



# CHECKLIST

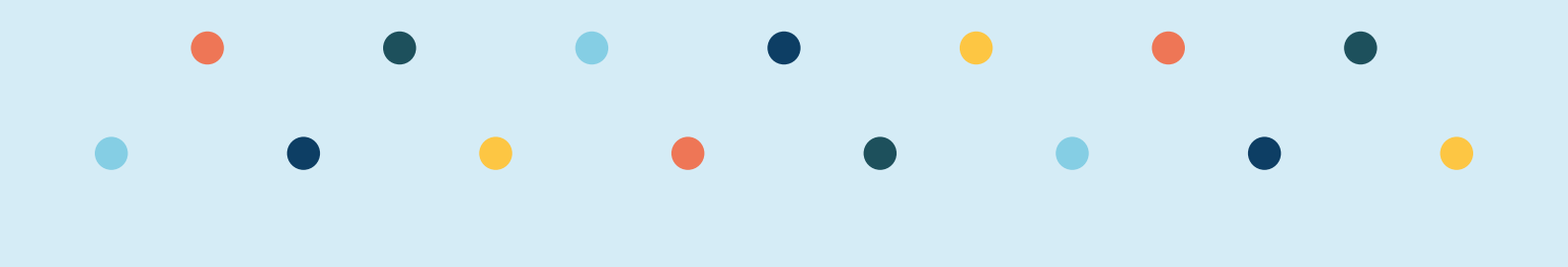
## - for dialogues with children and young people

The UN Convention on the Rights of the Child states that children have the right to be heard on issues affecting them.

This checklist is intended to facilitate the dialogue process between civil servants and children and young people.

The checklist should preferably be used at an early stage in a process involving issues that affect children and young people, whether directly or indirectly. It can, for example, be used when drawing up new plans, budgets, projects, or programmes. The aim of the questions, at every stage, is to obtain answers before you start the process.

The checklist has been produced under the umbrella of the ***“LuMa Youth for Change”*** project, as part of the municipal partnership between Lusaka and the City of Malmö, and was largely inspired by the Ombudsman for Children in Sweden’s web-based method support tool, “Young Speakers”.





## 1. Prepare for the child's perspective

**How can you, as an individual or working group, be responsive to the child's perspective during the process?**



Children are experts at being children. They have their own perspectives, experiences, and opinions that provide valuable input to – but often differ from – those of servants or policymakers. To avoid the risk of influencing children with your own opinions it is important to be responsive and that you minimise your personal effect on the child's story. Remember that the results do not apply to all children and young people, but they do paint a picture of one particular reality for children and young people.

## 2. Formulate objectives and goals

**What is the purpose of the process and how will the child's opinions be used?**



Clarity about the dialogue's purpose is vital for both you and the participants. Consider the objective in depth and define the areas on which you want input. Frequent repetition of the objective to the target group is a good idea, as is clarifying what the child may get out of taking part. Ask them, right at the start, what they see as important and, wherever possible, allow their answers to influence the process.

## 3. Invite children and young people

**Who should take part to ensure an optimally broad representation?**



Children and young people are, of course, individuals with different views and opinions. Try to ensure that you have a broad range of participants and include children of different ages in line with their individual capabilities. Alternatively, and depending on your objective, your process can target a specific group that is particularly affected. You can get in touch with children and young people via existing contacts, e.g., schools or clubs, associations, etc. Plan well ahead when issuing your invitations: remember that many schools plan their activities well in advance. Information for children should be clear and straightforward.

## 4. Hold the meeting(s)

**What do you need to create a secure, inspirational forum for dialogue?**



Before holding the meeting(s), think them through carefully and inject elements designed to build confidence and allow you to get to know one another, preferably in a playful way. Show an interest in who they are. Try to work in small groups of four to eight people. Avoid overly large age ranges in the individual meetings/activities. Different methods of expression should be allowed – some prefer to communicate in writing, others verbally, and others by drawing. Choose a meeting place that feels safe for the children. Find a way to make the meeting special.

## 5. Wrap up and follow up

**How will feedback on the process be provided and what form will follow-up take?**



Highlight the role that the children/young people have played and thank them for their help and the confidence they have shown in you. Tell them how their material will be used and be clear about communicating the timescale when it comes to how their input will be used. Provide feedback after a few months on how their input has been used. When processing the material, try to interpret the children's opinions without distorting them. Produce an analysis of the material that can be understood by the adult world, and include direct quotes from the children.

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[malmo.se/ungasdelaktighet](https://malmo.se/ungasdelaktighet)



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