider what is being communicated?			
✓ Are staff mindful that a caregiver's view may be different to the infant's?			
✓ Do staff put the infant's communications into words to interpret what they may be experiencing?			
✓ Do staff comment on the infant's emotional state?			
✓ Are staff mindful of how they communicate with infants through their facial expressions, word choice, tone of voice, body language and emotions during interactions?			



Infant Pledge



I am one of Scotland's youngest citizens. To give me the best start, so that I can thrive throughout my life, I need to be seen as a person with my own feelings and rights. I depend on adults to interpret my cues and communications so that my rights are upheld, and my voice is heard.

My relationships with the people who care for me are important and directly affect how my brain grows and develops, and how I learn to process and regulate my feelings. Safe and secure relationships and consistent care support my wellbeing now and give me better chances and outcomes in later life too.

Professionals and academics in the field of Infant Mental Health alongside organisations championing the rights and welfare of babies and very young children have come together on my behalf to create the following expectations, which they believe would help improve my life chances.

I expect that I will:

1. Be seen as a person with my own feelings and views.
2. Be seen as able to communicate my feelings and views.
3. Be able to trust my important adults to think carefully about my feelings and views and speak them for me.
4. Be supported to have secure relationships with the adults who care for me.
5. Have safe, interesting places to play and learn, and the help I need to do so.
6. Have my views valued by my family, community, and society.
7. Have a say in decisions about what happens to me.

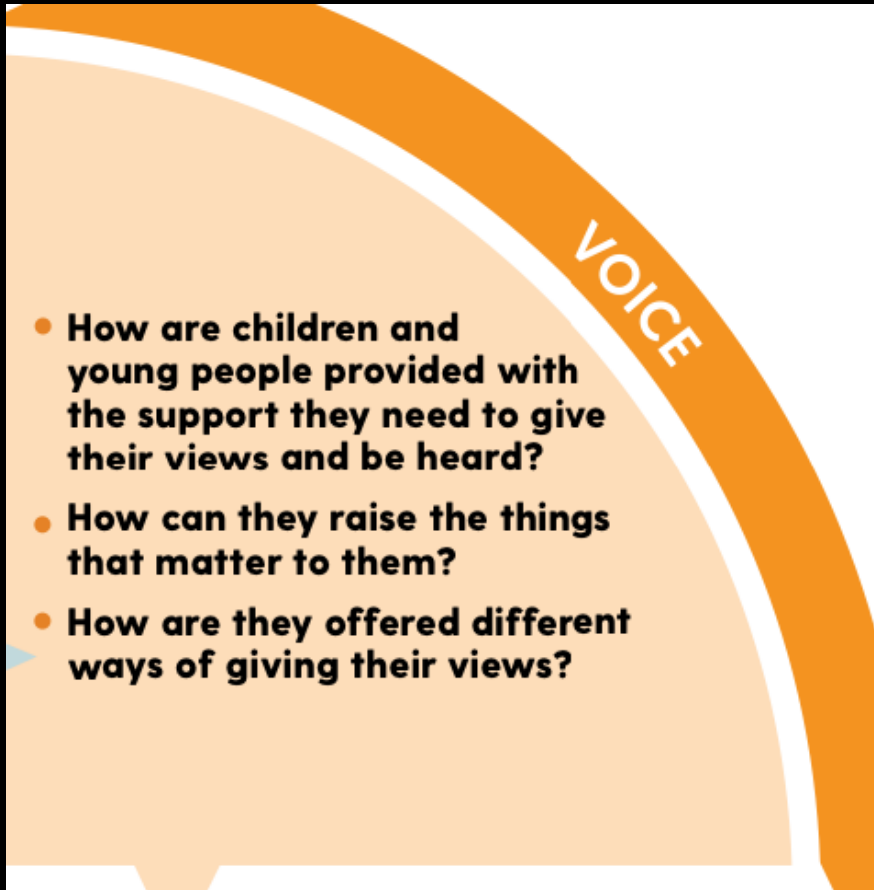
My important adults will:

8. Have support to be healthy, including before I am born.
9. Have the information they need to make good choices for me.
10. Have the support they need to understand and meet my needs and their own.
11. Have help from people with the right knowledge and skills.

It is everyone's responsibility to:

12. Consider me and my perspective at all levels of decision making.

VOICE



Voluntary

Choice in mode of expression

Supported to form and express views

Some people also want to use children sexually so that they can make money. This is called sexual exploitation.

It is **ALWAYS** wrong if adults threaten you or give you money, alcohol or presents to get you to do things with your body, or theirs that make you feel sad, ashamed or uncomfortable.



The Right to Information is a prerequisite of the child's clarified position



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

Malta's Empowering Children Platform

Subject

Reason for contacting us...

Leave Audio Recording 

Upload a Video 

Send us a Drawing or a Picture 

Give us your opinion

Share your thoughts here...

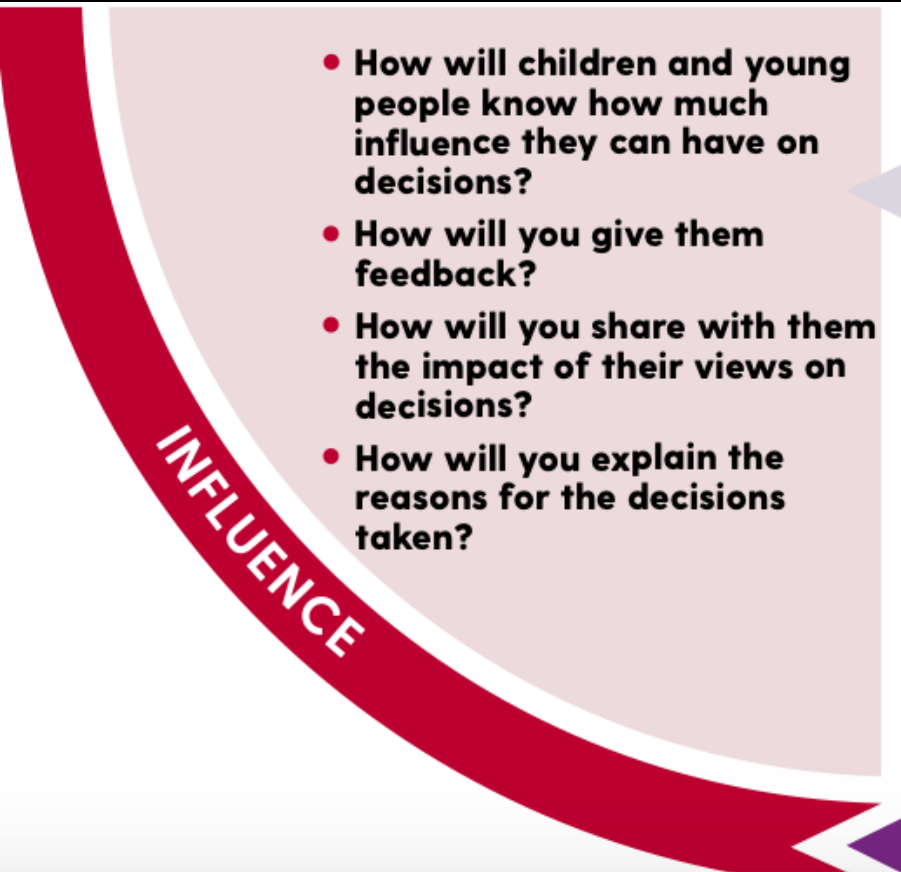
Submit Your Ideas

Emotional Support Chat 

Privacy Terms

INFLUENCE



Realistic

Transparent

Feedback and follow-up

Consultations with young people on skin cancer prevention behaviours

Background

The HSE National Cancer Control Programme (NCCP) in conjunction with the Department of Children, Equality, Disability, Integration and Youth (DCEDIY) and the National Participation Office undertook a consultation with young people on skin cancer prevention behaviours in 2021.

Why

We know it is very important to protect skin from the sun. Sun exposure and using sunbeds can increase the risk of skin cancer. We want to learn how to support children and young people to protect their skin to reduce risk of skin cancer in later life.

Aim

The aim was to inform the development of initiatives to engage children and young people in skin cancer prevention behaviours.

How

We consulted with children and young people aged 12 – 18 years old from across the Republic of Ireland virtually using the Zoom platform between October – November 2021.

What we learned

Ways to encourage young people to wear protective clothing and seek shade



- Use images that are clear and easy to understand
- Emphasise consequence of not using skin protection (the negatives)
- Create a video on the consequences of sunburn
- Workshops with HSE in schools
- Free or low-cost sunscreen

What prompts young people to protect skin in the sun



- Family member advises young person to use sunscreen or to wear a hat to protect skin
- Having skin that damages/burns easily from the sun
- Previous experience of sunburn
- Knowing the ageing effects of the sun on skin

Ways to encourage young people to wear protective clothing and seek shade



- Images that are clear and easy to understand
- Emphasise the consequences of not using skin protection (the negatives)
- Create a video on the consequences of sunburn
- Workshops with HSE NCCP in schools
- Free or low-cost sunscreen

Best ways to get information to young people



- TikTok, Snapchat, Spotify, Instagram
- Youtubers or Irish social media influencers
- Forced social media adverts
- School (counsellors and SPHE, homework activities or links to videos, workshop for older pupils in secondary school e.g., transition year students)
- Cosmetic professionals talking about skincare
- Video on correct way to apply sunscreen
- Parent campaign

Ways to encourage young people to follow 5 S's messages

- Simple messaging
- Information on different types of protection
- Promotion via social media (e.g., TikTok, Snapchat, Instagram)
- Credible sources (e.g., doctors/ dermatologists)
- Have sunscreen available in the schools
- Make social media videos more fun – have someone going through the process of following the 5 S's
- Reminder from parents



For more information on being SunSmart visit www.hse.ie/sunsmart



An Roinn Leanaí, Comhionannais, Míchumais, Lámhárdaíochta agus Óige
Department of Children, Equality, Disability, Integration and Youth

Here are some of the things NCCP are doing in response to your feedback:

You said:

We did:

“Include messages on ageing effects of the sun on skin”

Created resources to include the effect of unprotected sun exposure on skin ageing. Resources were created in conjunction with young people.

“Promotion via social media (e.g., TikTok, Snapchat, Instagram)”

SunSmart campaign 2022 used these social media platforms to promote the SunSmart messages.

“Images that are clear and easy to understand”

Commissioned creation of images for SunSmart awareness campaign.

“Free or low-cost sunscreen”

Piloting sunscreen dispensers in various locations.

“Workshops with HSE NCCP in schools”

Update of primary schools SunSmart lesson plans using consultation insights.

In the future we plan to use insights from young people to inform a NCCP and Healthy Ireland Skin Cancer Prevention Plan 2023+.



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Department of Children, Equality, Disability, Integration and Youth

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?

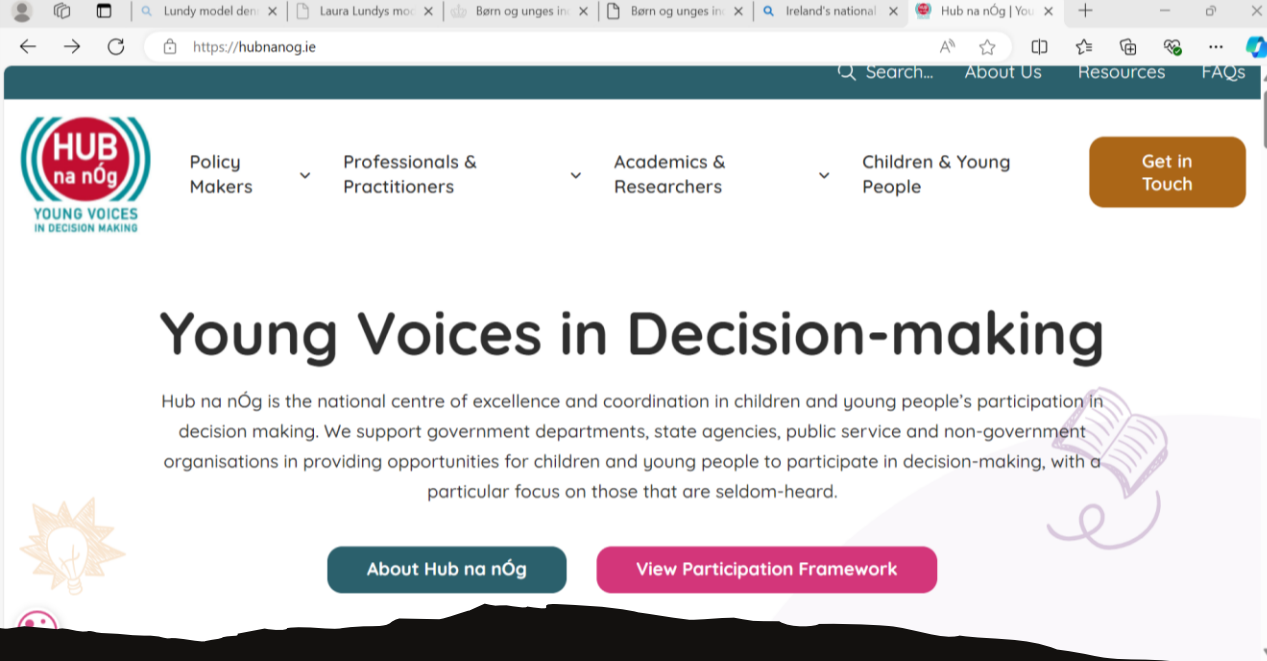
Has it influenced your views in any way? If so, how?

What have you decided?

What is happening next and when will it happen?

Making it happen





Ireland's National Strategy on Child and Youth Participation

Action area 5	Ensure that children and young people are included in decision-making in the health and social services that they receive	Responsibility		Time frame				
		Lead/joint lead	Partner	2024–2028				
5.1	Review the participation of children and young people in care in their own care planning and reviews, and provide guidance on how to resource and facilitate their participation in care and aftercare planning and reviews.	Tusla		24 ✓	25	26	27	28
5.2	Develop training and guidance for healthcare staff on the participation of children and young people in healthcare decisions.	Department of Health (DOH)/ Health Service Executive (HSE)		24 ✓	25	26	27	28
5.3	Develop and implement guidelines to ensure that children and young people with mental illnesses have a meaningful voice in mental health interventions and programmes.	DOH/Mental Health Commission (MHC)/HSE		24 ✓	25	26	27	28
5.4	Engage together to align the online free module on the Participation Framework: National Framework for Children and Young People's Participation in decision-making with professional learning structures and accreditation.	HSE/Tusla/ Health Information and Quality Authority/MHC/ Irish Medical Organisation/ DCEDIY	Hub na nÓg	24 ✓	25	26	27	28
5.5	Engage with children and young people in relation to the Spotlight on Disability Services, in line with Young Ireland: National Policy Framework for Children and Young People 2023-2028, where their views are captured and progressed to inform policy and service developments.	DCEDIY – Disability Division		24 ✓	25 ✓	26 ✓	27 ✓	28 ✓
5.6	Ensure that the voices of children and young people are central to the work of the Youth Mental Health Spotlight under the Young Ireland: National Policy Framework for Children and Young People 2023-2028	DOH	DCEDIY	24 ✓	25	26	27	28



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Míchumais, Lánpháirtíochta agus Óige
Department of Children, Equality,
Disability, Integration and Youth

Participation of Children and Young People in Decision-making **ACTION PLAN 2024-2028**

Ireland's National Participation Framework:

Participation
with **PURPOSE**



National Framework on Child and Youth Participation

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.

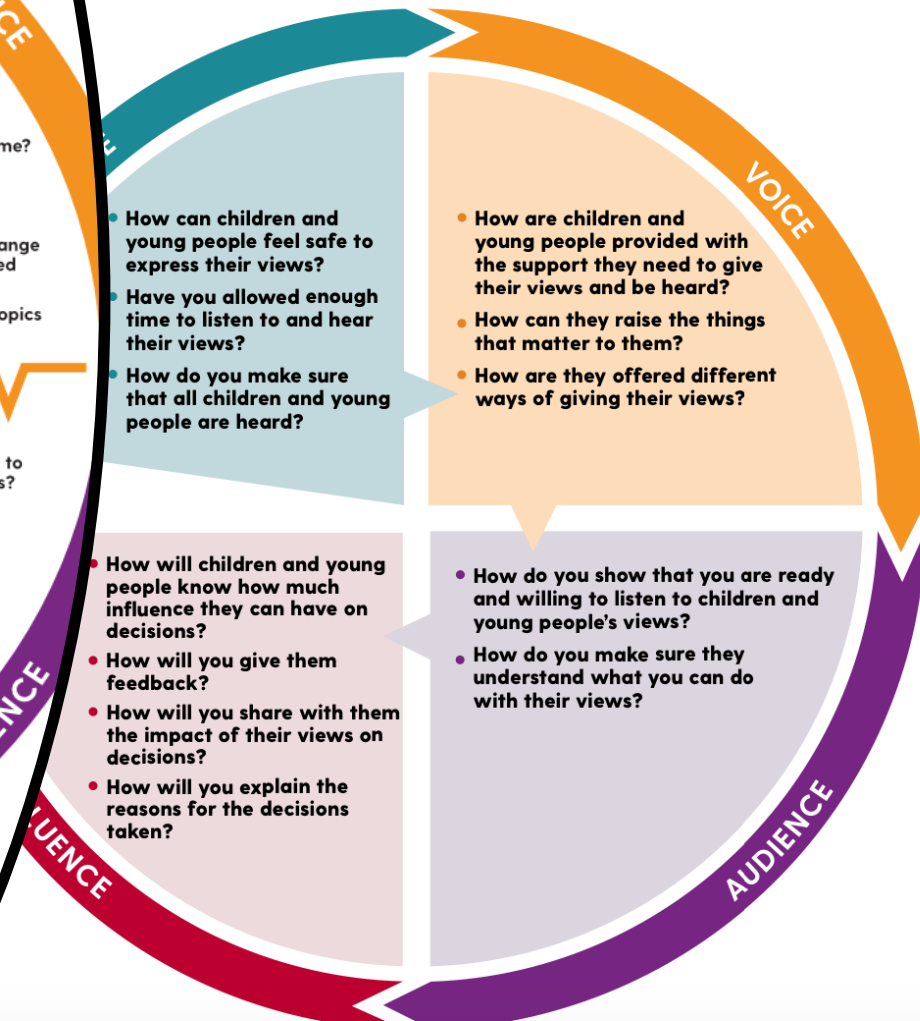


Everyday Spaces Checklist

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.



Checking with children that they felt that they were taken seriously

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

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 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?

.....

.....

.....

.....

.....

THANK YOU! 😊

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

(Lundy 2007)

