



**Child & Youth
Participation
Awards 2025**

TÚSLA

An Ghníomhaireacht um
Leanaí agus an Teaghlach
Child and Family Agency

Good practice in Child & Youth Participation 2025





Since 2023 Tusla has worked to improve child and youth participation in decision making across the agency. The child and youth participation award is given in recognition of services that include children and young people in decisions being made in the service that will affect them.

Under Article 12 of the UNCRC, all children have a right to have their voice heard in any decision that affects them. Tusla wanted to develop an award that would give recognition to services and projects who have demonstrated a commitment to ensuring that this right is upheld for those who use their service. The CYPA process involves services making an application for an award based on a participatory project that they have completed alongside young people or children in their service. It can also be awarded for a demonstration of participation in decision making being embedded in the culture of the service. Services are assessed under criteria that has been guided by the Lundy Model of Child & Youth Participation (2007) and need to show that their work meets these criteria in an age-appropriate way. Following applications being shortlisted and reviewed by the CYPA Evaluation Committee, 8 services achieved an award in 2025 for their outstanding work to ensure young people's voices were captured in decision-making processes.

Here you will find details of the work carried out by the services and a brief overview of each project. These are examples of good practice in Child and youth participation in decision making. Each award recipient had a huge impact on young people's ability to participate in decision-making, and many can be easily replicated by other services. We encourage you to read each one to discover simple, child- friendly ways for children to participate in decision making. Following on from that, this year we have also summarised some best practice observations to help support your application in 2026. These have been gathered from the overall applications received in 2025. If you would like further information on any of the projects or information included here, please contact your regional participation officer.



Further information on the CYPA and how to apply for an award can be found [here](#) or by contacting your regional Participation Officer.

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ISPCC Monaghan

Project Overview: Wholesome Wellness

ISPCC in Monaghan had always purchased off the shelf journals for their service users to record their thoughts and feelings in. Children and young people in the service were invited to create their own wellness journal for themselves and for their peers availing of services in ISPCC.

The service created a panel of interested children and young people who wanted to progress the project. Over a five-month period they met with a graphic designer, informing him on the content, design and overall format they wanted to create.

The result was a unique journal focussed on a theme for each month of the year. Features included using familiar symbols to reflect each month instead of naming the months. The young people also chose to fill the journal with positive quotes from popular song lyrics and motivational messages to appeal to all.

The journal was printed and is now being used by young people across Cavan and Monaghan.

Space

- The service spent three weeks forming relationships, playing games and doing ice breakers before the project started to make the space comfortable and safe for the children and young people to engage.
- They were given lots of time to come up with ideas between sessions, the designer also offered online sessions to enhance their ideas.
- If the children and young people could not attend a session they were updated on the previous week's session by the graphic designer.

Voice

- At the outset the children and young people were aware that participation was voluntary and that everyone's opinion was equal and should be listened to.
- They were asked for their views regularly and the designer and staff encouraged them to use different communications methods; quieter children were encouraged to engage.
- They also noted that the space allowed them to share their personal choices in ways that enhanced who they are as individuals.
- Not every idea the young people pitched could be carried out by the designer. For example, a book marker that was suggested near the project end was ultimately created and produced by the young people themselves.



Audience

- The children and young people informed ISPC staff and the designer on the way they wanted the journal to look, which was followed through on.
- They decided everything in the journals from the colours, themes, questions, drawings, photos, quotes and tools which the decision makers endorsed.
- The design company met the children and young people in person and made themselves available online.
- Over five months the designer had to learn to be patient as the children and young people 'changed things around a lot'.

Influence

- The decision makers were kept informed of the decisions the children and young people made on the formatting.
- The children and young people decided to whom and what organisations they wanted the completed journal sent to.
- They were given prompt feedback on decisions that affected the completion of the journal, thus allowing them to change their ideas.
- The journal was exactly what the children and young people wanted. They worked hard to complete bookmarks themselves that otherwise could not have been included.



Best Practice Observations:

This project from the outset was fully directed by the children and young people. They were aware of their right to make decisions on issues that could affect them and their work. The decision makers, the designer, the manager and staff communicated to each other also, with the designer reminding them that they had to be patient as the young people came back with numerous amendments to the print, symbols and general look of the journal.

The children and young people liked the time and patience given to them overall, they noted that they did not jump into the project but spent time doing games and getting to know each other in their safe space. To compliment this, they were offered various ways to share their voice throughout the project. This was evidenced in how each young person had ownership on the design of particular months.

The flexibility and commitment of the designer and the service to the children and young people was apparent in how they showed their attentiveness as an audience considering the changes they requested and communicating promptly.



Prevention Partnership & Family Support Cavan

Project Overview: Online awareness video

Tusla PPFS Cavan works with children and young people 10-18yrs of age supporting them with differing levels of need. Staff invited young people to explore topics or themes that they felt needed to be addressed. After some deliberation they decided to explore 'raising awareness of social media'.

The service supported workshops on developing their ideas. The group chose to use a video as their medium for ease of communication to a wider audience.

The group used a graphic designer for support in creating story boards, scripts and character designs.

Young people presented their video at a cross-county professionals networking event in December 2024, following this the video was disseminated to the target audience via schools, family resource centres and parenting forums.

Space

- Youth groups in Cavan were met by staff prior to being invited to participate and were made to feel welcome by choosing times, days, dates, locations and events they wanted to do.
- The children and young people were introduced to the concepts and processes of participation and had the information they needed to decide if they wanted to partake.
- For the young people to feel safe in their choice of location, the Tusla building, they took a tour and had a choice of rooms they could use.
- The service asked the young people to create their own rules for the sessions.

Voice

- With the group formed the young people were supported to openly discuss areas of interest and they chose social media to do their video on.
- The service employed creative methods like paired working groups to capture the views of everyone as some were noticed to have held back in the open forum discussions.
- The young people felt that for their voice to be actively listened to, their voices should be the voice overs on the awareness video.
- The young people were part of several reviews of draft videos where they made edits.



Audience

- The young people decided during the creation of the awareness video exactly who they wanted their audience to be i.e. parents, relevant statutory and community and voluntary organisations.
- The young people were also kept fully informed by the project facilitators that senior management locally and nationally were aware and endorsed their work.
- The young people presented their work to an assembly of one hundred and fifty professionals during their public awareness campaign.

Influence

- The young people could feel that they had overall influence over the project from its inception to completion, from their discussions with staff and designers where they made many changes and edits.
- The young people were asked to evaluate each group session right after the session so that changes could be implemented if needed for the following session.
- The young people were directly given feedback on the uptake and impact the video has had on parents' groups.



Best Practice Observations:

This project started by giving the young people information on their right to participate in decisions that affect them. It supported the young people through initial workshops to develop their thoughts or ideas on areas of concern to them. The service mapped out the participation journey they embarked by honouring their choice of how, where and when the project would develop and their right to take part or not.

Communication lines to decision makers were very clear in this project and this could be seen in the far- reaching influence of the work thereafter. When participation in decision making by young people is of genuine interest to adults and decision makers it can have huge effects on the influence of the project.



FamiliBase Ballyfermot Young Person's Support Programme

The Young Person's Support Programme is an activity-based, life skills, and drugs educational programme. This programme aims to break the stigma of hidden harm whilst building the young person's confidence and resilience and furthermore supports the young person to build trusting relationships with adults. The service applied to the CYPA to be evaluated on the process by which they brought young people into a programme that was initially manualised. The service supported them to change the programme and develop it as they saw fit. They provided participating children and young people with accurate information, informing them about

the risks associated with drug use, fostering healthy coping mechanisms, and promoting positive life skills, which can play a crucial role in breaking the cycle of intergenerational substance abuse. The children and young people worked with the service staff to bring about positive changes to the programme such as changing the duration of the programme, as well as changing the programme's content, and how it is delivered. The result was a much-improved programme that meets the needs of all young people who avail of the Famlibase service.

Space

- Young people were identified through various programs within FamiliBase so were already familiar with the service and staff.
- A diverse range of young people were invited to participate, taking race, gender, socio-economic background, and neurodiversity all into consideration.
- Barriers to participation were mitigated by engaging with the young people's schools', family and young person themselves.
- A quiet time in the day was chosen in FamiliBase when they could have the space to themselves.
- Young people were provided with transport to ensure ease of accessibility.
- Icebreakers and group activities were used to support the group getting comfortable.
- Children were reassured regarding voluntary nature and confidentiality of the group.

Voice

- Facilitators carried out work to ensure everyone knew the reasons they were brought together.
- Current content of course was explicitly explained, providing young people with all the information in an age-appropriate way they required to make informed decisions.
- Young people were offered the opportunity to leave sessions when they wished, without being excluded from future work.
- Young people decided on topics to discuss during the sessions.
- Young people who required additional support to discuss difficult topics or withdraw received it.
- Various means of gathering feedback were utilised – group work, games, 1:1 conversations, voice notes, and creative arts.



Audience

- Facilitators identified the service management and board of management as the primary decision makers.
- Young people were informed about the communication chain and feedback process.
- Feedback from sessions was formally recorded and compiled which would be brought to the board and the wider team.
- Records of the sessions were also kept in the service user database and young people can access these records if they wish.
- The young people received feedback weekly during each session on the decisions regarding their suggestions.
- When required staff also advocated by communicating with schools and parents regarding issues that the participants identified as being important to them.

Influence

- Feedback from young people gave them the opportunity to change aspects of their programme and influence the development of future iterations of the programme.
- Based on the requests and recommendations of the participants the duration of the program was increased.
- They decided what they were discussing in terms of not only their experiences with familial substance use but also how they were discussing it, moving away from the previous manualised version of the programme.
- Changes to how and when they would explore issues whether favouring group discussions, one to ones or specifying creative processes that they wanted to use in their sessions.
- They were given age-appropriate and accessible feedback at key points during the development of the programme via the group session structure and one to one when required.
- The new programme has been well received by other young people who continue to be provided opportunities to change and adapt the programme as they see fit.



Best Practice Observations:

The success of this initiative was largely due to the time spent planning in advance. This time allowed the service to focus on creating a safe and accessible space for young people who became involved in the process. The service liaised with the young people's school management, as well as their families to ensure young people were supported by all of the important adults and decision makers in their lives. By providing transport to and from sessions, the consultations were made accessible for all involved. The topics were often difficult to discuss however by ensuring enough supports were in place the service was able to create a space where young people were comfortable to express their views freely.



Crannog Nua - Special Services

Project Overview: Retro make over – My space

Crannog Nua is a Special Care Service that provides stabilising and safe care in a secure therapeutic environment for young people aged 11-17 years old.

The Retro make over - My space project involved a young person being supported by staff to create a space for themselves that was peaceful and could meet their sensory needs during therapeutic intervention.

The young person created a plan, presented it to management and sought approval for the visual and creative aids. They added soft furnishings, painted the space and progressed the space into one that has a real ambience and cosiness. The project allowed the young person to build confidence in using his voice. The presentation of his ideas gave him a definite audience where limitations could be discussed, and solutions agreed whilst bringing the project to fruition.

Space

- Space is provided regularly at a young person's meeting for all young people to share their views, requests and ideas towards service improvements.
- Trusting, supportive relationships built with young people over time provided a safe environment to plan the project and processes.
- The staff team helped the young person to understand the meaning of the term participation in decision making which encouraged them to fully participate, which they knew was voluntary.

Voice

- The staff team supported the young person to express their voice through a visual presentation to decision makers at the service.
- The young person was afforded a set time and a place to share their views to management.
- A supportive staff member utilised role playing with the young person to assist them in their meeting with decision makers.

This helped to build their confidence and skills for the meeting which enhanced their voice in decision making.



Audience

- By setting aside a time and meeting place the young person was aware that the management team were interested in the project and that they wanted to hear his views.
- The young person was at the centre of the project and therefore was fully informed of how the project and the process was progressing.
- The limitations of the project were discussed with the young person face to face where changes had to be made to the plan for various reasons.

Influence

- The young person effectively expressed a need to change part of the services provision to suit his personal needs. He then remained involved and saw the project to its end.
- The young person chose how he was going to communicate his ideas to the decision makers of the service.
- On completion of the project, other young people in the centre have now taken on to do parallel projects because of this young person's engagement.



Best Practice Observations:

The simplicity of this project is hugely enhanced by the attention to smaller details. The young person was supported by staff to put thought into what he wanted to express and how he wanted to express it. The presentation of his ideas to management at a set time and date gave a sense of importance to the young person's voice. The audience listened, discussed and made decisions in real time with the young person's input.

The staff supported the young person to complete the project, and this has inspired other young people to achieve in similar ways.

The influence and benefits of the young person's participation in decision making are felt by him as he uses the room daily and are also recognised in its contribution to his Gaisce awards.



Barnardos Lorient

Project Overview: Development of a community garden

The Mac Uilliam playground was vandalized and removed by South Dublin County Council approximately 8 years ago. Barnardos Lorient through their work in the local community engaged with children who reside in the area, who all voiced their opinion that they have nowhere safe to play in their area since the old playground was removed.

The children had asked for progress to be made, however none happened due to concerns that it would be vandalised again. The team in Barnardos worked closely with the Mac Uilliam interagency group to highlight the children's concerns at their meetings. Barnardos succeeded in advocating for the children's wishes and plans were made to commence the development of a community garden in consultation with local children.

Barnardos succeeded in securing funding to support the work. They engaged with local children to plan not only the development of the space, but also how it would be used and cared for into the future. Since the space was opened to residents, the children in the community have been involved in planning events such as movie nights and shows. They have also actively supported Barnardos to keep the place well maintained and safe to play in. The children regularly carry out clean ups in the area without prompting from the adults involved, showing that they take pride in their area. Local children continue to engage with Barnardos in planning events for the community garden.

Barnardos are continuing their work advocating for local children with decision makers who are responsible for funding and improving amenities in the area.

Space

- Barnardos ensured all young people in the community had an opportunity to participate in the project by not only inviting young people they are directly involved with, but also putting up posters locally, engaging with parents in the area and inviting young people through other community services.
- Strong relationships were seen as a key element of the project's success.
- Outdoor, activity-based engagements were planned to ensure good participation – this was identified by local young people as best strategy for engagement.
- Parental engagement was confirmed, and consent was sought where necessary.
- Environment and location was considered during the winter months to ensure continued engagement.

Voice

- Various means of capturing voice were made available like individual discussion, art, group work, games, structured work.
- Child friendly posters included accessible information for young people to make informed decisions.
- Visuals and images were used to generate conversation and ideas



Audience

- The main audience for this project were decision makers in the Mac Uilliam interagency group.
- Barnardos were leading out on the project and would feedback children's views to the group for decisions to be made.
- Children were made aware of the decision makers and the process for decisions.
- Children received regular feedback from the interagency group through the Barnardos facilitator.

Influence

- Children decided on everything to be included in the garden, and they organised activities would take place there.
- They were involved in the designing artwork in the garden.
- Young people included a memory tree as a place they can go to remember loved ones they have lost.
- Young people in the area have taken responsibility for the upkeep of the area, they will be supported by Barnardos staff.
- Young people continue to engage with the service on matters relating to upkeep and use of the garden.
- The success of this project is now being used as an example to demonstrate to the county council how well young people in the area can treat their amenities – it is hoped that this will encourage the council to invest further in the much-needed playground area that the children have requested.



Best Practice Observations:

Young people identified the need for this project. Strong relationships, inclusion of all, and fun ways to participate were key to the project's success. Although children initially asked for a fully equipped playground, funding was not available for a project of that scale, so the community garden was a compromise that would still meet some of the needs of the children. This demonstrates that participation in decision making can often be as successful when compromise is required due to the resources that are available. The completion of the garden however is not the end of this participation journey. The local children will continue to work with Barnardos to plan events, maintain and make further improvements to the garden into the future. The success of the development and upkeep of the garden is now being used to further advocate to the council on behalf of the children for more investment to bring a fully equipped playground back to the area. This shows the services ongoing commitment to the participation journey the children have embarked on, one which has meaning to them.



YMCA PAKT (Parents & Kids Together)

Under the YMCA strategic plan, 'participation' of young people is noted as one of the service's objectives. In order to bring this objective to life a Youth Advisory Committee (YAC) was established to bring about positive change to the service and ensure young people's voices were represented in a structured way. Over the last three years, since the launch of the YMCA Strategic plan, the committee have been tasked with giving their input on each of the pillars of the YMCA strategy and influencing activities and plans that come about. The YAC are provided with a budget to make practical changes where required, and they are also provided with opportunities to present their views to senior decision makers in the service. The YAC was established in 2019 and since then worked on a number of projects to ensure young people's voices were represented in decision making in the service.

The YAC created a PAKT Charter of Rights, which was designed, and written by them. They designed a children's only registration form that children fill in with their youth leader. They also created a "buddy wheel" which helps to decide who partners with them as a support for their induction.

They have also planned trips to try new activities such as zip lining and other adventure activities, supporting the service to achieve some of its other strategic objectives. The committee continue to meet regularly to support decision makers in implementing service improvements and meeting service goals.

Space

- Meetings are held in the services youth friendly space.
- The space is wheelchair accessible, with light filters, fidget tools and bean bags as sensory supports.
- Young people representing 4 PAKT locations attend.
- The service ensures accessibility for all young people by providing transport & food/drink.
- YAC develop a group contract to agree group rules which ensure everyone is respected and can contribute.
- Fun & Creative activities and icebreakers ensure all the young people feel comfortable.
- Facilitators receive handover from leaders who work with the children, to support their engagement and ensure appropriate level of supports are provided.

Voice

- Group planning is guided by the YMCA strategic plan to ensure young peoples views are represented on identified service goals.
- Young people are provided with youth friendly information to explain their work requirements.
- Young people set the agenda for meetings and record minutes.
- Young people can share views in alternative ways if required (e.g. Playdoh, clay, pictures or poems).
- Games and supports are provided to ensure participation of all young people in discussions.



Audience

- Decision makers for this project include local staff and management, along with senior national management, and the steering committee responsible for the strategic plan.
- Facilitators work with the YAC and their views are forwarded to decision makers.
- Young people also presented at the YMCA National Conference to ensure their views are heard at every level in the organisation.

Influence

- Young people in the service have direct influence over committee membership.
- The YAC came up with ideas to create various documents in order to make improvements to the experience of new young people coming into the service.
- The Charter of Rights was designed and created by the YAC.
- The committee designed and created a new young person's registration form to ensure young peoples voices are represented from time of referral.
- Creation of resources such as the buddy wheel to support young people new to the service.



Best Practice Observations:

The YAC has been provided with the time to develop since its establishment in 2019. There have been consistent meetings encouraging young people to have influence over the service. Young people were supported to share their views by being provided with lots of relevant and youth friendly information, ensuring they could make informed decisions.

By always providing transport and food and making the area accessible for wheelchair users and those who have sensory requirements, the space was always accessible for the members.

Staff ensured they were aware of the individual needs of each of each child and they responded appropriately. Fun icebreakers were used to lay the foundation for the YAC to go on to make many positive changes in the service.



Kilkenny Early Years Insights into participation

Project Overview: Insights of Children's participation through reflective practice

Kilkenny Early Years provides early years and preschool services to children. The team participated in a research study on co-play and continued to analyse their co own co-play with children and young people in their service. Children learn best through play; and so, the curriculum in Kilkenny Early Years is led by the children's emerging interests. Educators make the most of every opportunity to co-play with children, allowing them to support the children with their investigation of ideas and decision making. Co-play facilitates this to happen naturally during learning experiences through conversations and observations.

Throughout the research project, staff collectively analysed videos of each educator's practice of co-play in a strengths-based manner. This practice has helped them to identify where, how and why the toddlers and young children are experiencing best practice in relation to their meaningful participation in decisions that affect their play and learning.

As a result, the educators learned that when they intentionally spend meaningful periods of time co-playing and involving the children in decision making through the play; there are definite elements required for this to succeed. Educators always ensure that they are at the children's level, so the children know they are available in this space to play. Educators also communicate with their colleagues in advance so that the play has time and space to flow uninterrupted. Teamwork is always required so while some educators are co-playing the other educators agree to take care of any potential needs within the group, for example: intimate care, supplying props and open-ended materials, supporting transitions and possibly resolving conflicts. Educators are also conscious not to dominate the play and to follow the children's lead, extending the play where possible based on what the children are expressing.

Space

- From the moment the children start attending the service, the educators work on building positive relationships with each child in order for the children to feel that the setting is a safe space.
- Parents are very involved in the settling in process, children's family photos are put up on our family wall.
- Key workers are assigned by observing natural bonds that emerge.
- The children begin to feel safe enough to make decisions and communicate their opinions about where they play, how they play, what they play and who they play with.

Voice

- For the children who can express their views verbally, these are considered in the moment, responded to, documented and considered during planning.
- For other children, co-play allows educators to observe the children closely and know each child well enough so that they can interpret what the children are expressing through their nonverbal cues, allowing us to capture their voice.
- Additionally, to support the communication of younger and nonverbal children they use photographs which are displayed at children's level and support them to express choices about where or what they would like to play with, even if they have not developed the verbal skills.



Audience

- The process of video analysis supported educators to see how they are the children's audience.
- Observing and interpreting what children want by giving them choice and allowing them to make decisions in and about their play.
- Staff worked to make themselves available to the child for play. They did not just direct, plan for and set up play experiences based on the children's interests – they consciously stayed to engage in and continue the extension of the play with the children. They are the children's audience; therefore they did not direct or dominate the play experiences but remained present and observant.

Influence

- Educators demonstrate to the children how they have influence on their play and the overall decision making. Some children will be able notice how educators are following their lead in play and their current interests are being brought into planned learning experiences. For other children, the responsiveness of the educators to children's behaviour and emotions is how their influence is seen.
- The educators understand that when they work with children there has to be some limits to what influence the children have. Educators know how to age appropriately explain to the children, if a decision they have made is not possible. For example, if a child wants a toy or material that another child is playing with the educators will support the child.



Best Practice Observations:

When encouraging young children from 0-5 to participate in decision making it must be age appropriate, relevant and purposeful to them. Co-play, when carried out with genuine interest and intention by a supporting adult is an excellent way to instil and embed the very practice of decision making in younger children.



Tullow Area School Completion Project

Project Overview: First year boy's soccer tournament

While delivering the Transitions programme “Your Next Chapter” to sixth class students in June 2024, some of the 6th class students asked if they would have access to a football to play with at lunchtime when they went to secondary school. At the time this was not an option. When September 2024 came around the school completion officer that had delivered the transitions programme was approached by the same students, now first years, who again asked about getting access to a football. The school completion officer organised a time and space to meet and discuss with the young people and they came up with the idea of an organised first-year boys soccer tournament as a way for the students to be able to play soccer at lunchtime.

The result was a very successful tournament organised by the young people for 48 of their peers. Soccer was the instigating factor in the tournament but there were many other spin off benefits and changes for the whole school. 9 matches were played at lunch time over several weeks. The winning team received a champion's league football. Following on from this school policy was changed. The rule on no footballs at breaktime was lifted and a new sign in/out system has been established at break time to keep track of the balls.

Space

- The space provided by the transitions programme afforded the young people the sense of safety and confidence to ask their question about football at break times.
- Later, once they began secondary school we could see again the benefit of the provision of space to hear their voice. They approached the same adult and that adult invited them to share their ideas in more detail in the Den – a room in the school where students can meet at breaks etc. Tea and biscuits were provided and a discussion ensued.

Voice

- Everyone took turns to speak at the initial meeting.
- The school completion officer took minutes demonstrating that he was their audience and was taking their voice seriously.
- Presence of peer support -Two older young people from active schools also joined the meeting and supported the expression of the young people's ideas.



Audience

- The SCP officer was the first audience for the young people. She listened to their initial idea and invited them to talk more about it with her.
- The school completion officer made the young people aware that she would have to take their idea to the principal for sign off.
- Once the SCP advocated on their behalf – permission was granted, and the SCP officer informed the young people.

Influence

- Many of the students' suggestions were taken on board and influenced who signed up to play. For example, they suggested doing a live draw using an online generator to pick the teams, this made it fair especially for boys who didn't play on a soccer team. Everyone had an equal opportunity to play.
- The students knew that many people had to come together such as school management, school completion and Active Schools to help support them in making their idea and these changes happen in the school.
- When the tournament ended the young people met again with the school completion officer to evaluate and get some feedback on what worked well and what could be changed for the future.
- The SCP officer kept the young people informed and included in what was happening as result of the tournament; for example the introduction of a new system to make balls available to all at break time.
- The young people knew that they had influenced the experience for future first years as the tournament was approved to run again next year.



Best Practice Observations:

Not every idea the young people had was allowed. An example of this was where the students wanted to change to soccer gear to play the tournament. This was not allowed due to time constraints at lunchtime. This was explained to the students and they could see the logic for the decision.

The peer support from the Active school's team in transition year gave the first year's confidence that their idea was a good one. It helped them to think about how the tournament could be carried out and meant that the adult was not the only sounding board.

Evaluation of the process at the end revealed that more change had taken place than anticipated. Some boys had never played soccer on a team before and really enjoyed it. The young people got to see first-hand the impact of organising such a tournament had on others.

Giving the young people the opportunity to be responsible. The lifting of the ban of footballs at break time demonstrated trust by the adults in the young people and really solidified the influence the young people had had on the school.

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