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| **Name of Local Authority/Organisation** | Stoke |
| **Project Name** | Youth voice |
| **Lead member of staff** | Mel Clarke |
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| **Youth voice strand that the case study demonstrates** | | | | | | | | | |
| x | Engaging |  | Campaigning |  | Influencing | x | Elections |  | Make your mark |

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| **Background and rationale: How did this work originate, what was the need and how was it identified?** | |
| city council recognised that they hadn't been a fully representative, established working City wide youth forum for approx. 4 years. also Stoke hadn't had a Member of Youth Parliament for 8 years. It was felt that representation of young people in decision making processes had become tokenisation or none existent.  The participation team were tasked with developing a formal youth voice mechanism within a 5-week period. This included engaging with all schools, promoting the elections for the youth voice vehicle, recruiting candidates, organising training events and running a city wide youth election!  stoke is currently ranked 3rd on the deprivation indices with high statistics of teenage conception, young people's substance misuse, youth unemployment and homelessness.  The city council recognised that it was vital to ensure that young people had a voice on all issues affecting their lives but also the voice needed to be representative of all young people, in stoke. | |
| **Who was involved and what were there roles: (Professionals, young people, partners etc.)**  *Please add more boxes if necessary* | |
| Schools - | promoting the elections, identifying candidates |
| YMCA - | provided a venue, supported the youth husting events, provided funding. Key partner organisation |
| Stoke city council elections team - | supported the running of the elections to ensure it reflected the experience of a 'real' election process. |
| stoke city council communicates team - | helped to develop a brand for the elections and promotion and marketing materials and strategy |
| shout out stoke - | local charity who provided funding and worked closely with us to provide training for the young people. |
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| **What did you do and how did you do it?** |
| Engaged with schools - contacted all 18 secondary schools in the city. Meeting the lead staff member in the school (usually responsible for citizenship). Secured support on the schools and provided each school with all the materials they needed such as presentations for tutorial sessions, posters and contact information. (We engaged actively with 12 of the 18 schools)  Participation youth worker attended lunch time sessions in the school to promote the elections, meet with those young people interested in standing as a candidate.  Participation worker met with the care leaves forum, young careers forum, BME forum and the learning difficulties and disabilities forum to encourage representatives from these forums to stand in the city wide forum.  Participation team provided support for young people on devising a manifesto and how to make a manifesto relevant to the target audience. E.g. Tweet style statements with hashtags. This support was provided in planned training sessions and in school support.  Recruited volunteers (who had DBS checks) from a wide range of providers and community organisations in stoke to support the elections by running polling stations in The schools.  Participation team and elections team organisation the deliver and later collection of boxes and ballot papers  Organised and delivered a count following the actual count procedures of a real election. Candidates and one guest as well as councillors were invited to attend the official count. |

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| **What was the impact, how did it affect change, what was different as a result of this work?** |
| 38 young people stood as candidates  4500 vote in the election  A successful election was held that reflected a real life democratic experience for young people  Stoke had elected members of the United Kingdom youth parliament  All candidates were given membership to the city wide youth forum |

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| **What were the outcomes for the young people?** |
| 4500 had an experience of a real election process  Young people in Stoke had access and representation via a city wide youth forum  Young people have opportunity to have a voice and to shape and influence services for young people in Stoke  Young people were empowered  Young people developed leadership skills |

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| **Are there any documents, weblinks additional information available about this? – please provide details of where these can be found** |
| We have electronic presentation of the election process and results that can be shared. |

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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?** |
| People don't do business with business they do business with people - it's important to develop positive relationships with all stake holders  If you are struggling to engage with a school - unable to find the right person within the school - the young people are often the best resource to broker the engagement of the schools, they attend  The council communications team and elections team are a great resource for support and help  A partnership approach increased resources, knowledge and skills and enhances the project. |