

lytp Local Youth Transformation Pilot

# Making the Lundy Model work in Practice

## A simple guide for staff

Developed with Anna Freud

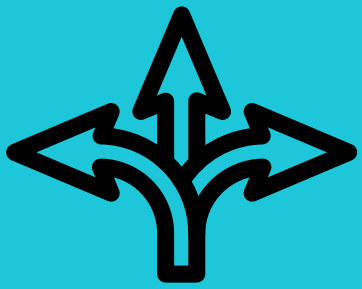
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**The Lundy Model helps ensure children and young people's participation is meaningful and rights-based.**

This guide shows what "good enough" looks like in everyday work.

You do not need to be an expert. You do need to make a few clear design choices.





# Space

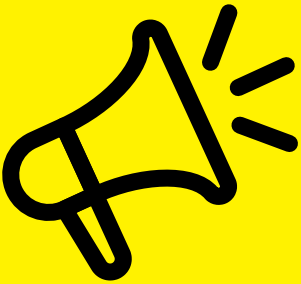
## Can young people safely and realistically take part?

**In practice, this means:**
- Participation is voluntary and clearly explained
- The timing, format, and setting work for young people
- Young people know what will happen next

**Good example:**
A workshop is held after school, food is provided, support needs are checked in advance, and young people are told how their input will be used.

**Risky example:**
A meeting is scheduled during school hours with little notice, and young people are unsure why they were invited.

**Quick check:**
Would you feel comfortable and clear enough to take part if you were a young person?



# Voice

## Can young people express what matters to them?

**In practice, this means:**
- Young people help shape the questions or agenda
- There is more than one way to share views
- Support is offered to help young people form and express views

**Good example:**
Young people help decide discussion topics and can respond through small groups, drawings, notes, or online input.

**Risky example:**
Adults design all the questions and rely on open discussion, meaning only confident speakers contribute.

**Quick check**
Are young people shaping what is discussed — or just responding to adults?



# Audience

## Is someone with real power listening?

**In practice, this means:**

- A named decision-maker (or decision group) will receive the views
- The audience has authority over the issue
- Views reach them directly, not filtered beyond recognition

**Good example**
A senior manager attends the session or receives a summary and commits to responding.

**Risky example**
Views are “fed into the system” with no clarity about who will see them or act on them.

**Quick check**
Can we name who will hear this — and what power they have?



# Influence

## Will young people see the difference they made?

**In practice, this means:**
- Being honest about what can and can't change
- Sharing decision timelines
- Feeding back to young people clearly and respectfully

**Good example**
"Your views will shape the options presented to leadership. Final decisions will be made in June. We'll update you either way."

**Risky example**
"We'll take your views on board" with no follow-up or explanation.

**Quick check**
Would a young person be able to tell how their input mattered?



## And finally...

**A note on "doing it perfectly"**
**You do not need:**
- Full co-decision every time
- Long reports
- Zero constraints

**You do need**:
- Honesty
- Clarity
- Follow-through

**Influence includes:**
- Shaping options
- Reframing problems
- Informing decisions
- Explaining why change isn't possible

**Common pitfalls to watch for:**
- Using the same small group of young people repeatedly
- Asking for views too late to influence decisions
- Over-promising influence
- Treating Lundy as a checklist rather than a design tool
- One-minute Lundy check (before you start)

**Ask yourself:**
- Why would a young person want to take part?
- What real choice or influence do they have?
- Who is listening — and will they respond
- How will young people know what changed?




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