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| **Name of Local Authority/Organisation** | Redcar and Cleveland |
| **Project Name** | Make your Mark |
| **Lead member of staff** | Rita Richardson |
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| **Youth voice strand that the case study demonstrates** |
|  | Engaging |  | Campaigning |  | Influencing |  | Elections | x | Make your mark |

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| Following on from the Annual Sitting 2016 – We felt that the youth Service in Redcar-Cleveland had not fully participate in the Make your Mark campaign, in previous years’ schools and colleges had submitted ballots dir3ectly into the BYC but the youth service had not undertaken any ballots themselves. After speaking to managements we decided that support for the MYP role would sit within youth services and that we would plan and develop a co-ordinated approach to delivering Make your Mark in the Redcar- Cleveland area.We Worked in partnership with the Join us – Youth Project (service for young people with disabilities) to ensure an inclusive an fully representative approach was undertaken. |
| **Who was involved and what were there roles: (Professionals, young people, partners etc)***Please add more boxes if necessary* |
| Hellan Higgs | Neighbourhood youth worker |
| Rita Richardson | Youth Worker |
| 5 neighbourhood based youth workers |  |
| 100 youth workers |  |
| Member of youth Parliament |  |
| Service manager |  |
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| **What did you do and how did you do it?** |
| The first week of September was youth work training week – a full package of training and development opportunities for Youth workers over a 5 days. The Member of youth Parliament delivered one of the development opportunities – explaining make your mark and promoting people’s involvement in the campaign. The youth workers were given the resources needed for the Make your mark ballot – (presentation, ballot papers) and told them they needed to return the completed ballot papers buy the end of the month. We felt delivering a session for workers, providing the information they needed would be more productive than just asking them to do it.All youth Workers delivered make your mark sessions within the time scale.We also asked young people to check if Make your mark was being delivered in their schools and if not to ask why not! |

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| **What was the impact, how did it affect change, what was different as a result of this work?** |
| the Youth Service had the localised results of make your mark that helped to inform service planningA wider range of young people within the Authority had an opportunity to have a say including YP with disabilities, targeted youth work groups, Duke of Edinburgh participants. |

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| **What were the outcomes for the young people?** |
| More young people had an opportunity to participate in the Make your Mark ballotThe profile of the MYP within Redcar and Cleveland was raised with peers. |

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| **Are there any documents, weblinks additional information available about this? – please provide details of where these can be found** |
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| **What was the key learning from this piece of work, What top tips can you give to others who may want to replicate or do similar work to this?** |
| Work in partnership with as many organisations who work with young people as possible – not just formal education organisationsDon’t give people the chance to say no. |