



TECHNICAL BRIEF

Meaningful Participation of Children and Young People with Lived Experience in Alternative Care Settings: Global Practice Examples

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Introduction

The “lived experience” of children, young people, and adults like those who grew up in alternative care or who are parents or caregivers, refers to their personal understanding of the world, shaped by the people around them, and the settings, situations and events that have been part of their past or present life. In the context of Better Care Ukraine, lived experience relates to anyone with direct experience of the child protection and alternative care system. This includes children currently in various forms of alternative care, young people who have left care (often referred to as “care leavers”), and parents or caregivers involved with Children’s Affairs Services or whose child has been in alternative care. Caregivers may include biological parents, foster carers, guardians, and kinship carers. In the context of this paper, people with lived experience (PWLE) includes children who have grown up in institutional care facilities or other forms of residential alternative care such as small group homes; those in or having grown up in family-based alternative care (foster care, kinship care, etc.) or who have been adopted; children who have experienced separation from family, even for short periods of time, resulting in interaction with the child protection and/or alternative care system.

These direct experiences make the children’s and young people’s perspectives unique and valuable, especially in decisions that affect their lives, but also in wider system reform efforts. The meaningful participation of PWLE, tailored for their age and capacity, is vital to ensuring that child protection and alternative care systems are responsive, rights-based, and effective.

This brief outlines the core principles of participation and shares practical examples of meaningful participation of PWLE at individual, programmatic, and policy levels from around the world. It offers insights for individuals including program managers, practitioners, policy makers, service providers, and advocates, and highlights the importance of safe, ethical, inclusive and sustained participation and engagement with PWLE for organisations to consider. It addresses work with or on behalf of children and young people involved in the child protection system, living or having grown up in alternative care settings, and or anyone who plays a role in protecting children and strengthening families.

Framing Participation

Participation is not only a right under the UN Convention on the Rights of the Child (UNCRC), but a critical factor for improving the quality, responsiveness, and accountability in child protection and care systems. Participation empowers young people and contributes to better, more sustainable outcomes, including a stronger workforce, responsive public budgeting, more aligned laws and policies, and accessible services. Globally, providing safe and inclusive platforms for PWLE to contribute their time, voice, perspective and experience to decisions that involve and affect them is recognised as best practice, recognised by international conventions and often protected under national law. Beyond this, meaningful participation through advocacy is proving key to reforming systems to better serve children and families in many countries. Youth participation has been pivotal to international conventions and United Nations level discussions including the 2019 Resolution on the Rights of the Child and the 2021 UN Day of General Discussion on Child Rights.

In terms of alternative care, participation is a fundamental right set out in the UNCRC¹ in Article 12², the UN

Convention on the Rights of Persons with Disabilities (UNCRPD),³ and reinforced in the Guidelines for the Alternative Care of Children.⁴ These instruments affirm every child’s right to express their views freely, and have those views considered in decision-making processes, particularly, in matters such as determining care placements.⁵ This right is recognized regardless of gender, ability, age or other factors. In the Ukrainian legislative context, the right to participate is recognized. Child rights are enshrined across the national Constitution, the Family Code, and laws “On Protection of Childhood” and the “Law on Social Services”. All of these laws emphasize the child’s right to be heard in matters concerning them. They are less clear, however, on mechanisms for participation in policy development sphere or in development, delivery and monitoring of services.

Under the UNCRC, authorities have a duty to present information in accessible language and formats, and to support individual children in expressing their views and engaging with public processes. As signatories to UN conventions, authorities are also obligated to ensure

1 / United Nations General Assembly. (1989). United Nations Convention on the Rights of the Child. Retrieved from <https://www.unicef.org/child-rights-convention/convention-text>
2 / UN Committee on the Rights of the Child (CRC). (2009). General comment No. 12 The right of the child to be heard. Retrieved from <https://www.refworld.org/legal/general/crc/2009/en/70207>
3 / United Nations General Assembly. (2006). United Nations Convention on the Rights of Persons with Disabilities. Retrieved from <https://www.ohchr.org/en/treaty-bodies/crpd#:~:text=About%20Treaty%20Bodies,-Overview&text=The%20Committee%20on%20the%20Rights,provisions%20enshrined%20in%20the%20Convention>
4 / United Nations General Assembly. (2009). Guidelines for the Alternative Care of Children. Retrieved from <https://digitallibrary.un.org/record/673583?ln=en&v=pdf>
5 / Ibid.

children who are more vulnerable or marginalized can participate and be heard, including children in alternative care and those with disabilities.⁶

While the rights and protection are critical, truly meaningful participation is that which ensures that PWLE are *not only heard or asked their opinions*, but actively engaged in shaping policies, decisions, services, communities and systems that they interact with. When child participation is not meaningful, it can lead to tokenism, coercion and harm.⁷ This undermines children's trust in adults and weakens the legitimacy of child protection systems.⁸ Moreover, excluding children from meaningful engagement risks overlooking their lived realities and needs in programme design and policy, and can lead to programs that do not help or serve the needs of the children and families they are intended for.



The key principles of meaningful participation are:⁹

TRANSPARENT AND INFORMATIVE:

Providing participants with clear, accessible, and age-appropriate information about their right to be heard, how participation will take place and its purpose, scope, and potential impact.

VOLUNTARY:

Ensuring participants choose freely whether to take part in the process and allowing them to withdraw at any time without consequences.

RESPECTFUL:

Treating all participants with dignity. Encouraging them to share their views and ideas without fear of judgement or discrimination based on age, care status, disability, ethnicity, gender, sexuality, religion or any other identity.

RELEVANT:

Ensuring that engagement focuses on issues that matter to the PWLE. Creating opportunities for them to contribute based on their lived experience, knowledge, and skills.

PARTICIPANT-FRIENDLY:

Creating safe, inclusive, and welcoming environments. Give participants enough time and preparations to take part confidently and adapting approaches to match their age and level of support.

INCLUSIVE:

Actively involving participants from diverse backgrounds. Removing barriers to participation and designing culturally sensitive activities that include marginalised voices.

SUPPORTIVE:

Equipping PWLE and staff with training and tools needed to meaningfully participate. Building skills in communication, groupwork, safeguarding, and active engagement. Offering practical support to help participants take part fully.

SAFE AND RISK AWARE:

Identifying and minimising risks. Prioritising participants' emotional and physical wellbeing and putting safeguarding measures in place to prevent harm or distress.

ACCOUNTABLE:

Providing participants are with clear feedback on how their inputs shaped outcomes. Involving them in follow up actions, learning processes and evaluation of participation efforts.

6 / Ibid.

7 / Hart, R. A. (1992). Children's participation: From tokenism to citizenship. UNICEF International Child Development Centre.

8 / 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. <https://doi.org/10.1080/01411920701657033>.

9 / Changing the Way We Care and Lumos. (2022). Putting PWLE at the Heart of Care Reform. Accessed at <https://bettercarenetwork.org/putting-child-and-youth-participation-at-the-heart-of-care-reform-an-introductory-manual>

What makes participation meaningful

Participation is, in itself, it not necessarily difficult, however truly **meaningful** participation moves beyond consultation and the sharing opinions, to shared decision-making, and ensuring that children are not merely present but have influence and agency. It means that platforms for participation are established and promoted; that children design and implement activities with support of adults and with the resources to engage. It can be more time consuming, resource intensive, and complex. Meaningful participation also requires systems, checks and balances related to those who are participating and the people they interact with.

Global examples of meaningful participation

The global examples presented in this section illustrate a sample of good practices in meaningful participation of PWLE at the individual, programmatic, and policy and systems levels. Some are recognised as leading and innovative practices, while others represent promising or inspiring approaches. Each example includes key lessons and describes the impact of the approach. A hyperlink is included for more detail on each of the examples provided. The examples listed stand out because of their replicability and scalability, impact across multiple levels, and influence on national policy.

INDIVIDUAL LEVEL – THE ALTERNATIVE CARE SETTING

EXAMPLE: ENHANCING CHILDREN AND YOUNG PEOPLE’S AGENCY IN SHAPING THEIR OWN EXPERIENCES AND MAKING DECISIONS.

Ireland – EPIC Advocacy

EPIC (Empowering People in Care) is an Irish negational organisation dedicated to supporting children and young people with care experience. It is the only independent national advocacy organisation dedicated to advocating for the rights and wellbeing of children in care and young care leavers (including those in foster care, residential care, special care and youth detention as well as those in after care services) up to the age of 26 in Ireland. They support individual care experienced PWLE to have their voices heard in decisions directly affecting them. Their team of advocates provide direct one on one advocacy to assist children and young people in having their views and concerns represented in decisions related to their care and their feedback influences decisions through three key activities: **Eplic Care Community**, **Youth Empowerment** and **EPIC Youth Councils** – where young representatives advise EPIC and national stakeholders including government, on issues concerning children and young people in care. They work on campaigns and projects to improve outcomes at national level.

Key implications and lessons:

- Young people choose to engage and can speak freely without fear of reprisal, which helps build trust and encourages meaningful participation;
- Advocates work alongside young people to help them understand their rights, clarify their views and express their preferences in care planning, or when navigating complaints or access to services;
- Through advocacy and engagement, young people gain skills and confidence leading to personal growth and broader societal contributions;
- The advocacy is guided by what the young person wants, not what others think is best for them, reinforcing their agency and decision-making power ('advocates support - not speak for'); and
- Young people have reported better outcomes when they felt heard and were engaged.

Strong promising practice with local impact:

EPIC offers a model for integrating PWLE into the fabric of policy and practice, ensuring that those most affected by systems have a hand in shaping them. The EPIC model combines individual advocacy, youth led councils and

structured participation spaces guided by the **Lundy Model** – to ensure PWLE influence both their own care decisions and broader policy reforms and service delivery.

Impact:

The EPIC model empowers PWLE to actively participate in decisions affecting their lives, influencing and shaping decisions that affect their lives at multiple levels.

United States – ‘My Life My Choice’ (MLMC) Survivor Led Programming

The MLMC is a survivor-led programme dedicated to ending commercial sexual exploitation of children. It is designed and implemented by survivors of trafficking and serves youth who have experienced or at risk of exploitation. The peer mentorship programme focuses on building trust, modelling healthy relationships and fostering resilience and voice among mentees. The mentors, survivors themselves, receive professional training, salaries and mental health support.

Key implications and lessons:

- Empowers young people to make informed decisions about their care and future and support others (survivors do not just tell their stories, they are integrated as expert staff with clear roles, training and accountability); and
- Delivers changes in attitudes, knowledge and skills to influence action at both individual and systemic levels (many mentees later join the Leadership Corps), showing a clear path from receiving support to becoming a change maker.

MLMC has also influenced broader systems change through training of youth in policy advocacy, creating ripple effects in child welfare, justice and health systems.¹⁰

Leading good practice with strong local impact:

A powerful youth led initiative, especially for child exploitation and abuse (CSEA) and trafficking prevention. Its design could serve as global model for meaningful youth led prevention programming, although it is not embedded in national care systems.

Impact:

Youth led sessions shift power dynamics and enhance personal recovery.

10 / See: <https://aspe.hhs.gov/sites/default/files/documents/1455cad84dd073dbfd00ede3f29d53f9/my-life-my-choice-case-study.pdf>



PROGRAMMATIC LEVEL - PARTICIPATION IN SERVICE DESIGN AND DELIVERY

EXAMPLE: INVOLVING CHILDREN AND YOUNG PEOPLE IN SERVICE DESIGN, DELIVERY AND MONITORING.

United Kingdom – Ofsted¹¹ Inspections Informed by Children

In the United Kingdom, Ofsted inspections¹² of education and social care settings are increasingly informed by children's perspectives, with a focus on creating a safe and supportive environment for them. Inspectors are encouraged to speak directly with children,¹³ allowing them to express **their experiences and provide insights into the quality of their school or care setting**. Through Ofsted's 'Big Listen' consultation the government learnt that children and young people want Ofsted to better engage them in inspections and consider their experiences and progress alongside compliance and practice in response, Ofsted emphasised adopting a strengths based outcomes approach which prioritizes the voices and feelings of children and young people.

Key implications and lessons:

- Children in care contribute directly to regulatory inspections through structured interviews and feel that their voices are heard and valued;
- Their feedback is formally incorporated into inspection outcomes and service improvement;
- Care providers use feedback to improve services; and
- Inspection outcomes inform education, national care standards and regulations.

Promising good practice with local impact: A strong mechanism for **accountability at service** level, but less about broader youth empowerment or sustained voice. Considered a best practice example for regulatory feedback loops involving children.

Impact:

Children's voices shape education and social services¹⁴

Ireland – EPIC Advocacy in Service Provision

Young people participate in co-designing services and act as peer advocates. Through its youth engagement and participation programme, it provides structured opportunities for care experienced children and young people to be actively involved.

Key implications and lessons:

- Through Youth Councils and Care Communities, EPIC provides organised avenues for engagement, ensuring that contributions are meaningful and impactful;
- Raises public consciousness about experiences of care experienced youth;
- Maintains feedback loops with young people involved in its programmes, ensuring transparency on how their input is used;
- Reinforces accountability and fosters a culture of ongoing improvement in services based on lived experience;
- Services adapt based on feedback from youth advocates; and
- Longstanding and structured youth led participation embedded in national care monitoring contributing to improved services.

Strong promising practice with a strong local impact:

EPIC offers a model for integrating PWLE into the fabric of policy and practice, ensuring that those most affected by systems have a hand in shaping them.

Impact:

EPIC has influenced the development of services that more accurately reflect realities and needs of those with lived experience.

11 / Office for Standards in Education, Children's Services and Skills.

12 / Social Care and Common Inspection Framework (SCCIF).

13 / See paragraphs 77 – 79 and 94 of the handbook here: <https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2023#:~:text=14.,see%20paragraphs%2077%20to%2079>

14 / See <https://sssllearning.co.uk/safeguarding-articles/ofsted-big-listen-2024#:~:text=In%20a%20groundbreaking%20step%20towards,for%20honest%20responses%20from%20participants>.

Moldova – Advisory Boards of Children (ABC)

Children and young people to have their voices heard in the community, within organizations, and across government and incorporate their rights and specific needs into policies and practices. Through an NGO partner, processes of listening to what children and youth have been facilitated to give adults (service providers, program managers, local authorities and national policy makers) new understandings. Practices and policies have been developed to facilitate children and young people's participation into service design, implementation, monitoring and evaluation. Groups of young people have been trained to monitoring such services as foster care, and to provide valuable perspective to the responsible authorities, leading to service improvements. Advisory boards are inclusive, purposefully encouraging children in or with experience of the care system and children with disabilities to participate. Over 800 children have been part of ABCs.

Key implications and lessons:

- ABCs provide an opportunity for children to engage, with contributions are that meaningful and impactful within their own communities;
- Provides opportunities for some children to engage in national opportunities, higher level policy dialogue, etc.
- Raises public awareness about experiences of children and the importance of families;
- Helps maintains feedback loops with children in care and their service providers;
- Services adapted based on feedback from children;
- Children are recruited and selected through schools – offering a model of cross-sectoral collaboration between education and child protection; and
- Provided a model for replication throughout the country.

Strong promising practice with a strong local impact: ABCs offer a replicable model of child and youth participation in meaningful service and system change.¹⁵ The model is institutionalised, having iterated through several generations of young people.

Impact: EPIC has influenced the development of services that more accurately reflect realities and needs of those with lived experience.

Romania and Albania – Youth Leaders for Change

Key implications and lessons:

- This activity led by an NGO (World Vision) promotes of the participation of children and youth to lead change in their communities;
- Particularly relevant to the prevention of child-family separation;
- Includes youth participation in advocacy and platforms for decision-making;
- Provides the government actors the opportunity to intentionally engage youth in co-design of local social services;
- Engages young leaders in campaigns to end violence against children, by investing in building their capacities to act on behalf of their peers in order to promote social change strategies in their communities, countries and regions.
- Provides young leaders with knowledge and tools to engage in global forums and platforms, to facilitate debates and build bridges between young leaders, stakeholders, policy and decision-makers
- Participants in the project acknowledge the improvement of their skills and abilities to engage with decision-making processes, educate their communities on children's rights, and to work together to advocate for better protection of children.

Strong promising practice with a strong local impact:

Strong model of NGO led participation that brings youth and government actors together.

Impact:

Has influenced the development of public awareness on violence against children.

¹⁵ / Partnerships for EveryChild. (2017). Final Report: Children in Moldova are Cared for in Safe and Secure Families. Retrieved from <https://bettercarenetwork.org/sites/default/files/Children%20in%20Moldova%20Safe%20and%20Secure%20Families%20Project.pdf>

POLICY AND SYSTEM LEVEL PARTICIPATION

EXAMPLE: INSTITUTIONALISING CHILD AND YOUTH PARTICIPATION IN POLICY MAKING AND CARE REFORM.

Scotland – The Promise

Scotland's Independent Care Review, known as, 'The Promise,' set out how the country can ensure that every care-experienced child and young person is safe, loved, and respected. The review involved extensive engagement (over 5,500) children and young people to inform care reform. Their voices are now central to national reform, driving legislative and policy changes, funding priorities, and accountability measures. A [review of The Promise](#) shows significant progress of improvements of the care system in Scotland.

Key implications and lessons:

- Designed and consciously informed by voices of PWLE - children and young people's voices is central to evidence informed reform;
- Participation is institutionalised, not optional and PWLE are embedded in decision making, policy review, and oversight;
- It emphasises safe, respectful engagement, recognising power dynamics, trauma and the need for long term relational investment;
- All public services, from education to justice, are accountable for implementation therefore services redesigned to reflect the insights of care experienced individuals;
- The Promise design school and other platforms are training professionals to co-design with children and young people; and
- Sustained investment in participation infrastructure including staff capacity, youth friendly platforms, design methodologies) is essential for meaningful engagement.

Best global practice:

The "Promise" is considered a strong systematic and system-wide commitment to transform services for children and families.

Impact:

The "Promise" guides legislative and systemic changes in Scotland's care system. Longterm impact is still emerging, but the cultural shift in how children in care are understood and engaged makes a significant transformation.¹⁶

Ireland – Empowering people in care (EPIC) – Policy Engagement

Beyond services described earlier in the table, EPIC involves youth in national consultations, research, and strategy development. These efforts are guided by formal agreements with government bodies, ensuring youth voice influences national policies and agendas.

Key implications and lessons:

- Providing training and support services ensures that PWLE can participate confidently and effectively in advocacy and policy discussions; and
- EPIC submissions have informed national strategies, such as the National Strategy for Migration Integration and amendments to childcare related legislation.

Best global practice:

EPIC offers a model for integrating PWLE into the fabric of policy and practice, ensuring that those most affected by systems have a hand in shaping them.

Impact:

By consistently centring the voices of care experienced youth, EPIC's work informs national child welfare policies and practices that more accurately reflect realities and needs of those with lived experience.

15 / Partnerships for EveryChild. (2017). Final Report: Children in Moldova are Cared for in Safe and Secure Families. Retrieved from <https://bettercarenetwork.org/sites/default/files/Children%20in%20Moldova%20Safe%20and%20Secure%20Families%20Project.pdf>

16 / The Scottish Government. (2024). The Promise Story of Progress: How is Scotland doing in its progress towards keeping promise? Retrieved from <https://shorturl.at/Rz9mm>

Kenya – National Care Reform Strategy development

The **National Care Reform Strategy for Children in Kenya** aims to shift Kenya's child care system from one that is institutional care based to community-based services and family-based alternative care. The strategy's development was led by the National Council for Children's Services with a multidisciplinary Care Core Team of state and non-state actors. It was developed through extensive consultations with stakeholders, including PWLE through the **Kenya Society of Care Leavers** (KESCA). KESCA unites young people with lived experience of institutional care; it strives to improve life skills among the young people to enhance their personal development through trainings, and advocates for better care and support for care leavers as well as young people in institutional care through conferences, meetings and workshops. The insights from PWLE informed the national care reform priorities around family-based care and reintegration, and young people with experience have always had a seat at the table including at the national and sub-national levels.

Key implications and lessons:

- Meaningful engagement of children and young people, including care leavers, is recognised and built into both the development and implementation phases;
- PWLE feel empowered to influence change since they are recognised as important contributors in design and accountability not token participants;
- Participation is framed as a right and a key part of the system transformation, shaping both service and implementation monitoring; and
- PWLE participation mechanisms are formally embedded at national and county levels, ensuring their views influence decisions throughout the reform journey.

Promising and valuable practise:

This is a strong example from showing inclusion of youth voices across care reform including policy level reach and participatory approaches. It offers a replicable model grounded in legal reform, child participation and system accountability.

Impact:

PWLE input shapes national care reform initiatives.

In Summary

The meaningful participation of children, young people and adults with lived experience in alternative care and care system reform is not just a matter of rights. It is a proven pathway to lasting and meaningful change. It not only empowers and capacitates children, as the future citizens of a country, but lead to better, more responsive and accessible services, targeted to the needs they are intended to meet. As shown in the global practice examples, when participation is safe, structured, and sustained, it leads to better care practices, more responsive services and reforms that reflect realities of those most touched by those same systems.

Across different contexts, PWLE are contributing in many ways, whether through their own case planning, broader advocacy, peer mentoring of others in care, or by shaping training materials, informing policy, and taking part in national and global forums. The examples and others confirm that inclusion of meaningful participation at the individual, program and policy levels is not only possible, but essential at every level of the care system.¹⁷

To make participation genuinely meaningful, several conditions must be in place. It is the responsibility of adults – program managers, case workers, policy makers and others – to ensure that participation has clear ethical guidance and safeguarding measures, support and capacity building built in, and that there are opportunities beyond “giving voice” or telling of personal stories. The most meaningful examples include those that are child or youth designed and/or led, and which provide for an informed process within and meaningful partnership. Skilled adult facilitators play a key role, as do dedicated resources and institutional backing to build the capacity of both the PWLE and the adults supporting them. Feedback loops and monitoring mechanisms ensure accountability and continuous improvement.

Real change happens when young people are not only heard but actively involved. Moving beyond consultation or tokenistic, check-box activities to shared decision-making and child-led activities is how to create care systems with children and youth, and not just for them.

¹⁷ / See https://bettercarenetwork.org/sites/default/files/2024-06/431.011learningbriefsupplement_pwle.pdf for different ways people participate and guidance on addressing barriers to meaningful participation

Annex 1:

Regional and global examples on participation

Country / Region	Example
EUROPE RESEARCH: CZECH REPUBLIC, FINLAND AND POLAND	Peer-led Research (two years) FOCUS: Engaging PWLE as peer researchers (co designing tools, conducting interviews and analysing data. • Redressing power dynamics through peer-to-peer interviewing promotes more reflective responses due to shared experiences. • PWLE's participation in the assessment process and development of recommendations for a better care system • Engaging PWLE, including those with disabilities, in co-design of social services • Need to institutionalize roles of Care leavers or guardians owed to the significance of their role PROJECT: Children's Villages International (SOS's) Peer Research Project.
GLOBAL RESEARCH: DEVELOPMENT OF TOOLS WITH CHILDREN	Families. Not Institutions. FOCUS: Critical lessons, practical evidence and recommendations to support global, regional and national decision makers to build political will, strategies, policies and target funding to transform care systems. • Common vision and a set of actions aimed at reforming care systems • Guiding principles, priority areas for action • Child participation and inclusion • A roadmap for care reform for children Informed by inputs from a wide range of stakeholders including PWLE of institutional care and discusses importance of participation. PROJECT: Hope and Homes for Children. Putting children at the Heart of Care Reform FOCUS: Ensuring that children and young people with lived experience of care are meaningfully involved in every stage of care reform, including decision making, implementation and evaluation. • Importance of shifting from working for children to working with them in all stages of care reform, from planning to evaluation. • Contributions from youth led groups and care experienced advocates who demonstrate how participation can shape reforms and improve outcomes. • Co-written with care leavers. PROJECT: Changing the Way We Care (CTWWC) and Lumos.
GLOBAL: ENGAGEMENT IN UN DISCUSSIONS	2021 Day of General Discussion FOCUS: Amplifying the voices of children and young people in alternative care and ensuring their perspectives shape care systems, policies and support services that affect their life. • What children and young people think about care and what they want to change • The need for better support to keep families together • Improvements in quality of alternative care, consistent and kind care givers • Protection from violence, access to essential services and the right to be heard in decisions about their lives • Better support during crises (like COVID) and when transitioning out of care. Un Committee on the Rights of the Child, focusing on children in alternative care with several child-, youth-, and persons with disability-led working groups and resulting in a youth-written final report, amongst other documents

FOCUS: Children without adequate parental care

- Emphasis on family and community-based care
- Importance of family life
- Addressing institutionalisation
- Rights of children with disabilities
- Opposing separation and unlawful deprivation of liberty

In November 2018, Better Care Network (BCN) partnered with UNICEF and SOS villages to host a meeting (co-chaired by BCN and Save the Children) of 14 organisations, networks, and agencies in New York to discuss the 2019 UNGA Resolutions on the rights of the child. The **key recommendations** proposed at the meeting was endorsed by 256 organisations, networks and agencies, including networks of care leavers, youth organizations, and parent networks.

Key resources

Families. Not Institutions.

Critical lessons, practical evidence and recommendations to support global, regional and national decision makers to build political will, strategies, policies and target funding to transform care systems.

Putting children at the Heart of Care Reform.

Ensuring that children and young people with lived experience of care are meaningfully involved in every stage of care reform, including decision making, implementation and evaluation. This is a guide for practitioners.

A Leaving Care Practice Guidance.

The rights and needs of young people on their way to adulthood and independence. This guide is a how to on improving policy and practice, and training for professionals. It was developed and informed by the participation and first experience of young experts.

Meaningful Engagement of Care Leavers in Care Reform.

A series including articles, video content and guidance.

UNICEF Child and Youth Participation Resource Guide.

A directory of resources on child and youth participation. It provides a listing of publications, organizations and web resources from practitioners worldwide on a broad range of child participation issues and projects.

The Nine Basic Requirements for Meaningful and Ethical Children's Participation a core tool for projects that incorporate child participation.

