

# Youth democracy peer educator pack



Cabinet Office



A peer educator training pack  
for young people and their peers  
to promote voter engagement and  
registration.



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# INTRODUCTION



## Welcome

to the Youth democracy Peer Educator training programme!

This pack contains everything you will need to run this peer education training programme and turn young people into champions of democracy. It provides the tools to discuss the importance of voting and voter registration with young people, and train them to take that message to their peers and encourage them to vote.

It has been designed by the Scottish Youth Parliament (SYP) in partnership with the Cabinet Office. SYP is a young people's parliament, designed by young people for young people. It is committed to ensuring young people are heard and campaign on the issues which matter most to young people.

The ultimate aim of this training is to equip young people with the tools to train their peers so that they in turn have the confidence to encourage other young people to take part in the democratic process and have their voices heard by politicians across the United Kingdom.

Whilst originally developed for use in Scotland this training pack can be adapted to be used across the United Kingdom.

Once peer educators are trained they can then use the Youth democracy resource pack. It contains more ideas for promoting voter engagement and running other voter registration events.

# STRUCTURE OF THE PROGRAMME



## Peer Educators

Peer Educators are volunteers, usually aged 16-24, whose role is to inform and support other young people to get involved in the democratic debate and to ensure they know how to register to vote.

This peer education programme consists of 3 elements:

- Recruitment and application process
- Training event
- Ongoing support.

## Recruitment and application process

Before you run your training day, you will need to recruit your Peer Educators. You could do this with an existing group you work with or openly advertise for volunteers.

## Training

The training event is designed to provide you or your peers with as much information as possible to allow you to run a session. However, the session is adaptable and can be incorporated into other training you may be running.

For example, you may wish to take the structure outlined in this pack and run a residential training weekend, adding in additional sessions such as those suggested in the section “Training session agenda - 2 day course session examples”.

You may also wish to utilise just one section of the session as part of a lesson or different session you are running.

## Ongoing support

In order to maximise the learning gained from the session, we suggest you work with your Peer Educators after the session to help them utilise their new found skills. We’ve included a section of this pack on how to work with Peer Educators remotely to encourage registrations.

## Facilitation

In order to run this programme, you need to have some knowledge of electoral processes and voter registration. You should make sure you have utilised the materials available in the Resources section of this pack (Appendix A - Facilitator pre-event resources and reading materials) prior to running an event and are fully aware of the processes involved.

# RECRUITMENT AND APPLICATION PROCESS



## Criteria to be a Peer Educator

The most important criteria for young people wishing to take part in the programme is enthusiasm. They should be passionate about democracy, not only be keen to take part, but to encourage their peers to do so as well.

We also suggest potential Peer Educators should be:

- Aged 16 or above. This training has been designed for those aged 16 and above to participate and register to vote if they are eligible. Please bear in mind that the pack contains elements which could be delivered to younger age groups and get them engaged in the democratic process if they are not yet eligible to register to vote. These are marked in the training session
- Able to commit to the recommended volunteering hours of 5 -10 hours per month
- Able to remain politically impartial when encouraging people to register to vote.

Appendix B includes an application form which you could use to recruit Peer Educators. You can also use this to initially understand their interest.

Anyone who is interested should complete an application form and this can be followed up with a phone interview. The interview should be an informal chat so you and the potential peer educator can introduce yourselves and is intended to give you an idea of their commitment and ability to take on the role.

Here are a few questions which you might want to ask during the interview:

- Why did you decide to apply for the role?
- Why do you think young people should be involved in politics?
- Are you excited about talking about politics with other young people?
- Are you able to be politically impartial when talking with other young people?
- What do you think the biggest challenges are when encouraging people to vote?
- How could you overcome those challenges?

# TRAINING SESSION



## Organising a training event

Prior to the event you will need to do the following:

- Set a date and time for the event
- Recruit participants (please see the recruitment and application process section for further details)
- Arrange a venue
- Collate the materials and resources required in the Kit list
- Prepare for facilitating the training programme by reading the suggested materials and ensure you are aware of electoral processes and how to register to vote.

## Date, time and venue

In terms of electoral timing, we recommend running the training roughly three months before a major event. The deadline for registering to vote ahead of elections is usually 12 working days. So please allow sufficient time to run your training and check the appropriate deadlines carefully prior to running your training.

Whilst forthcoming elections provide context for running the training, it can be done at any time. Once trained, your Peer Educators will have the skills to help people to register to vote at any time.

The training session has been designed to be flexible and can be adapted to fit into the length of time available. We recommend you run this as a one or two day training event. Therefore, you will need to consider this when arranging when and where your event is to take place.

You will also need to consider the group you're working with. If you have a pre-existing group with set meeting times, you can run the sessions during pre-arranged meetings. If you are bringing a new group together, consider the other commitments they may have at various times of the week when deciding the timing of your session.

When choosing a venue, consider the following:

- **The size of the group.** We recommend running the training with groups of between 10-20 people. You will need to ensure the accommodation is suitable for hosting a large group
- The need for a **large space** where people can move around during the session
- **Technical requirements** of the training (please see Kit List for further details).

## Kit list you will need:

- Training session agenda for participants
- A copy of the PowerPoint slides "Youth Democracy Peer Educator training presentation"
- A laptop
- Access to the internet
- Paper voter registration forms (even if you have internet access) from [www.gov.uk/government/publications/voter-registration-forms-paper-versions](http://www.gov.uk/government/publications/voter-registration-forms-paper-versions)
- A projector
- A screen or large blank wall
- Youth democracy Peer Educator packs
- Flip chart paper - blank
- Flip chart paper headed "Devolved/Reserved"
- Flip chart markers (minimum of 4)
- Devolved/Reserved Cards (Appendix C).
- Sticky-Tac.

# TRAINING

## SESSION 1 DAY COURSE



### Example agenda

- 9:50: Volunteers arrive
- 10:00 - 10.35: Introduction
- Introduction and Names - 5 minutes
  - Icebreaker - 20 minutes
  - Reasons for voting - 10 minutes.
- 10:35: The Peer Educator programme
- Overview of the Peer Educator role
  - Engaging with young people.
- 11:30: Registering to Vote
- Overview of the Individual Electoral Registration process including Local Authority Registration
  - Electoral Registration Office
  - FAQs.
- 12:30: Lunch
- 13:00: So Why Vote? Parliaments and Electoral Systems
- Westminster Parliament
  - Scottish Parliament
  - National Assembly for Wales
  - Northern Ireland Assembly
  - European Parliament
  - Devolved-Reserved game.
- 14:00: Activity planning session
- Introduction to resources
  - Overview of current activities
  - Explanation of the Quiz
  - Group discussion on how to engage young people and allocation of roles
  - Game.
- 15.45: Questions and conclusions
- 16.00: Close



# TRAINING

## SESSION 2 DAY COURSE



### Session examples

The activities contained in the two day course are largely the same as those in the one day course. We have suggested some additional activities and sessions you could include to facilitate a deeper understanding and more varied experience among your Peer Educators. You could also include:

- A talk from a local elected representative or a member of the UK Youth Parliament
- A hustings style panel of elected representatives answering questions from young people
- Speakers from organisations such as:
  - o British Youth Council
  - o Step up to Serve
  - o The Scottish Youth Parliament
  - o The Scottish Parliament Education and Outreach Team or Peer Education programme
  - o The National Union of Students
  - o The Scottish Peer Education Network (SPEN - <http://spen.org.uk/>)
  - o UK Youth
  - o UK Parliament Outreach and information team
  - o UpRising
- Existing Peer Educators (if this is the first time you've run this training and you are in Scotland, contact the Scottish Youth Parliament for potential speakers)
- A panel of young voters to discuss their reasons for voting.

# PEER EDUCATOR TRAINING SLIDES



## INTRODUCTION

### SLIDE 1

Welcome everyone to the training session. Introduce yourself and ask each member of the group to do the same. If the group is previously unknown to one another, ask them to share the following details:

- Name
- Where they come from
- Organisation represented (if applicable).

You could also ask them to share a fun detail about themselves such as:

- What they had for breakfast
- Favourite pizza topping
- Favourite book
- Whether they have voted before.

### SLIDE 2

The purpose of the icebreaker activity is to introduce the session and offer participants the chance to get to know one another. You can run one or more of the proposed activities:

#### 1. Two Truths and a Lie - 2 mins per person

Split your whole group into groups of about five people.

Everyone writes down three things about themselves, two which are true and one which is not. These 'facts' are then read aloud and the group has to guess which one is false.

#### 2. Commonalities

This can be flexible. The shorter the period of time available, the more inventive and forthcoming the group will have to be at the start. Divide into smaller groups and ask them to find 10 things which they all have in common. Ask each group to share the funniest things they all share.

#### 3. Line Up - 10 minutes

This is a quick and easy icebreaker which will get people moving and introduce the subject of voting.

Divide the whole group into groups of five. Ask each group to stand against a wall of the room. Ask them to arrange themselves in order (from most recent to least recent) of the last time they voted for something. It could have been in an election, reality TV quiz or just a show of hands to make a decision. Ask the groups to sit down as soon as they have done this so you know they have finished. Tell them that the first group to do this correctly wins. Ask each group to share what they voted for and when with the larger group.



## SLIDE 3

Ask the group for their views:

- Why have they applied to attend the training?
- Why do they think it's important to register to vote?

It is important people have a say in decisions affecting their lives. This decision-making exercise demonstrates this to participants in a fun and interactive way.

Ask the group to stand in the centre of the room. Then read the series of statements below, indicating a side of the room representing agreement and disagreement. Ask the group to go to a side depending on their opinion. If someone is unsure they can stay in the middle. Ask as many of the group as possible to explain their reason for their choices.

This exercise provides participants with opportunities to agree and disagree in a safe environment; it also provides opportunities to develop skills in expressing opinions and respecting the opinions of others.

Example statements (you can use others that are relevant to your audience):

- Using animals in medical research should be outlawed
- We should bring back the belt in schools
- All tobacco products should be banned
- Voting should be compulsory.

# THE PEER EDUCATOR PROGRAMME



## SLIDE 4

As facilitator you should explain:

- The purpose of being a Peer Educator - to use their drive, enthusiasm and passion for democracy to encourage other young people who are eligible to register to vote and vote
- The 16-24 year old age bracket is under represented on the electoral roll and Peer Educators will be instrumental in persuading others of the value of registration
- The requirements and activities associated with the role.

You should then provide participants with a copy of Appendix D - Peer Educator pack.

## Overview of the role

Peer Educators should:

- Arrange to attend events at which there will be young people present
- Organise events where young people can register to vote
- Learn how to register other young people to vote using the following link: [www.gov.uk/register-to-vote](http://www.gov.uk/register-to-vote)

The group could also discuss the following. Ask the group to work in groups of five and discuss:

- Why they have signed up
- Why they believe it is important to register to vote
- Why the role of a Peer Educator is so important, as opposed to hearing the information from other sources.

If you can, organise for an existing Peer Educator to contribute during this part of the session. Ask them to tell the group about:

- Why they got involved
- Why they believe it is important to register to vote
- What activities they have become involved in to register people to vote
- What methods have they used to encourage young people
- What hints and tips they have
- What being a Peer Educator has done for them - has it improved their CV or given them confidence.

Bring the whole group back together and ask them to tell the other groups their answers.

Ask the group to refer to their copy of this Peer Educator pack. Work through the Personal Development section with the group, asking them to think about why they volunteered, what they can bring to the role and what they hope to get out of it.

Allow 20 minutes for this activity. Bring everyone back together for ten minutes at the end to discuss their responses together.

# REGISTERING TO VOTE



## SLIDE 5

Begin this part of the session by asking Peer Educators what they already know about registering to vote. Use a piece of flipchart paper to write down words associated with registering to vote and ask the group to call out the first words which come to mind.

## Overview of the process - Individual Electoral Registration

Peer Educators should go through the following for assisting other young people:

- **Engage and encourage** - persuade a young person and explain the reasons why registering to vote is so important
- **Check eligibility** - this will change depending on the election but general questions to ask are:
  - o Are they the right age to register to vote?
  - o Are they entitled to vote in the UK?
- Make sure they have their National Insurance numbers to hand. If they don't know it or have lost it you can find more information here: <https://www.gov.uk/lost-national-insurance-number>
- **Understand how Individual Electoral Registration works** - for more information go to: <http://www.electoralcommission.org.uk/faq/voting-and-registration/what-is-individual-electoral-registration>
- **Register to vote (it takes less than 5 minutes)** - direct them to the online link: [www.gov.uk/registertovote](http://www.gov.uk/registertovote)

## SLIDE 6

Show the following video which takes you through how to register to vote online:  
<https://www.youtube.com/watch?v=7TWvzH9dpN8>

If you do not have access to the internet it is also possible for people to register to vote by downloading a paper form from: [www.gov.uk/government/publications/voter-registration-forms-paper-versions](http://www.gov.uk/government/publications/voter-registration-forms-paper-versions) Once the form is completed individuals will need to be post it to their relevant local registration office. To find details of local registration offices go to: [www.aboutmyvote.co.uk](http://www.aboutmyvote.co.uk)

**IT SHOULD BE EMPHASISED THAT PEER EDUCATORS SHOULD NOT COLLECT FORMS OR OFFER TO SEND THESE ON BEHALF OF YOUNG PEOPLE. THEY CAN HAND OUT FORMS BUT CANNOT COLLECT THEM. PEOPLE ARE RESPONSIBLE FOR SENDING IT TO THEIR LOCAL REGISTRATION OFFICE.**

# SO WHY VOTE? PARLIAMENT AND ELECTORAL SYSTEMS



## SLIDE 7

This section of the training is designed to encourage participants to think about what they care about and where the power over those issues lie.

Read out the list of the scenarios below and ask the group to tell you which body (European Parliament, Devolved administrations in the UK, European Parliament and UK Parliament or UK Parliament only) they think has authority over law making for that issue:

### Scenario

This body will decide the regulation for mobile phone data roaming charges when abroad

This body will decide what further education funding students can receive

This body makes decisions on immigration rules which affect the UK

This body decides how to protect and promote digital capabilities in the UK

### Answer

#### European Parliament

The European Parliament voted to scrap the roaming fees charged for using a mobile phone while abroad from late 2015.

[www.bbc.co.uk/news/world-europe-26866966](http://www.bbc.co.uk/news/world-europe-26866966)

#### Devolved administrations in the UK

Education is a devolved matter. However, there are some European rules which also affect this. For example, students from the EU and those from England and Wales studying in Scotland could be treated differently with regards to fees. [www.gov.scot/Topics/Education](http://www.gov.scot/Topics/Education)

#### European Parliament and UK Parliament

The EU Treaty allows for the free movement of people/workers, meaning EU citizens can move within other EU Members States freely. UK Government has power over immigration from within the EU.

#### UK Parliament

The UK Government makes decisions on how to protect the UK from cyber attacks, whilst encouraging improvements in technology for businesses and households.

[www.cyberstreetwise.com](http://www.cyberstreetwise.com)

# ELECTORAL REGISTRATION OFFICE



## SLIDE 8

Electoral Registration Offices look after the electoral roll locally. They are responsible for ensuring this is as complete as possible.

Peer Educators should introduce themselves to their local Electoral Registration Office and see if there are any opportunities to work together with the Electoral Service Manager or Electoral Registration Officer. Peer Educators could invite Electoral Registration Officers to the event to help facilitate registrations. To find out the contact details of your local electoral services team go to:

[www.aboutmyvote.co.uk](http://www.aboutmyvote.co.uk)

# DEVOLVED/ RESERVED UK



## SLIDE 9

Explain what Devolved and Reserved means from the information here: [www.scottish.parliament.uk/visitandlearn/25488.aspx](http://www.scottish.parliament.uk/visitandlearn/25488.aspx) or [www.gov.uk/government/policies/scottish-devolution](http://www.gov.uk/government/policies/scottish-devolution)

Ask the group to split into groups of four or five.

Give them a piece of flip chart paper headed Devolved/Reserved, and ask them to name as many issues as they can under each header.

Hand out sets of the Devolved and Reserved Cards. Ask the groups to identify which column each issue should go under and stick these to the flipchart using Sticky-Tac.

Go through the answers (SLIDE 10) with the group.

## ACTIVITY PLANNING SESSION

### SLIDE 11

The purpose of this section of the day is to encourage the Peer Educators to think about what activities and events they can undertake in their new role.

Refer the group to their Appendix D. (This section is to help peer educators develop yourself further as Peer Educators and develop an action plan for promoting voter registration.) Then ask them to turn to the Work Plan section.

### Events at which there will be young people present

Ask the group to think of events at which they would be able to run a stall or discuss voter registration with young people. This could be done in one group or smaller groups. Ask the group to come back together and share their ideas. Discuss the benefits of each of the suggestions. Also discuss the potential downsides.

Once the Peer Educators have made their suggestions, run through the scenarios on the next page and discuss any that have been missed. Suggested advantages and disadvantages of each have been provided. If the Peer Educators come up with new suggestions, ask them to think about the pros and cons of these and share their thoughts with the group.



# EVENTS AT WHICH THERE WILL BE YOUNG PEOPLE PRESENT



## Advantages

### University society events

- Young people have chosen to attend those events and so turnout is guaranteed
- If you pick societies which are connected with politics (philosophy, politics, law, debating), there's already a context for your work.

### University Fresher's Fairs or Open Days

- Lots of enthusiastic young people in attendance
- Many young people will be new to the area and will need to register to vote
- You'll get to meet lots of new students and welcome them to the area/campus. Perhaps they would like to volunteer with you?

### Street stalls

- Street stalls are a great way to engage with lots of people at once
- You'll be able to raise lots of awareness of your cause amongst many different people
- It is a good way to access those who might not be registered to vote.

## Disadvantages

- You might detract from what they are doing at the meeting or event. This could be mitigated by linking in with relevant societies, or requesting a short slot in the agenda to make a presentation, such as the Youth Democracy registration presentation, available at: [www.gov.uk/government/collections/democratic-engagement-resources](http://www.gov.uk/government/collections/democratic-engagement-resources)
- There might not be a lot of people in attendance. However, it's still worth registering even just one person.
- Can be busy and not necessarily a place where people may want to complete an application for registering to vote. Think carefully about how to make it as exciting and engaging as possible. You could run a competition, perhaps using social media to draw attention to your stall.
- You may need to get permission to set up a street stall
- Success levels vary and it is entirely dependent on who walks past
- Street stalls can be hampered by the weather. So why not see if you could hold the stall in a shopping centre or public covered walkway instead to mitigate this.

# EVENTS AT WHICH THERE WILL BE YOUNG PEOPLE PRESENT



## Advantages

### Hustings events

- People attend hustings events to find out about local candidates and to hear arguments from all sides. They are engaged but it might be the first time they've voted or considered voting, so a voter registration stall is very helpful at these events
- People will be there to gain information about the electoral process
- To take advantage of University hustings.

### Quiz events

- It was designed by Peer Educators and made to be deliberately appealing to 16-24 years olds
- It is fun!

### Political events

- Events with high footfall will offer the opportunity to register lots of young people in one go. Many party conferences or cause
- Events attract large numbers of people.

## Disadvantages

- Those who attend hustings are likely to be engaged in politics and forthcoming poll already. However, you can still provide information on how to go about casting a vote and answer any other questions they have to ensure they definitely turn out on polling day.
- The event has to be organised and is a bigger project than attending an event which is already happening. You could get around this by asking a local quiz night if they would let you run this quiz one week. That way the supporting infrastructure of the event will already be in place!
- Events which favour one side of a campaign or one particular candidate must be balanced - if you attend an event on one side, you must follow this up with an event on the other to ensure impartiality
- People attending such events are likely to already be quite engaged in the process. An assessment would have to be made as to how many young people would be there and whether they would be unlikely to be registered to vote.

# EVENTS AT WHICH THERE WILL BE YOUNG PEOPLE PRESENT



## Questions and conclusions

To consolidate what the group has learned, you should run through the topics covered in the session:

- The role of a Peer Educator
- The importance of registering to vote
- The process for registering to vote
- Action planning - what are they going to do next.

As the group to discuss their thoughts on each of these items. Allow time for people to ask any questions they may have.

Thank the group for coming and provide your contact details so they can get in touch if they require further support.

## Notes

# APPENDIX A

## RESOURCES



### Facilitator pre-event resources and reading materials

- This website is run by the Electoral Commission and contains everything you need to know about registering to vote: [www.aboutmyvote.co.uk](http://www.aboutmyvote.co.uk)
- This is where you register to vote online: [www.gov.uk/register-to-vote](http://www.gov.uk/register-to-vote)
- The UK Government's information on voting in the UK, including eligibility for voting in different types of election: [www.gov.uk/voting-in-the-uk/overview](http://www.gov.uk/voting-in-the-uk/overview)
- This page contains various other pages on how to register and cast a vote: [www.aboutmyvote.co.uk/register-to-vote](http://www.aboutmyvote.co.uk/register-to-vote). It includes:
  - o A walk through of a polling station
  - o Voting in person at a polling station
  - o Voting by post
  - o Voting by proxy
  - o Registering to vote
  - o Voting systems.
- This page contains information on the different elected bodies in the UK: [www.aboutmyvote.co.uk/what-can-i-vote-for.aspx](http://www.aboutmyvote.co.uk/what-can-i-vote-for.aspx)
- This gives details of forthcoming elections: [www.electoralcommission.org.uk/find-information-by-subject/elections-and-referendums/upcoming-elections-and-referendums](http://www.electoralcommission.org.uk/find-information-by-subject/elections-and-referendums/upcoming-elections-and-referendums)
- This gives more information on students registering to vote: [www.aboutmyvote.co.uk/register-to-vote/students.aspx](http://www.aboutmyvote.co.uk/register-to-vote/students.aspx)
- Here you can find more information on the electoral register: [www.gov.uk/electoral-register](http://www.gov.uk/electoral-register)
- This includes the eligibility criteria to register to vote: [www.electoralcommission.org.uk/faq/voting-and-registration/who-can-register-to-vote](http://www.electoralcommission.org.uk/faq/voting-and-registration/who-can-register-to-vote)
- Individual Electoral Registration information, including a video of how to register online: [www.gov.uk/government/collections/individual-electoral-registration](http://www.gov.uk/government/collections/individual-electoral-registration)
- Here you can find more resources to promote democratic engagement and voter registration: [www.gov.uk/government/collections/democratic-engagement-resources](http://www.gov.uk/government/collections/democratic-engagement-resources)
- A series of resources on how the Scottish Parliament works: [www.scottish.parliament.uk/visitandlearn/16688.aspx](http://www.scottish.parliament.uk/visitandlearn/16688.aspx)
- The Scottish Parliament's Peer Education Programme: [www.scottish.parliament.uk/gettinginvolved/connect!.aspx](http://www.scottish.parliament.uk/gettinginvolved/connect!.aspx)

# APPENDIX A

## RESOURCES



### Facilitator pre-event resources and reading materials

#### Materials which can be used as part of the session

- Information on the UK Youth Parliament: [www.ukyouthparliament.org.uk/](http://www.ukyouthparliament.org.uk/)
- The UK Parliament's education resources: [www.parliament.uk/education/teaching-resources-lesson-plans/](http://www.parliament.uk/education/teaching-resources-lesson-plans/)
- Resources on how the UK Parliament works: [www.parliament.uk/about/how/](http://www.parliament.uk/about/how/)
- Devolved and reserved matters: [www.scottish.parliament.uk/visitandlearn/25488.aspx](http://www.scottish.parliament.uk/visitandlearn/25488.aspx)
- Information on how the European Parliament works: [www.europarl.europa.eu/aboutparliament/en/007c895f4c/Powers-and-procedures.html](http://www.europarl.europa.eu/aboutparliament/en/007c895f4c/Powers-and-procedures.html)
- Resources on how the European Parliament works: [www.bbc.co.uk/news/world-europe-11721139](http://www.bbc.co.uk/news/world-europe-11721139)
- Individual Electoral Registration information, including a video of how to register online: [www.youtube.com/watch?v=7TWvzH9dpN8](http://www.youtube.com/watch?v=7TWvzH9dpN8)

Young Scot, the information agency for young people in Scotland, has a wealth of information, videos and links available for young people on how to vote at:  
<http://www.youngscot.org/info/politics-world-issues/voting>

# APPENDIX B

## PEER EDUCATOR APPLICATION FORM



### Passionate about democracy?

#### Keen to make a difference to the lives of young people?

Becoming a Peer Educator is a great opportunity to engage as many young people as possible in elections in the UK.

You will develop skills in communications, projects and also to gain an insight into the voting process. Training will be provided to all successful applicants. If you wish to apply to be a Peer Educator, please fill out the application below.

Please complete each question demonstrating why you think you would be suited to this role. This may include activities such as work experience, voluntary work, college/university or any other achievements, and indicate how your experience is relevant to the post. Answers should be no more than 200 words in length.

#### The role

The role of a Peer Educator is to encourage as many young people as possible to participate and engage in elections and referendums in the UK.

The role will involve a commitment to actively champion the cause in local areas, as well as encouraging others to do so.

Successful candidates will consult with young people about how they feel about voting, the information available to them and what questions they would really like to ask of those standing for election or campaigning in an election or referendum. Event organisation and active local engagement will all be needed in this exciting role.

Please complete the application form on the next page.

# APPENDIX B

## PEER EDUCATOR

### APPLICATION FORM



## Details of applicant

First name

---

Surname

---

Date of birth

---

Address

---

Postcode

---

Local Authority or Valuation Joint Board

---

Telephone number

---

Email address

---

Please provide details of one referee with whom have you worked. This could be a lecturer, teacher, youth worker, or employer:

Name

---

Organisation

---

Email address

---

Phone number

---

How do you know your referee

---

Are you currently:

*(Please circle)*

At school

At college/university

Employed full-time

Employed part-time

On a training programme (eg New Deal, Modern Apprenticeship)

Currently unemployed

Doing voluntary work

Other.

# APPENDIX B PEER EDUCATOR APPLICATION FORM



## Details of applicant

Please write a short personal statement (150-300 words) that explains why you would be suited for this role. This can include previous work or voluntary experience and any personal achievements. Include reasons why you would like to volunteer as a Peer Educator. Use additional paper if necessary.



# APPENDIX B

## PEER EDUCATOR APPLICATION FORM



### Details of applicant

Can you tell us about a time when you have worked as part of a team?

Can you tell about a time where you have successfully consulted other young people?

Why do you think young people should register and vote in elections and referendums?

# APPENDIX B

## PEER EDUCATOR APPLICATION FORM



### Details of applicant

How did you hear about the Peer Educator programme (please circle)?

University

College/School

Youth Worker

Online

A peer educator

Other (Please specify):

I certify that the information given on this form is true in all respects to the best of my knowledge and belief.

Signature:

---

Date:

---

# APPENDIX C

## DEVOLVED/RESERVED



### Devolved

HEALTH	EDUCATION	HOUSING
SPORTS & ARTS	AGRICULTURE FORESTRY & FISHING	EMERGENCY SERVICES
PLANNING	SOCIAL WORK	HERITAGE
SOME TRANSPORT	TOURISM	

# APPENDIX C

## DEVOLVED/RESERVED



### Reserved

DEFENCE	UK FOREIGN POLICY	SOCIAL SECURITY
FINANCIAL & ECONOMIC MATTERS	EMPLOYMENT	CONSTITUTIONAL MATTERS
IMMIGRATION & NATIONALITY	MONETARY SYSTEM	COMMON MARKETS
SOME TRANSPORT	DATA PROTECTION	ENERGY
EQUAL OPPURTUNITIES	GAMBLING	MEDICAL ETHICS



# **APPENDIX D - PEER EDUCATOR PACK**

# INTRODUCTION



## Welcome

to your new role as a Peer Educator!

We hope you enjoy your training day and your experiences in encouraging others to register to vote. You've taken on an important job supporting your peers to play an active role in society and to make their voice heard!

In this pack you will find:

- Information on how to register young people to vote
- Links to handy resources to help you organise events and activities promoting democracy.

# INTRODUCTION



## Purpose of Peer Educators

### The mission

To increase participation of young people by raising awareness of local and national political structures. This will be achieved through your involvement as a Peer Educator, where you will use your knowledge and enthusiasm to encourage others to take part and have their voices heard.

### By achieving this, you will help to:

- Ensure young people have the chance to exercise their right to vote
- Shape policies concerning young people
- Increase young people's involvement in changing their local community
- Improve young people's confidence in voicing their opinions and concerns
- Build young people's confidence in their own ability
- Promote young people in a positive light, including to the media.

### The target

Your engagement as a Peer Educator will lead to:

- Increasing young people's knowledge of youth political structures
- Encouraging young people's participation in democracy in their local communities and nationally.

### Why Peer Educators are so important

As a young person you hold the enthusiasm and creativity to take forward the Peer Educator project. Your involvement will help young people to become more confident individuals, make an effective contribution to politics, including youth politics, and encourage other young people to take a more active role in democracy.

# PERSONAL DEVELOPMENT



## Identify your personal aims and objectives and how they may assist you in your role as a Peer Educator.

### Personal aims and objectives

As a Peer Educator you will be engaging with your local community and encouraging young people to engage democracy and registering to vote.

You will also be developing young people's political interest and encouraging many of them to take part in a form of politics for the first time by registering to vote. You will act as a champion in your area for voter registration. Think about your aims and objectives of being a Peer Educator. This will help you develop your action plan and increase your confidence when speaking to others. Write your aims below.

### Aims

1.

2.

3.

Now that you have found out your aims, you now need to plan how these will be achieved. This step is called objectives and involves looking at the specific details within your chosen aim.

### Examples:

- "Aim to raise awareness at my university of the importance of registering to vote." The objectives to achieve this would be:
  - o "Arrange a quiz night in my student union, invite an audience and facilitate voter registration"
  - o "Get in touch with MSYPs and work with them on promotion"
  - o "Speak to youth workers, social workers and lecturers to arrange a delivery session"

### Objectives

1.

2.

3.



# PERSONAL DEVELOPMENT



## Identify your biggest strengths and how they may assist you in your role as a Peer Educator.

For example, “I’m a good communicator when telling others about how to register to vote”, “I’m enthusiastic when delivering icebreakers”, and “I have great knowledge of human rights”. In the space below, write a few short sentences on your strengths:

### Strengths

- 1.
- 2.
- 3.

As well as realising your strengths, it is important to realise areas of where you can improve or learn. You will be able to challenge yourself throughout the Peer Educator experience.

In the space below think about a few points that you would like to improve during your time as a Peer Educator. For example, how to speak to your peers.

### Challenges

- 1.
- 2.
- 3.

# WORK PLAN



Having identified your aims and objectives, it is time to create a work plan. This allows you to put dates next to each aim and objective, giving you a time line to follow when delivering your Peer Educator Project.

It also gives you an opportunity to record how and when you achieved an aim. You will find a work plan that you can fill out yourself at the back of this pack. Use the aims and objectives you looked at on page 30.

Aim	Objective	Achieved	Details
EXAMPLE: More young people know more about democracy and have registered to vote by 1/04/15	Get in touch with schools, colleges and local youth groups	11/03/2015	Delivered a quiz and presentation on 1/03/2015

# REGISTERING YOUNG PEOPLE TO VOTE



## Peer Educators

should follow the following process for assisting other young people to vote:

- Engage and encourage - persuade a young person and explain the reasons why registering to vote is so important
- Check eligibility - this will change depending on the election but general questions to ask are:
  - o Are they the right age to register to vote?
  - o Are they entitled to vote in the UK?
- You can find the eligibility criteria here: [www.electoralcommission.org.uk/faq/voting-and-registration/who-can-register-to-vote](http://www.electoralcommission.org.uk/faq/voting-and-registration/who-can-register-to-vote)
- Make sure they have their National Insurance numbers to hand. If they don't know it or have lost it you can find more information here: [www.gov.uk/lost-national-insurance-number](http://www.gov.uk/lost-national-insurance-number)
- Understand how individual electoral registration works - for more information go to: [www.electoralcommission.org.uk/faq/voting-and-registration/what-is-individual-electoral-registration](http://www.electoralcommission.org.uk/faq/voting-and-registration/what-is-individual-electoral-registration)
- Register to vote: [www.gov.uk/register-to-vote](http://www.gov.uk/register-to-vote)
- If you know you will not have access to the internet at your training venue, you can download registration forms in advance for people to complete: [www.gov.uk/government/publications/voter-registration-forms-paper-versions](http://www.gov.uk/government/publications/voter-registration-forms-paper-versions)

**PEER EDUCATORS SHOULD NOT COLLECT FORMS OR OFFER TO SEND THESE ON BEHALF OF YOUNG PEOPLE. THEY CAN HAND OUT FORMS BUT CANNOT COLLECT THEM. PEOPLE ARE RESPONSIBLE FOR SENDING IT TO THEIR LOCAL REGISTRATION OFFICE.**

# EVENTS AT WHICH THERE WILL BE YOUNG PEOPLE PRESENT



## Advantages

### University society events

- Young people have chosen to attend those events and so turnout is guaranteed
- Take advantage of University hustling events
- If you pick societies which are connected with politics (philosophy, politics, law, debating), there's already a context for your work.

### University Freshers Fairs or Open Days

- Lots of enthusiastic young people in attendance
- Many young people will be new to the area and will need to register to vote
- You'll get to meet lots of new students and welcome them to the area/campus. Perhaps they would like to volunteer with you?

### Street stalls

- Street stalls are a great way to engage with lots of people at once
- You'll be able to raise lots of awareness of your cause among all demographics
- It is a good way to access those who might not already be registered.

## Disadvantages

- You might detract from what they are doing at the meeting or event. This could be mitigated by linking in with relevant societies, or requesting a short slot in the agenda to make a presentation, such as the Youth Democracy Registration Presentation, available at: [www.gov.uk/government/collections/democratic-engagement-resources](http://www.gov.uk/government/collections/democratic-engagement-resources)
- There might not be a lot of people in attendance. However, it's still worth registering even just one more person - but make sure you're not wasting your precious time!
- Can be busy and not necessarily a place where people would think to complete administration like registering to vote. Think carefully about how to make it as exciting and engaging as possible? Could you run a competition, perhaps on social media which would draw attention to your stall?
- You may need to get permission to set up a street stall
- Success can be varied and it entirely dependent on who walks past
- Street stalls can be hampered by the weather. Why not see if you could hold the stall in a shopping centre or public covered walkway instead to mitigate this?

# EVENTS AT WHICH THERE WILL BE YOUNG PEOPLE PRESENT



## Advantages

### Hustings events

- People attend hustings events to find out about local candidates and to hear arguments from all sides. They are engaged but it might be the first time they've voted or considered voting, so a voter registration stall is very helpful at these events
- People will be there to gain information about the electoral process.

### Quiz event

- This event is linked with the outcomes of the training pack
- It was designed by Peer Educators and made to be deliberately appealing to 18 - 25 years olds
- It is fun!

### Political events

- Events with high footfall will offer the opportunity to register lots of young people in one go. Many party conferences or cause
- events attract large numbers of people.

## Disadvantages

- Those who attend hustings are likely to be engaged in politics and forthcoming poll already. However, you can still provide information on how to go about casting a vote and answer any other questions they have to ensure they definitely turn out on polling day.
- The event has to be organised and is a bigger project than attending an event which is already happening. You could get round this by asking a local quiz night if they would let you run this quiz one week - that way the supporting infrastructure of the event will already be in place!
- Events which favour one side of a campaign or one particular candidate must be balanced - if you attend an event on one side, you must follow this up with an event on the other to ensure impartiality
- People attending such events are likely to already be quite engaged in the process. An assessment would have to be made as to how many young people would be there and whether they would be unlikely to be registered to vote.

# EVENTS AT WHICH THERE WILL BE YOUNG PEOPLE PRESENT



## Questions and conclusions

To consolidate what the group has learned, you should run through the topics covered in the session:

- The role of a Peer Educator
- The importance of registering to vote
- The process for registering to vote
- Action planning - what are they going to do next

As the group to discuss their thoughts on each of these items. Allow time for people to ask any questions they may have.

Thank the group for coming and provide your contact details so they can get in touch if they require further support.

## Notes

# RESOURCES



## Quiz

This fun quiz can be run as a stand-alone event, or as part of a pre-existing quiz night. All the rounds are based on democracy and voter registration.

You can use this as a basis or devise your own questions. To download the quiz and the accompanying pack go to: [www.gov.uk/government/collections/democratic-engagement-resources](http://www.gov.uk/government/collections/democratic-engagement-resources)

## Youth democracy resource pack

This pack contains speaking notes for promoting voter registration in meetings, lectures and at events. It also includes hints and tips on organising events and hustings.

This can be downloaded from:

[www.gov.uk/government/collections/democratic-engagement-resources](http://www.gov.uk/government/collections/democratic-engagement-resources)

## Session plan

An interactive session designed for use with groups of young people aged 16-24.

## Handy links

The handy links on page 33 contain lots of information to help you brush up on voter registration.



**CONGRATULATIONS!**

**YOU ARE NOW A  
YOUTH DEMOCRACY  
PEER EDUCATOR**



Cabinet Office

@signup2vote  
#Register2Vote



Twitter - @OfficialSYP  
Facebook - OfficialSYP  
Instagram - @OfficialSYP





Contact us at:

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[DemocraticEngagement@cabinetoffice.gov.uk](mailto:DemocraticEngagement@cabinetoffice.gov.uk)

[@signup2vote](#)  
[#registertovote](#)

This guide is available to download at: [www.gov.uk/government/collections/democratic-engagement-resources](http://www.gov.uk/government/collections/democratic-engagement-resources)