



Do it Yourself

Manual



youthpb.eu



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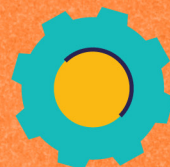
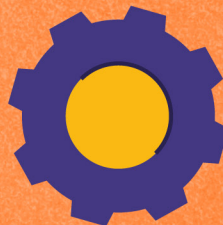
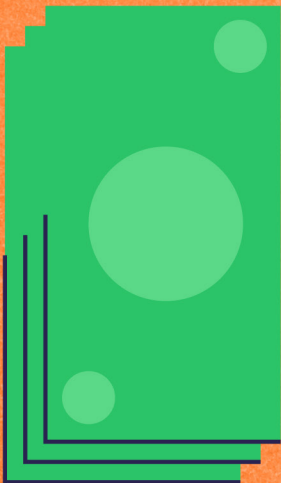
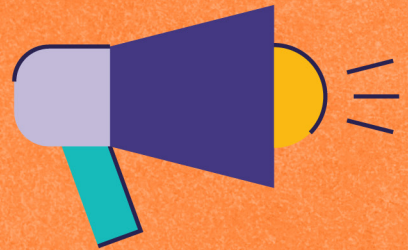
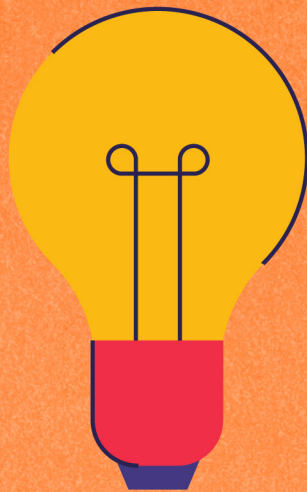
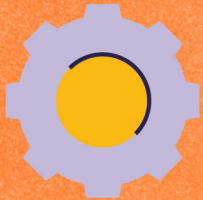
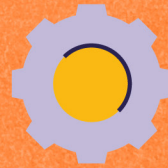
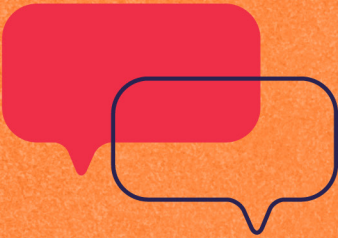


Do it Yourself

Manual

Our DIY Manual is an essential part of our publication
‘Building youth voice: A toolkit for developing participatory budgeting in schools and in the community’ 7.

It is a set of ready-made and easy-to-use tools which can be used in the preparation and implementation of school and youth participatory budgets. They are presented by stage, type of tool and a description of how each can be used. You can download, modify and apply them in your work with young people.





STAGE

1

Co-design and prepare

Co-design workshop

Objectives:

- ✓ Establishing the co-design team.
- ✓ Development of the principles of the school participatory budget (SPB).
- ✓ Planning the programme and ways of organising individual stages of the SPB.

Remarks:

- ⚠ If you feel that your school's co-design team is new to school based participatory budgeting you can carry out selected modules from the lesson on SPB – Tool 6 – before this workshop.

Techniques:

- ⚙ Team-building games
- ⚙ Group work
- ⚙ Discussion
- ⚙ Participatory budgeting games
- ⚙ Energisers
- ⚙ Working with picture cards
- ⚙ Notes template (annex to the scenario)

Duration:

- 🕒 About 3 hours 25 mins – 3 hours 55 mins (e.g. 5 lesson periods)

Duration:

10 min

Description

Make introductions if there are people on the co-design team who don't know each other. Ensure everyone introduces themselves and says a few words about themselves.

Give a brief introduction to the objectives of the workshop.

Propose and explain the working principles (ground rules) of the workshop.

Details

Examples of working principles:

- We openly express our opinions,
- We do not judge each other's speech,
- We do not interrupt each other,
- We listen to each other.

30 min

optional

Description

Conduct team-building activities and games with participants, especially when people in the co-design team do not know each other well.

Details

Team-building games should be aimed at getting to know each other better and identifying individual strengths so that the co-design team can work better throughout the SPB process.

5 min

Description

Introduce the students to the key decisions to be made about the process during the workshop. You can use a presentation or write them on the board.

Key decisions:

- What is the purpose of the process?
- Who will be involved in the process? (e.g. students, parents, staff?)
- What values will guide us?
- What arrangements will be made for each step?
- What will be the timetable for specific activities?

Talk about the role of the coordinating team in the whole process. Distribute the handout on this topic to the students. Ask if these tasks are clear to them and reassure them that the workshop should clarify all doubts.

The role of the coordinating team:

- Development of rules containing ways or working and criteria for the implementation of the SPB
- Development of an application form and other necessary documents
- Organisation of meetings, educational and informational workshops
- Promoting the process in the community
- Monitoring and evaluation

60 min

Description

Values and objectives of the process

Introduce the students to the nine values of participatory budgets.

Then invite them to watch the short video animation about values and then to play a card game about the values.

As a conclusion to this section, invite students to agree on the objectives of the SPB they are about to start, based on the values chosen to guide it.

Instructions for the summarising exercise:

“Imagine that you have already implemented the SPB. What changes have occurred in your school, what do you gain, what do others gain? Write down 2–3 most important points (individuals work alone for 2 minutes). Then get together in groups of three to agree on the most important shared goals or objectives. Finally, present this to the whole group and try to formulate a few (1–2) goals that all members of the team can agree on.”

Details

An infographic showing values can be downloaded [here](#).

Find materials for the game with instructions [here](#).

The video animation you can find [here](#).

The host should facilitate this conversation to help formulate clear objectives.

Write down the agreed objectives in a note, a template of which is attached to the scenario.

5 min

Description

Later in the workshop invite participants to develop the principles of the school budget step by step. As a reminder write on the board or show in a presentation the steps of the SPB (e.g. Share, Inform and Support, Generate Ideas and Refine Projects, Deliberate and Decide, Do and Deliver, Reflect, Refine and Repeat.)

Details

You will find a description of all stages of the SPB in our [toolkit](#).

It is useful to keep a record of what the team has decided. You can use the notes template attached to this scenario. You can choose someone from the co-design team to take notes.

15 min

Description

Share, Inform and Support

Tell students how knowledge and information about the school budget can be communicated to all interested members of the school community (e.g. students, teachers, school staff).

Ask students what education, engagement and information activities they propose to undertake in the school community. You can write the question “What can I do to make sure everyone in the school knows about the SPB?” on the board. Gather as many ideas as possible – there are no bad ideas at this stage.

Details

Examples of information and education activities and best practises can be found in our [toolkit](#).

10 min

Description

Generate Ideas and Refine Projects

Tell students about possible ways to organise the idea generation and needs assessment phase in their school.

Then discuss how you would carry out this phase in your school.

Details

Examples of methods for diagnosing needs and generating ideas can be found in our [toolkit](#).

One possibility is to conduct idea generation lessons in classes, e.g. by teachers. A scenario for such a lesson can be found [here](#).

25 min

Description

In the next part of the workshop, establish the rules for submitting projects in the school.

Go through the following questions in detail with your students:

- What conditions must projects meet?
- What kind of projects can be submitted?
- What is the maximum and minimum value of a project?
- Who can submit projects?
- How and where will projects be submitted?

Once you have agreed on the rules, agree with the co-design team how you can support students at this stage.

Details

You can work as a whole group or in smaller subgroups.

Examples of ways to support students at the submission stage:

- Writing applications in lessons with the support of teachers
- Talking to an advisor or contact point
- As part of homework assignments or during free time sessions
- Sample template of a completed project

5 min

Description

Deliberate and Decide

Signal to students that it is very important to check the projects carefully to ensure that they comply with the agreed rules.

Issues to be considered for review:

- Verifying the project budget, through, for example, contacting the financial/accounting department to check costs and feasibility
- Does the project comply with the rules: are all fields on the form completed correctly, can a person submit the project etc?
- Can the project or activity be carried out in the stated place and time?

It may be necessary to contact the project originators if the application requires additions or changes or in case of a proposal to merge with another project.

5 min

Description

Promotion activities

Conduct an initial ideas gathering exercise among students on how awareness of projects could be promoted. How can we create a space for the originators to encourage their peers to vote for their projects? Could it be a school assembly, a space in the hallways for advertising posters or perhaps a series of posts on the school's Facebook page? Remember that promotion can involve both face-to-face and online activities.

15 min

Description

Voting

Introduce the team to possible ways of choosing projects.

Then make the following decisions:

- How will the best projects be selected?
- Will there be a vote? If so, in what form?
- How many projects can be voted for?
- Who will be entitled to vote?

Details

A description of the project selection stage can be found in our **toolkit** 1.

Read also the **Information on running a PB voting process** 1.

5 min

Description

Do and Deliver

Determine with your team how purchases will be made, who will make them, what financial and other documents are needed to properly account for any costs.

Also, take a moment to think about how success might be celebrated and how active people who give their time to realise a project might be recognised and rewarded.

10 min

Description

Reflect, Refine, and Repeat

Take a moment to make students aware that in order to improve the school's participatory budget in the future, it is necessary to constantly reflect on how you are doing and whether you are achieving your goals. This reflection should accompany all activities and should also be carried out at the end of the process. Introduce the students to a selection of evaluation methods.

These could be:

- Evaluation sessions after each meeting of the co-design team where you will ask and answer if the project is going as planned, what has worked so far, what difficulties have been encountered, etc.
- Student surveys (e.g., after lessons or activities and after the whole process)

Details

Examples of evaluation activities and best practices can be found in our **toolkit** 1.

The final evaluation can be planned in detail later in the process.

15 min

Description

Work schedule

Make a timetable of the different steps and activities. You can write the main dates on a whiteboard and take a picture, or prepare a paper schedule on a large flipchart. An online schedule is also a good idea if you are used to using remote tools.

10 min

Description

Work principles of the co-design team

Talk to the co-design team about how cooperation will work.

Use these sample questions:

- How will you communicate?
- How often will you meet?
- How will you make decisions?
- How will you share tasks?

10 min

Description

Evaluation

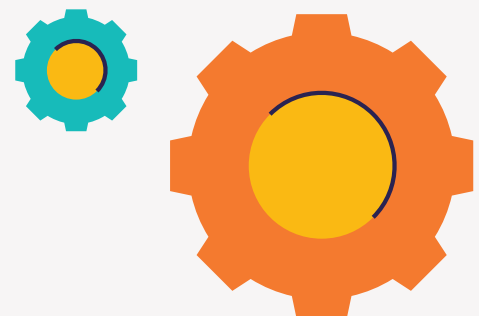
Summarise the workshop, e.g. in the form of a go-a-round:

- The most interesting thing for me today was....
- The most difficult thing for me today was...

Ask students about their commitment towards continuing to work on the implementation of the school participatory budget. You can use creative picture cards, such as Dixit or other.

Instructions for working with picture cards:

Choose a card that reflects your attitude towards the further work on the implementation of the school participatory budget. Hold a group discussion.



Notes template

Annex to the scenario of the workshop for the co-design team

School participatory budget

School name

General principles

Goals of SPB, our values

Allocated funds (the total budget available, and how it will be used)

How the SPB is organised, who is responsible (members of the co-design team)

Share, Inform and Support

What learning and engagement activities will we undertake in the school community?

How do we inform the school community about the SPB?

Generate Ideas and Refine Projects

How will this phase be carried out? How will we support young people in this phase?

Idea generation:

Project submission:

What types of projects can be submitted?

- Investments? Purchases? Events?
- Are there types of projects that can't be submitted?

What is the maximum value of an individual project?

What conditions must the projects meet?

- Do they need to be located on school premises?
- Do they need to be accessible to all students?
- Any other conditions?

Who can submit projects?

- Only students? What about teachers, parents or other school employees?
- Can Individuals propose projects or only in groups?
- Is a letter of support required? If so, how many people should sign it?

How and where will projects be submitted?

- In which place?
- Electronically or on paper?
- By what date?

Deliberate and Decide

Who checks or verifies the projects?

**How is the verification carried out?
Is there a preselection where projects
may be shortlisted or rejected?
How does it work?**

**Can the projects be improved,
and if yes, how?**

- How many days do we allow for amendments?
- Is it possible to combine projects, for example if they are similar?
- What happens if there are several ideas for the development of one school site?

**How will the projects be presented to
the school community so everyone has
an equal chance of success? (promotion)**

**How will the best projects be selected? Will
there be voting? If so, in what form? How
many projects can an individual vote for?**

Who will be entitled to vote?

Do and Deliver

Where will the notification of successful projects happen?

Method of implementation, financial and accountability issues

- Who will be responsible for any purchases?
- Who will be responsible for implementing the winning activities?

Reflect, Refine, and Repeat

How will we check whether the objectives of the SPB have been achieved?

How will we monitor the quality and effectiveness of the activities carried out during the different stages?

SPB Schedule

Launch of SPB, including awareness raising, education and information activities

Idea generation

Writing and submitting projects

Project verification

Presentation of projects before voting
(e.g. promotion of projects)

Project selection

Announcement of results

Implementation of projects

Final evaluation

2 Example rules of a school PB

Regulations for the School Participatory Budget

General principles

1. The School Participatory Budget (SPB) is organised at
(*name of the school*) as part of the project/programme
2. For the implementation of the winning projects the SPB allocates a total of £
(*amount*) coming from (*source of funds*).
3. The SPB is managed by the school co-design team composed of representatives of:
 - school heads,
 - teachers,
 - parents or the parent council,
 - students,
 - other school employees,
 - (*other groups*).
4. The work of the co-design team is supervised by the SPB coordinator, who also:
 - ensures the proper running of the SPB,
 - supports in writing and promoting projects,
 - (*other tasks*).
5. The co-design team is composed of:
(*for each person – name, role in the school and contact details, if any; it is useful to make it clear who the coordinator is*).
6. The SPB shall proceed according to the schedule set out in Annex 1.

Project submission

1. The following types of projects may be submitted:
 - investments (e.g. renovations, gardening),
 - purchases (e.g. classroom equipment),
 - events (e.g. party, extracurricular activities, etc.).
2. Projects must comply with the law and the school's statutory responsibilities and must not interfere with the school's plans. *(In the case of a source of funding other than the school budget, it is advisable to add the sponsor's additional requirements in this section).*
3. Projects must/do not have to be located on school premises. *(amend as appropriate)*
4. Projects must cover all costs associated with their implementation.
5. Projects must be implemented before *(date)*.
6. The results of the projects must be available to all:
 - the whole school community should be able to benefit from them,
 - they should be accessible to students at least at one educational stage,
 - they should be accessible to users of at least one building belonging to the school,
 - *(other conditions)*.
7. The SPB provides a maximum budget for:
 - a single project of £ *(amount)*,
 - projects for one educational term of £ *(amount)*,
 - *(other proposals)*.
8. Projects may be submitted by:
 - students,
 - parents,
 - teachers,
 - school heads,
 - other school employees,
 - *(other groups)*.
9. Members of the co-design must not submit projects.
10. Projects may be submitted:
 - individually,
 - collectively.
11. One person / group may submit:
 - one project,
 - any number of projects,
 - *(other number)*.

12. The project must be accompanied by a letter of support, personally signed by at least (number) persons who are:

- students,
- parents,
- teachers,
- school heads,
- other school employees,
- (other groups).

(If you consider that a letter of support is not necessary, delete points 12–14 from the Regulations).

13. The signatories of the project must not sign the letter of support.

14. One person may support:

- one project,
- any number of projects,
- (other number).

15. Projects must be submitted:

- in hard copy on the form available at (a specific place on school premises, e.g. the school reception desk or the library),
- by e-mail to (coordinator's e-mail),
- by web form on the website (website address),
- (other proposals).

Project verification

1. Projects shall be reviewed by coordinating team members and other persons appointed by them.
2. Projects are checked for correctness and compliance with the regulations, as well as the accuracy of the estimate of the costs included in the project.
3. If the project contains ambiguities, errors or missing information, which might make it impossible to implement, then the coordination team will return it for improvement, giving an indication of what needs to be changed.
4. If submitted projects concern the same issue or place, coordinating team members return them to their authors, giving advice on what can be done to avoid duplication (e.g. write one project together or change the place of implementation). However, if the authors decide not to make any changes, and the projects themselves are compliant with the regulations, they can proceed to the selection stage.
5. The time limit for improving the project is days (number). Projects that are still not compliant with the regulations are not considered further.

6. Projects that contain content generally regarded as offensive, that discriminate against a person or group, or that break the school code of conduct or rules shall not be considered.
7. The results of the verification, including in particular the list of those admitted to the selection stage, are approved by the coordinating team. The SPB coordinator passes them on to the project authors, and then publishes a list of randomised projects admitted to the selection phase and also rejected projects together with the reasons for rejection at *(place of publication, e.g. notice board)*.
8. Authors of rejected projects have the right to appeal against the results of the coordinating team verification within days *(number)* from the date of their publication. The project shall be re-verified by *(details of the person carrying out this verification)*. There is no further appeal process.

Project selection

(In this chapter we describe only the form of voting – we encourage you to create your own rules when choosing other methods).

1. The projects shall be selected by voting.
2. Voting is open to:
 - students,
 - parents,
 - teachers,
 - school heads,
 - other school employees,
 - *(other groups)*.
3. The following can be voted for:
 - one project,
 - projects *(number)*,
 - projects within the SPB maximum amount, i.e. within £ *(amount)*,
 - in a preferential manner *(from most to least wanted project)*,
 - *(other conditions)*.
4. Voting takes place by means of:
 - casting a paper card in:
 - a fixed ballot box,
 - a walking ballot box *(e.g circulating at a break etc)*,
 - a web form,
 - *(other proposals)*.
5. Voting is:
 - secret,
 - open.

Implementation of the winning projects

1. The rules for deciding which projects are selected are:

- all projects that receive the highest number of votes and fall within the SPB budget,
- all projects which receive the highest number of votes and fall within the SPB budget, and with at least votes (*number*),
- only one project that receives the most votes.

(amend as appropriate)

2. In the event of a tied vote, if only one of the projects receiving the same number of votes has to be selected because this would otherwise exceed the SPB budget, the winning project is selected by:

- a draw,
- a school debate,
- (*other means*).

3. In exceptional cases, for example if multiple projects receive at least votes (*number*), the SPB quota may be increased to enable the implementation of these projects from the appropriation of:

- school's own funds,
- parent council's funds,
- (*other sources*),

4. The SPB coordinator will publish results together with an indication of the number of votes obtained at (*place of publication, e.g. notice board*).

5. The implementation of the winning projects (e.g. purchasing, installation, organisation, etc.) is the responsibility of:

- the project's proposer(s),
- an adult supervisor of the project,
- a co-design team,
- a designated school employee,
- (*other persons*).

Amendments to the regulations

If required in exceptional circumstances the coordinating team may amend the regulations, immediately informing the school community (*method of publication, e.g. displaying the message on a notice board*), giving a reason justifying the change.

School budget schedule

Throughout the implementation period of the SPB

Promotion and education about SPB

1–7 days

Idea generation

7–21 days

Project submission

Project verification

1–8 days

1–5 days

Project selection

7–14 days

Project promotion

1 day

Announcement of verification results

1 day

Announcement of results

7–30 days

Project implementation

Up to 30 days after completion of the SPB

Evaluation

This template is based on the example of:

School participatory budget – tips for beginners (Szkolny budżet partycypacyjny – wskazówki dla początkujących),
The Field of Dialogue Foundation (Fundacja Pole Dialogu), **The Shipyard Foundation** (Fundacja Stocznia)

Values of PB Infographic



Cooperation

We work together to build a strong community. People work in the spirit of trust, reciprocity and exchange. That way everyone benefits. We build a stronger community and common purpose through being caring, generous and hard-working.



Creativity

We build strong teams and better results by being imaginative, kind and having fun. People share a common culture, one that cultivates their confidence to listen, do things differently, try new approaches and be willing to learn from their mistakes as well as successes. Other terms for this value include co-designing and local ownership.



Democracy

We care for each other, decide together and work with others to stop selfish or unfair acts. Government is for the benefit of all people. Citizens are able to participate in the decisions that affect their lives. People respect the rights and responsibilities of themselves and others. Other terms for this value include citizenship.



Fairness

Everyone is valued and having equal chances in life becomes our shared goal. People know that they will not face barriers to being involved. Equity underlies the design of our processes. All can participate in exercising their democratic rights. Other terms for this value include inclusion and equality.



Growth

Our words have influence, our actions lead to change and we learn how to make a difference. Young people become the architects of their future. People believe they have the right and increasingly want to influence or take action in their school, community and wider society. They can communicate their needs. They know those in positions of power take them seriously. Other terms for this value include agency, voice and empowerment.



Learning

By listening, feeling and thinking about how to make a better world, we can. People learn new skills and achieve through feeling, listening and taking action. By reflecting on what works, and what doesn't, they contribute towards their own development. This brings wider social, democratic and economic benefits.



Impact

We solve problems by our actions, and we create new opportunities. People taking part has a direct impact on their school, community or society's budgets. Visions turn into action. Injustice reduces in an efficient and timely manner.



Openness

We can understand and make the rules, and then we all agree to follow them. People know when, how and why they can get involved. Roles, responsibilities and rules are explicit. Leaders commit to implement what citizens decide. People come to better understand public budgets. Leaders are honest about how resources are used and what has changed as a result. Other terms for this value include accountability and transparency.



Participation

We choose to be busy and engaged in doing the things that matter to us and to others. People choose to take action on a regular basis. They do this alone or with others. This contributes towards well-being and democracy within their school, community and wider society. Other terms for this value include voluntary.

TOOL

4 Values of PB Game

Debate the Values!



What is the game about?

Debate the Values! Youth PB Edition is an educational game about two elements of Participatory Budgeting: values and good practices. Values establish the culture, or the firm foundations, upon which every PB project should be grounded. Good practices are examples of using the values in practice in a variety of Participatory Budgeting projects in Europe and the United States of America.

How is the game played?

- It takes approximately 45 minutes to play the game.
- The game consists of: 9 value cards, 54 good practices cards, 2 gameplay cards and the instruction. There are also 5 'blank' cards in the set – for players to add their own ideas during the game for a new value or a good practice.
- The game is about matching good practices with the values they exemplify. The main objective is to use all the cards you have on your hand. The one who uses all the card on hand wins.
- You will need 3 to 4 players to play the game.

Starting the game

1 Shuffle and deal the cards.

The number of cards is decided by the number of players:

- **3 players:** 3 value cards and 5 good practices cards per player
- **4 players:** 2 value cards and 6 good practices cards per player

Unused cards are placed face-down in a pile.

2 Any player draws one value card and places it face up in the middle of the table.

The player who first finds a matching good practices card starts. A matching card is the one whose relationship to the adjacent cards can be reasonably explained.

Gameplay

1 Each person plays in turn. Players take turns in a clockwise direction. Each turn consists of three stages:

- playing a card or exchanging card(s) (*exchanging is the end of that turn*),
- debating and voting (*optional*),
- discarding card(s).

2 Playing a card or exchange

- **In your turn**, look at the cards on the table and add the best-fitting card from your hand. A matching card is one whose relationship to the adjacent cards can be reasonably explained. Only values cards can be added to good practices cards, and only good practices cards to values cards.
- **Read aloud the card** on the table and then the card you are adding to it. Lay out the cards alternately, vertically and horizontally, so that they are visible to everyone. The card you play may touch from one to four cards already lying on the table.
- **If no card fits**, you may exchange any number of cards for cards of the same type (*if there are any spares*). However exchanging cards will end that player's turn.

3 Debate and Voting

- **If someone thinks they have a card that better fits where yours lie** – they can start a debate saying 'debate!'. If there is no debate, you proceed to the point of discarding the card. Only two players can take part in the debate. Each person that takes part in the debate has about 30 seconds to speak.
- **The debate starts** with the first person who says 'debate!' and places their card on the table. They briefly explain why they think their card fits better. The second person briefly responds to the arguments, justifying their choice.
- **After the debate** the non-participants in the debate point to the card whose holder convinced them the most. The card with the most votes wins.
- **The winner of the debate** leaves his card on the table and as a reward discards a card or cards from his hand onto the discard pile.
- **The loser of the debate** takes back their card. If the loser is the person who started the debate, they additionally draw one card of the same type from the pile of unused cards.
- **In the event of a tie** the first card remains on the table, and its owner discards a card or cards from his hand as a reward. The card dealt second, which is the debating card, returns to the player's hand.

4 Discarding a card

The person whose card is left on the table at the end of their go discards as many of their remaining cards as their card on the table touches, placing them at the bottom of the pile of unused cards. This will be from one to a maximum of four cards. This ends their turn, which then passes to the next player.

End of the game

First player to use all of their cards wins. You can freely change the rules and create alternative versions of the game – adapted to the needs of the participants. For example players could add a new 'value' or 'best practice' using one of the blank cards. But then would have to persuade other players to accept it. The most important thing is to have fun 😊

→ Gameplay rules of **Debate the Values! Youth PB Edition** are based on 'Game of Change' developed by Field of Dialogue Foundation and Facilitation Support (available in Polish only).

Cooperation



People work in the spirit of trust, reciprocity and exchange. That way everyone benefits. We build a stronger community and common purpose through being caring, generous and hard-working.

+ Value card

Creativity



People share a common culture. One that cultivates their confidence to listen, do things differently, try new approaches and be willing to learn from their mistakes as well as successes. Other terms for this value include co-designing and local ownership.

+ Value card

Democracy



Government is for the benefit of all people. Citizens are able to participate in the decisions that affect their lives. People respect the rights and responsibilities of themselves and others. Other terms for this value include citizenship.

+ Value card

Fairness



People know that they will not face barriers to being involved. Equity underlies the design of our processes. All can participate in exercising their democratic rights. Other terms for this value include inclusion and equality.

+ Value card

Growth



People believe they have the right and increasingly want to influence or take action in their school, community and wider society. They can communicate their needs. They know those in positions of power take them seriously. Other terms for this value include agency, voice and empowerment.

+ Value card

Impact



We solve problems by our actions, and we create new opportunities. People taking part has a direct impact on their school, community or society's budgets. Visions turn into action. Injustice reduces in an efficient and timely manner.

+ Value card

Learning



People learn new skills and achieve through feeling, listening and taking action. By reflecting on what works, and what doesn't, they contribute towards their own development. This brings wider social, democratic and economic benefits.

+ Value card

Openness



People know when, how and why they can get involved. Roles, responsibilities and rules are explicit. Leaders commit to implement what citizens decide. People come to better understand public budgets. Leaders are honest about how resources are used and what has changed as a result. Other terms for this value include accountability and transparency.

+ Value card

Participation



People choose to take action on a regular basis. They do this alone or with others. This contributes towards well-being and democracy within their school, community and wider society. Other terms for this value include voluntary.

+ Value card

Students have proposed **their own ideas of projects they felt were needed in their neighbourhood**. Youth workers facilitated the process of writing the PB projects applications via workshops and consulting point meetings which resulted in 10 new projects that were created and admitted to the Warsaw District PB.

Education about participatory budgeting at schools
Warsaw, Poland
2017–2018

✓ Good practices card

Students took part in discussion with decision makers explain and evaluate on **what are the barriers for young people in taking part in different stages of PB process**.

Education about participatory budgeting at schools
Warsaw, Poland
2017–2018

✓ Good practices card

Each school organized a big debate day where **all projects were presented by students and discussed with the community**.

Education about participatory budgeting at schools
Warsaw, Poland
2017–2018

✓ Good practices card

Young people voted online selecting from uploaded 90-second videos summarising the project, **each made and uploaded by young people**.

Youth Leading Change
Newry, Mourne and Down District, UK
2018

✓ Good practices card

During this municipal PB focused efforts were made to **reach out to groups and organisations who specialised and focused on working with younger people to maximise inclusion**. Particular outreach to groups who represented and advocated for younger people with disabilities.

Youth Leading Change
Newry, Mourne and Down District, UK
2018

✓ Good practices card

Participants have been surveyed (interviews, focus groups and observations) at the end of each cycle by a team of researchers from Boston University to **identify what impact and benefits the project has had on them**.

Youth Lead the Change: Participatory Budgeting Boston
Boston, Massachusetts, USA
since 2014

✓ Good practices card

Use of 'props' to explain PB process in an **accessible, engaging and fun way** e.g. Batman and Robin for Big and Little Ideas and a Picture Frame to demonstrate how these ideas are communicated.

Garvagh Forest Big Dish Out
Garvagh, Co Derry, Northern Ireland, UK
2019

✓ Good practices card

The project **brought young and elder people together from across the community**. They worked together to achieve shared goals of projects that would help young people and which would promote health and wellbeing. People of any age could participate in voting.

Maryhill and Ruchill Community Choices – Young People taking the lead
Glasgow, Scotland, UK
2019

✓ Good practices card

Everyone in community were able to have their say, local residents were involved in identifying needs in their neighbourhood, and **priorities were decided together in a youth led steering group**.

Maryhill and Ruchill Community Choices – Young People taking the lead
Glasgow, Scotland, UK
2019

✓ Good practices card

Young people were awarded qualifications through the Scottish Credit and Qualifications Framework (SCQF) **as a result of their participation.**

Maryhill and Ruchill
Community Choices – Young
People taking the lead
Glasgow, Scotland, UK
2019

✓ Good practices card

In project materials and communication the focus was on showing students how to work in a more organized way, how to plan their work, **how to base it on the real needs of the local community.**

Young Citizen/Youth in Action
Poland
2016–2017

✓ Good practices card

Pupils' main focus from the beginning was the local community (neighbourhood). They chose a topic based on a short and simple local diagnosis of needs. Afterwards neighbours were invited to witness implemented changes.

Young Citizen/Youth in Action
Poland
2016–2017

✓ Good practices card

All young people in area were invited to the Big Event to **participate and see what ideas would be voted for by the community.** The successful groups were celebrated, and prize funding was allocated.

PB TV (Participatory
Budgeting Television)
Glasgow, Scotland, UK
2018–2019

✓ Good practices card

A group of young people formed a citizen's panel with the support of Community Development Trust, to **develop the process for the allocation of authority funds.** Pizza was provided, which proved a useful incentive for attracting interest.

PB TV (Participatory
Budgeting Television)
Glasgow, Scotland, UK
2018–2019

✓ Good practices card

Youth Citizens Panel engaged with youth through **frequent promotional videos about the process** and how to get involved.

PB TV (Participatory
Budgeting Television)
Glasgow, Scotland, UK
2018–2019

✓ Good practices card

Students were a part of working group that **coordinated the whole implementation procedure.** They took active part in designing and delivering the process.

School Participatory Budget
(School PB) in Warsaw
Warsaw, Poland
2018–2019

✓ Good practices card

The process of applying the projects and the voting system was **the same for all school community:** students, teachers, school workers, regardless of the function, age, grades etc.

School Participatory Budget
(School PB) in Warsaw
Warsaw, Poland
2018–2019

✓ Good practices card

In every school that had implemented PB a very simple and concise set of rules was introduced. The rules were displayed in numerous places around the building as a mean to **enhance accessibility.**

School Participatory Budget
(School PB) in Warsaw
Warsaw, Poland
2018–2019

✓ Good practices card

This project supported the realisation by and of young people that their voice mattered and was being taken seriously. It enabled them to **participate as citizens**.

Shaping North Ayrshire, Youth PB –
Your Money, You Decide
North Ayrshire, Scotland, UK
2018–2019

✓ Good practices card

Projects could be proposed by young people which **enabled them to have their say on matters that were important to them**.

Shaping North Ayrshire, Youth PB –
Your Money, You Decide
North Ayrshire, Scotland, UK
2018–2019

✓ Good practices card

Projects for the budget could have been submitted by **informal groups of young people** who had brainstormed together and came up with an idea that they liked.

Youth Civic Budget in Lublin
Lublin, Poland
since 2019

✓ Good practices card

A steering committee composed of high school directors, teachers, students, academy representatives, regional advisors, and the like met regularly to **oversee the implementation of the projects**.

Budget Participatif des Lycées
Lille region, France
2009–2015

✓ Good practices card

Once debates and deliberations have been completed, **voting is conducted by the simple ‘one person-one vote’ principle**; it aimed to foster a school system that gives school children confidence in democratic voting and trust in a political system that seems remote from their day-to-day lives.

Budget Participatif des Lycées
Lille region, France
2009–2015

✓ Good practices card

The Monitoring Committee consisted of 15 people, with eight secondary school students having a majority. The seven remaining members were teachers, administration and technical staff, parents or any other person affiliated with the school. The Participatory Budgeting Charter clearly stipulated that **the gender mix should have been respected and all groups should have been represented**.

Budget Participatif des Lycées
Lille region, France
2009–2015

✓ Good practices card

Projects seek to **improve the quality of life** (for example by purchasing furniture for training centres or by installing water fountains) and to enhance existing facilities, for example, by refurbishing common rooms or boarding school showers.

Budget Participatif des Lycées
Lille region, France
2009–2015

✓ Good practices card

The use of **informal and friendly graphics and language** enabled learning and closing attainment gaps by focussing on early school years, and making sure all pupils were ready and able to learn.

Cost of the School Day
Midlothian, Scotland, UK
2017–2018

✓ Good practices card

The use of simple voting methods (Survey Monkey or in person using ‘sticky dots’) and outreach to families enabled participation, by **identifying barriers and addressing those within each school**.

Cost of the School Day
Midlothian, Scotland, UK
2017–2018

✓ Good practices card

Students have been **supported by mentors from local community**, who showed them local resources and thought them how to create partnerships with local entrepreneurs for example for finding materials needed for implementing their ideas.

PlaNET Social Enterprise 2.0.
Enterprise Your Region
Slovakia, Slovenia, Romania
2018–2020

✓ Good practices card

PB was used as a **learning opportunity for the economically excluded youths**. The target audience of the project have been the schools in the excluded EU areas especially with low unemployment rates as they are less likely to be contacted by the NGO and youth workers with resources and support to deliver school PB.

PlaNET Social Enterprise 2.0.
Enterprise Your Region
Slovakia, Slovenia, Romania
2018–2020

✓ Good practices card

Students took part in the entrepreneurship classes set to **promote basic knowledge about budgeting**. They also had a chance to take part in a short internship.

PlaNET Social Enterprise 2.0.
Enterprise Your Region
Slovakia, Slovenia, Romania
2018–2020

✓ Good practices card

Young people were **responsible for conducting PB process in their school**. Among other things, they wrote projects and promoted them with a little help of teachers. They also carried out the voting procedure.

Youth Civic Grant (MGO)
Sosnowiec, Poland
since 2018

✓ Good practices card

Each pupil could have **consulted the project with the tutor and the school chairperson** on how to write the description of the project and how to prepare a good cost estimation.

Youth Civic Grant (MGO)
Sosnowiec, Poland
since 2018

✓ Good practices card

The project included a **well articulated annual cycle**, with stages clearly laid out for when people could participate, the rules around how participation could happen and the reasons for adopting various solutions or processes.

Cascais Youth
Participatory Budget
Cascais, Portugal
2017–2018

✓ Good practices card

The participation of the school community was made visible through the **implementation of projects proposed by young people within their school**.

Cascais Youth
Participatory Budget
Cascais, Portugal
2017–2018

✓ Good practices card

The young people convinced the decision-makers of their idea how **the common space at their school should look like**.

Youth participatory
budget in Szczecin
Szczecin, Poland
2019

✓ Good practices card

Using adult voting machines and using citizenship education classes meant there was a clear focus on **building future leadership and pride in democratic practices**.

Arizona High School
Participatory Budgeting
Phoenix, Arizona, USA
since 2013

✓ Good practices card

As a way to improve inclusivity in some cases there were visual ballots produced to **enable pupils who might have difficulties reading ballot proposals**, and even support offered by special need educational assistants to complete ballot forms.

Arizona High School
Participatory Budgeting
Phoenix, Arizona, USA
since 2013

✓ Good practices card

This project was clearly aimed at **giving young people new skills in advocacy and lobbying**, and confidence. It was modelled on existing democratic practises.

Arizona High School
Participatory Budgeting
Phoenix, Arizona, USA
since 2013

✓ Good practices card

The principles of the PB process were **published on the city's website and communicated in schools**.

School Participatory
Budget of Mragowo
Mragowo, Poland
2019–2020

✓ Good practices card

Students were **encouraged by the information campaign** (information in social media, posters in schools, meetings with officials) to submit their own ideas.

School Participatory
Budget of Mragowo
Mragowo, Poland
2019–2020

✓ Good practices card

The decision-making process was **coordinated by the student coordination team** and planned and implemented with the help of accompanying adults (usually teachers or social workers).

Schüler*innen
Haushalt (Pupils PB)
Berlin, Germany
since 2016

✓ Good practices card

Workshops for up to 3 students from the coordination teams and an accompanying adult included topics such as: what the democracy is, **what democratic processes in the society are**, why it is so important to ensure that the premises of democracy are understood, etc.

Schüler*innen
Haushalt (Pupils PB)
Berlin, Germany
since 2016

✓ Good practices card

The vast majority of the surveyed young people emphasizes that **by participating in school participation budgets they did something useful**.

Schüler*innen
Haushalt (Pupils PB)
Berlin, Germany
since 2016

✓ Good practices card

School classrooms were a space for deliberation in which participants analysed their territory, identified needs, debated ideas and **built a proposal that would later be implemented by local government**.

Agora Infantil
Malaga, Spain
2014–2015

✓ Good practices card

Needs and ideas communicated by young people were taken seriously by the city council. Even proposals that eventually have not been chosen showed the council in what way can the youth be aided.

Participatory Budgeting –
Altea City Council
Altea, Alicante, Spain
2019

✓ Good practices card

In September 2019, a three-week proposal phase started so that **all citizens of Altea could submit their proposals for local projects.**

Participatory Budgeting –
Altea City Council
Altea, Alicante, Spain
2019

✓ Good practices card

Around 6000 students had been asked to **give their opinion on which improvements should be carried out in their educational centres**, for which the City Council had allocated €110 000, €10 000 for each centre.

Participatory Budgets in Schools
2019 – Cartagena City Council
Cartagena, Murcia, Spain
2019

✓ Good practices card

In the general assembly of young people, the most interesting proposals for the youth of the municipality are discussed and prioritized. Young people also **choose those who represent them in the viability committee.**

What do you want your town to spend its money on?
R'U'talking2me?
Peligros, Granada, Spain
2018–2019

✓ Good practices card

The PB process was **described in online and offline documents.** Additionally, citizens had sufficient, understandable and verifiable information about the important decisions that affect them.

What do you want your town to spend its money on?
R'U'talking2me?
Peligros, Granada, Spain
2018–2019

✓ Good practices card

A platform was created to **monitor the methodologies, the actions carried out or the results of the work done.** Also, the PB initiative used social media to disseminate the information and explain the process.

Participatory budgets with children 2019
Rubi, Catalonia, Spain
2018–2020

✓ Good practices card

Students took part in workshops that were meant to **help them cope with peer pressure and bullying.**

Decidei Xàtiva Infantil
Xativa, Valencia, Spain
2018–2019

✓ Good practices card

The young people directly shared information about **how to get involved through their own networks**, with peers and via Instagram.

YOUth Making It Happen
Derry, Northern Ireland, UK
2020–2021

✓ Good practices card

All young people who voted on-line and completed a short evaluation survey were **entered into a competition to win a bicycle.** Members of the Co-Design Panel received Certificates of Participation to acknowledge the commitment, support and time they had given to the PB process.

YOUth Making It Happen
Derry, Northern Ireland, UK
2020–2021

✓ Good practices card

Drawing on good practice from UNICEF – the young people participated via Informed Consent. An Information Sheet was prepared to **outline the background to PB and YOUth Making It Happen (YMIH)**, why it was important, benefits of participating and how information would be used and shared.

YOUth Making It Happen
Derry, Northern Ireland, UK
2020–2021

✓ Good practices card

Gameplay

Each person plays in turn. Players take turns in a clockwise direction. Each turn consists of three stages:


- 1 playing a card or exchanging card(s) (*exchanging is the end of that turn*),
- 2 debating and voting (*optional*),
- 3 discarding card(s).

⚙️ Technical card

How is the debate resolved?

- If someone thinks they have a card that better fits where yours lie – they can start a debate saying ‘debate!’. If there is no debate, you proceed to the point of discarding the card. Only two players can take part in the debate. Each person that takes part in the debate has about 30 seconds to speak.
- **The debate starts** with the first person who says ‘debate!’ and places their card on the table. They briefly explain why they think their card fits better. The second person briefly responds to the arguments, justifying their choice.
- **After the debate** the non-participants in the debate point to the card whose holder convinced them the most. The card with the most votes wins.

⚙️ Technical card



The house metaphor Infographic



Prepare the ground!

Leadership, political and organisational buy-in. Create local champions. See our enabling conditions and use our case studies.



STAGE

2

Share, Inform and Support

A lesson about the school participatory budget

Objectives:

- ✓ **Inform students** what a school participatory budget is.
- ✓ **Provide information** about the implementation of the school participatory budget.
- ✓ **Encourage young people** to get involved in the preparation of projects for the school participatory budget.

Remarks:

- ⚠ The lessons can be held by teachers or tutors, or take the form of peer lessons, led, for example, after initial instruction, by members of the school coordinating team.

Techniques:

- ⚙ **Mini lecture**
- ⚙ **Film presentation and talk**
- ⚙ **Creative group work**

Duration:

- 🕒 **2 x 45 minutes**

Duration:

3 min

Description

Greetings.
Presentation of the objectives of the lesson.

14 min

Description

Talk to your students about their experiences with participatory budgeting.

You can ask students the following questions:

- Who has heard of civic/participatory/school budgeting? What does it involve?
- Who knows someone who has submitted a proposal for a participatory budget? Maybe one of you?
- Do you know any projects that have been carried out in your town or school using the participatory budget?

In conclusion, give students a definition of the school participatory budget and tell them that it is now beginning in your school.

Details

If you are conducting an online lesson, you could conduct this exercise using, for example, the **PADLET application** ↗, where students can mark their answers under the questions they have written down with a 'thumb' icon.

If your municipality has a civic budget, tell students about projects that have been carried out using this funding. Some local authorities have civic budget websites with maps and detailed descriptions of such projects.

See, for example, Warsaw: <https://bo.um.warszawa.pl/taskArchive/index?regional=1> ↗

Definition:

A **participatory school budget** is a process in which the school community decides on the use of a portion of the school budget. Students, as well as parents, teachers or other school staff, come up with ideas, create projects and then choose the best ones by voting or through deliberation.

3 min

Description

Conduct a quiz among the students on “Where and when was the participatory budget established?”

Details

You can use the **MENTIMETER app** ↗ to collect students’ answers.

Correct answer:

1990s – Brazil, Porto Alegre

You can read more about the history of participatory budgeting

in: W. Kębtowski, 'Budżet partycypacyjny. Krótka instrukcja obsługi', Instytut Obywatelski 2010, https://instytutobywatelski.pl/pliki/pdf/budzet_partycypacyjny.pdf ↗ (in Polish) or on the Participedia website (in multiple other languages).

10 min

Description

Inform students that participatory school budgets are implemented in many countries around the world. Tell them about some selected processes.

Details

Descriptions of best practices can be found in the form of a map at: <https://youthpb.eu/map/> ↗. Show this page to students.

5 min

Description

Film presentation – School Participatory Budgets.

Present students with a short film about the school participatory budgets implemented in 2020 in eight schools in Podlaskie Voivodeship (Poland).

Present the video animation about the values in PB processes.

Details

Link to film in Polish (with English subtitles): <https://www.youtube.com/watch?v=vzn5AZwW-E8> ↗

Link to the video animation: <https://youthpb.eu/resource/video/> ↗

10 min

Description

Discuss with students what they have learned from the film.

Details

Supporting questions:

- What are participatory school budgets?
- Why is it useful to organise such a budget at school?
- What stages does a SPB consist of?

You can find all this information in our **toolkit** ↗.

break

5 min

Description

Provide students with basic information about the SPB process in their school.

Details

Tell them, among other things, about the funds available, the rules for submitting projects, who can submit them and how voting will work.

Explain where the SPB regulations are to be found.

30 min

Description

Invite students to an exercise that allows them to experience in practice how SPB works.

- **Distribute 1–2 pieces of paper** to each student and ask them to write down their individual ideas on what could be done in the school with the given amount of money provided in the SPB.
- **On the board draw a school** (e.g. the shape of a building). Students can place their ideas on it, while giving reasons why their idea should be implemented.
- **Then analyse whether ideas are repeated** and select a few that are most likely to be submitted.
- **Next, divide the students into small teams.** Their task is to prepare posters with the following information:
 - Project illustration (drawing, graphic)
 - Name of the project
 - Reasons why the project is needed
 - Approximate cost
- **While the teams are working, assign voting numbers** to the projects. Put the numbers and names of the projects in e.g. Mentimeter app (<https://www.mentimeter.com/> ↗). Optionally, a ballot can be prepared using cards with the project numbers.
- **Teams present their work**, and then voting for the best project takes place in the app or directly (e.g. sticky dots, or voting slips.) An easy way to vote can be with tokens or coins placed into jars or boxes.

3 min

Description

Ask what students like about this way of making decisions. What opportunities and risks arising from the SPB process do they envisage in their school?

7 min

Description

Finally, present the schedule for the participatory school budget in your school. Thank everyone for their involvement and invite them to participate in the next steps of the school budget.

An online lesson/ workshop about PB

Objectives:

- ✓ Getting the participants acquainted with the concept of participatory (civic) budget and its basic assumptions (the programme, the requirements for projects, e.g. matching an idea into the municipality's own responsibilities, and the ability of people to get involved).
- ✓ Discussion about the values in participatory processes and their recognition within the wider civic budget mechanism.

Techniques:

- ⚙ Presentation
- ⚙ Gathering ideas

Duration:

- 🕒 50 minutes

Duration:

5 min

Description

Details

Opening of the meeting

- **Introduce yourself** and ask workshop participants to introduce themselves
- **Present the topic** and purpose of the meeting
- **Agree the working rules** for the lesson

Examples of working rules:

- One person speaking at a time.
- Ask participants not to use other devices and to focus on what is happening in the workshop.
- There are no wrong answers, each can be inspiring. It is worth speaking up...
- But remember to give others a chance to speak.
- A strong request to turn on the cameras.
- Your suggestions?

- **Check with the group** their input knowledge of the participatory (civic) budget:

- Have you heard of participatory/civic budgeting?
- Do you know anyone who has submitted a proposal for a budget (municipal, school, etc.)?
- Do you know any projects that have been submitted or implemented in the civic budget?

Tools such as Mentimeter or Kahoot can be used to check participants' knowledge about civic budgets.

10 min

Description

Details

Knowledge about the municipal civic budget – presentation

Hold a presentation prepared beforehand.

The presentation should include the following elements:

- Presentation of a diagram of the distribution of the city's budget, taking into account the categories of the civic budget.
- Definition of a participatory/civic budget
- Presentation of the principles of the municipal civic budget
- Presentation of the schedule of the municipal civic budget

The presentation should be as short as possible and the language used appropriate to the age and understanding of the participants.

The stages, criteria and definition of participatory budgets may vary from city to city/country to country. It is up to the presenter to know these rules and communicate them clearly.

Definition of participatory/civic budget:

A civic/participatory budget is a process in which the community living in a city decides on the use of a part of the municipal budget (designated by the City Council).

30 min

Description

Details

Values of a civic budget – exercise

Instructions: *Imagine that in your group you have to allocate GBP 10,000 to your colleagues' projects. To do this, you will have to define the rules of this competition, i.e. decide who can participate and how. What will guide you? After the deliberation, write down on a flipchart ideas for participation criteria.*

Then introduce the values of PB and their definitions to the participants.

Match the criteria from the exercise with the values written on a flipchart. If a value doesn't appear, try to come up with an idea that would fit with this value.

At the end of the exercise, ask young people: Which value do you think is the most important and why? Collect two/three statements, see if others think the same.

You can divide participants into groups and give them extra time to work in groups before you go on to write down ideas.

Definitions of values can be found in our **toolkit** 7.

When introducing participants to values, you can use the values game or the cards from the values game. You can find materials for the game with instructions **here** 7.

15 min

Description

Summary

Thank participants for attending the workshop. This is also the time to request feedback.

If you know that there is a civic budget in your municipality/city – it is worth mentioning to participants at the end of the workshop that they can get involved in it and where they can find more information.



STAGE

3

Generate Ideas and Refine Projects

8 Generating ideas lesson/workshop

Objectives:

- ✓ **Collect ideas** for a school participatory budget in a creative way that is interesting to young people.
- ✓ **Make a selection of ideas** in an objective way.
- ✓ **Involve young people** in the process of preparing projects for the school participatory budget.

Techniques:

- ⚙ **Gathering ideas**
- ⚙ **Idea filtering**

Duration:

- 🕒 **45 minutes**

Notes: In case of an on-site lesson/workshop, the lesson scenario can be modified accordingly.

Duration:

3 min

Description

Say hello.
Introduce the aim of the meeting.
Clarify with the group the rules of the workshop.

Details

Examples of working principles in an online workshop:

- If you are not speaking, turn off your microphone.
- Make yourself known by raising your virtual hand.
- We listen to each other.
- Wait until someone else has finished speaking, then present your idea.
- If someone talks about their idea and you come up with another idea, write it down on a piece of paper and wait for your turn.

5 min

Description

Introduction to idea generation.

Explain to students the ‘Gathering Ideas’ technique (sometimes known as ‘brainstorming’).

- Quality comes from quantity! It is important to have lots of ideas. The more, the better!
- Write down all ideas, even very unrealistic ones! They are often the starting point for the best, innovative solutions.
- Everyone can propose ideas, they should all be written down!
- We accept that there are no bad ideas! We turn off critical evaluation – both of our own ideas and of others. Let’s not comment on them, only refer to them if we want to present our own!
- Let’s not finish the discussion too early, even if there is silence and you think you have run out of ideas!

Details

It is very important to stress that creative and imaginative ideas always come up, you just have to speak out courageously and without self-criticism. It is very important to guide the group not to enter into a discussion of ideas, or say “it can’t be done”. The principle of not commenting critically should be sacrosanct.

15 min

Description

Gathering ideas session

Ask the students the following question:
“What do you want to change in our school?”
or “What ideas do you have for improving our school?”

Details

The teacher encourages and ensures that each student has a chance to speak, is attentive to ideas and writes them down in the author’s own words; The teacher avoids proposing their own ideas, unless there is silence in the group at the beginning and fear of speaking.

2 min

Description

Read all the ideas aloud.

Details

If the gathering of ideas was dynamic and creative, it is worth praising everyone and pointing out that a lot of interesting things come up in groups. It is worth doing it together!

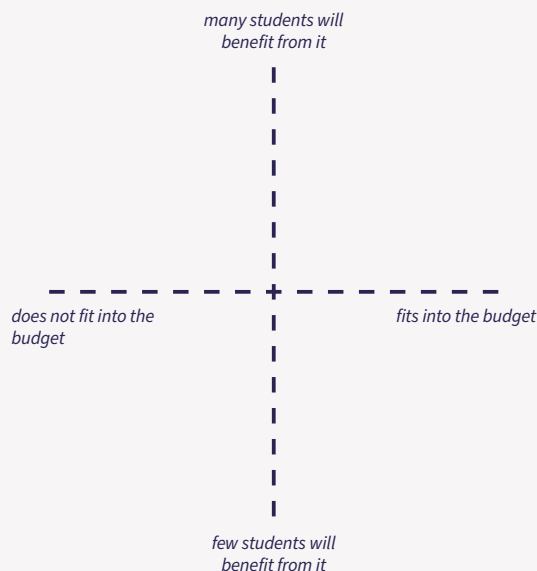
15 min

Description

Sort ideas to select one or two ideas that can be refined and submitted to the school participatory budget.

Task:

“Taking into account the values we have chosen, let us place the individual ideas on two axes”



Details

The idea filter comprises two axes X and Y to which values/selection criteria should be assigned. The criteria can be linked to the school budget rules: e.g. they are not only for one class but for the whole school community (important for different groups in the school vs. important only for our class), they can be implemented in the school building vs. they can be located outside the school, they are within the budget vs. they are more expensive than the budget, etc.

If there are many ideas, the idea filter can be applied again with different selection criteria.

When working online, you can use the Jamboard application.

5 min

Description

Summarise the selection of idea(s).

Encourage students to submit their chosen projects to the school participatory budget.

Details

If more than one idea is chosen by the students, the final choice can be made by voting (e.g. each student has two or more votes (e.g. sticky dots) and can distribute them as they see fit).



9 Empathy map

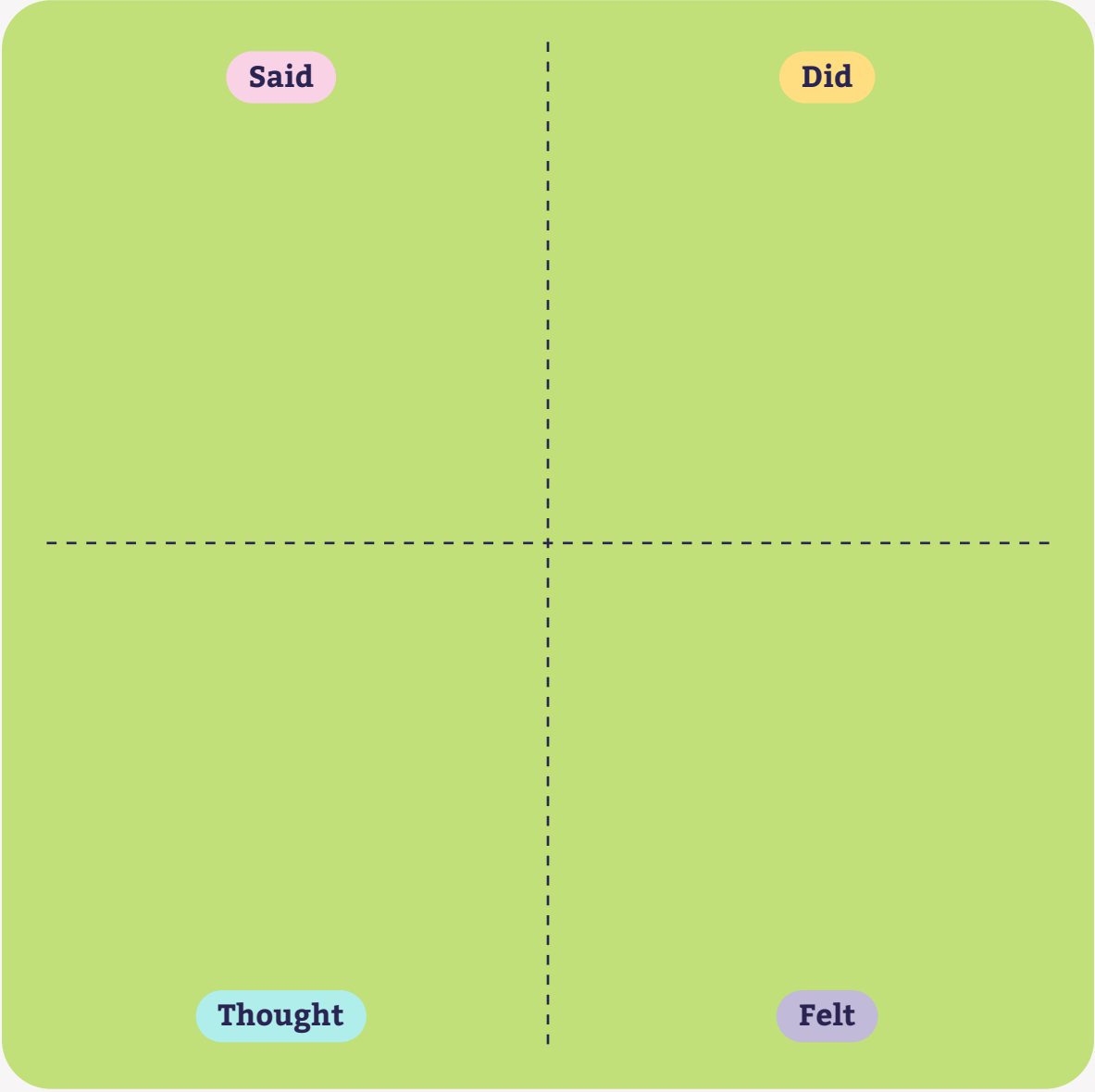
Empathy maps are a way of visualising a person's attitudes and behaviours. You can create one by creating it in person or designing it virtually. Either way, the results are similar and useful when gathering information about Youth PB participants.

Instruction:

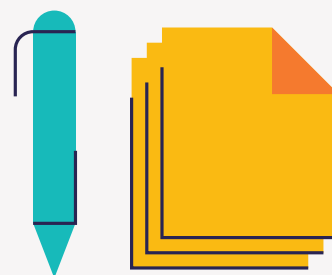
You need to draw four lines to create four separate quadrants, in each quadrant you'll label the content you need, in this case: said, did, thought and felt.

Our empathy map will highlight feelings and thoughts of participants regarding the youth PB process.

Empathy map



School PB project form



Date of project submission

Application form for the School Participatory Budget

Name of the project

Create a name that is short and easy for others to understand.

Applicant

Add the name(s) of the project originator(s). If applicable, also the name of the project supervisor.

Project description

Explain what you want to do and why you want to do it. Explain how the project will benefit the school and the school community. Write about where you want to carry it out – if possible, indicate the exact location.

Estimated cost of the project

Write down in separate lines all the things you need to buy for the project, and then – either yourself/yourselves or with the help of an adult – estimate their cost. Finally, add up the costs. Remember that the project cannot cost more than GBP ! (enter the maximum project value here)

What needs to be purchased?	Cost
.....
.....
.....
.....
.....

Estimated cost of the project:

Signature(s) of the author(s) of the project

Add your name(s) to your project. Include those who originated the project and those that support it.

Students: name and surname, class	
Parents/legal guardians: name and surname, class and details of the child who is a student	
Teachers, school heads, other school employees: name and surname, class	Signature
.....
.....
.....
.....
.....

This template is based on the example of:
School participatory budget – tips for beginners (Szkolny budżet partycypacyjny – wskazówki dla początkujących),
The Field of Dialogue Foundation (Fundacja Pole Dialogu), **The Shipyard Foundation** (Fundacja Stocznia)



STAGE

4

Deliberate and Decide

11 Information on running a PB voting process

It is usual at the Deliberate and Decide stage of a participatory budgeting process to hold a voting process. There will be a number of things to consider. These might include whether the vote happens face to face or online, over an extended period or at a specific event. These should all be considered by the co-design team and shared with those making proposals, and of course those voting.

One of the hardest decisions is how many votes, and of what value should each participant be given. This is discussed further on the next page. Adopting the right voting system can aid deliberation and fairness.

There is no right answer, but experience shows there are various design considerations between which you might choose. Which is chosen should be based on your own situation and agreed and ideally tested before the day to avoid mistakes.

Some Voting Design Recommendations:

Compare projects against each other before voting. Voters might be encouraged to score each project as they are heard, but preferably they are asked to hear from a few projects before starting to choose, to improve their judgement, and so not advantage or disadvantage the first few projects that present their idea. Or even better to hear or consider all the proposals and then make their choice. Longlists of projects can be difficult to compare, in which case they can be broken down, with voting in stages.

Publish criteria or prompts to help people make wise choices. It can be helpful to ask people a few reflective questions of each project, such as 'is this project really meeting a need?' or 'can everyone get involved?'. If the overall process has specific goals (such as improving the school environment, public safety, or building connections between communities) then remind voters what these are.

Deliberate in small groups before voting. It is helpful, if time allows, to encourage voters to sit with a few other people and discuss the merits of each idea. Whilst this may be impractical for larger processes the more deliberation you can encourage the better the quality of the votes that will be cast.

Multiple voting can better reflect real preferences. In PB, unlike some forms of electoral voting (such as ‘first past the post’ widely used in the UK), it is normal to have to make more than one choice. This will help encourage people to vote for more than their friends, only things that they will benefit from or ideas they are already familiar with. It is recommended to make sure voters can vote for at least three, and preferably more, projects.

Anonymous voting prevents bias, influencing and group think. Nobody wants to be seen to challenge a group identity or appear unpopular. Therefore wherever possible run a secret or anonymous vote. This enables a more democratic culture, and allows people to feel free to vote for projects on a more rational basis.

Below are common voting systems and a few potential benefits and risks for each method.

1 Score each proposal

Sometimes called rating or scoring, in this method each and every idea is given a score, out of (for example) five points, with 5 being high and 1 being low. Generally this is done on a voting sheet or by using an electronic voting machine. On the scoring sheet there may be a single box to write in a score, or a set of boxes from which you can select.

+

Benefits

- **Everyone considers the merits** of every project.
- **Detailed results** based on deeper deliberation.
- **Can allow people to ‘score as they go’** or within scoring rounds.
- **Can include visual cues** such as smiley/sad faces to help people with their rating.
- **Allows people to reward projects** they think are well conceived or meet a definitive need

!

Risks

- **Can be hard work** to rate multiple options.
- **Harder to change a vote** for a project later (e.g. if you hear better or worse projects later on).
- **Risk that people will give their own preferred project a high score** and unfairly low scores for everyone else.
- **Can be time-consuming** to count and announce results on the day.

2 Multiple equal votes

Sometimes called an approval ballot, in this method scorers have a number of equally weighted votes (each vote equals one point). Typically there might be three, five or ten voting cards, or tokens given to voters. They then distribute these between the various proposals. They can do this on a paper scoring sheet (where they are asked to tick or put a cross against their selected projects) or they could vote by counters or tokens placed into voting receptacles, or by sticky dots placed on a visual display.

+ Benefits

- **Simple and easy** to understand.
- **Easy to count.**
- **More effective** when a lot of people are voting.
- **Doesn't force people to consider the quality of projects**, just the ones they like.

! Risks

- **Risks of voting irregularities** (check all votes are cast and some not withheld).
- **Risks of multiple votes going to the same project** (when using voting receptacles).
- **When using receptacles to collect votes** or sticky dots if it's possible to see how others have voted it risks a 'group bias' emerging. People tend to vote for projects others are already backing.

3 Ordering projects by preference

Sometimes called ranked or preference voting, in this method voters are asked to rank some or all of the projects in order of preference. For example, giving five points to the best project, four to the next, and so on down to one point. Ideally voters should be able to make at least three choices.

+ Benefits

- **Easier** than scoring every project.
- **Allows people to reward projects** they think are well conceived or meet a need or criteria.
- **Voting system experts** tend to think this method gives the most accurate results of true preference.

! Risks

- **Easy to make a mistake** (such as missing out scores or duplicating a score) leading to spoilt voting papers.
- **Some projects could score zero points.** Disappointment needs to be managed.

4 Ranking, but with an added negative vote

As a variation to ordering projects by preference, or the multiple equal votes method, there is an option to have positive and negative votes. In this method voters can approve projects, but are also given the option of a negative vote for projects to which they particularly object. An alternative way of thinking of this option is ‘traffic light’ voting: Green for ‘yes’, amber for ‘maybe’ and red for ‘no’. This type of method has been promoted by the D21 organisation, and used in a number of PB processes.

+ Benefits

- **Easy to count** and score fewer options.
- **Identifies contentious projects**, potentially allowing for further deliberation on why it is contentious.
- **May be useful at an earlier stage** in the process to verify or check projects for quality.

! Risks

- **Unfamiliar** to offer negative votes.
- **May bring fears unpopular causes** or marginalised groups may be unfairly highlighted.
- **Need to carefully explain** how to vote and when to cast a negative vote to avoid confusion.

Considerations when running online voting.

Online voting platforms for participatory budgeting processes have become increasingly common. They range from simple online surveys (that are easy to create and share), poll-making apps (that allow you to run a voting process through a smartphone), to detailed and well designed voting platforms (that may have many tools for verifying who is voting, encouraging deliberation and reporting on results.) Don’t discount the option of SMS or text voting, which doesn’t require a login, but can still be a safe and verifiable voting tool. Or using existing school apps, registration and learning systems, which connect with pupils, and may include survey functions.

Remember that online tools can also be used at different stages of the PB process, such as ideation, project development and monitoring of project delivery.

It is beyond the scope of this toolkit to advise which system or tool is best for your situation. If you are considering using an online voting platform it is important to research what others are doing and the advantages and disadvantages of different platforms. The range of options is rapidly increasing, with many private companies promoting their own preferred solution. It may also be that a school or institution already has some form of classroom based interactive technology, such as voting handsets, which can be adapted for a PB vote.

There are many benefits of using digital voting, but also some risks.

+

Benefits

- **Can automate** a voting process to allow many votes to be quickly counted.
- **Allows people to vote remotely** (especially valuable in the times of social disruption such as the COVID-19 pandemic or across large geographic areas).
- **Can be integrated** with videos, picture sharing sites, social media platforms and other online tools.
- **Young people may prefer to vote this way** as they are already familiar with engaging with content on social media and completing online polls.
- **Can easily produce reports** such as evaluations of voting patterns.

!

Risks

- **Can be expensive** to set up and run, requiring new skills to be learnt.
- **Can create new barriers** (such as digital exclusion of poorer or marginalised communities).
- **Can limit active deliberation**, with a risk the voting becomes a more personal choice (without being forced to consider other options).
- **Reduces contact** between participants, so reduces the degree of cooperation and learning that might come from a face to face process.
- **Many require a login or profile**, which can be an additional barrier to participation and bring issues of personal data security.

Deciding what system to use is not easy. There are some guides that you can look at to help decide whether to use online voting, and if so, which system, and some examples in our case studies. Don't be tempted to buy an expensive platform that might only be used once or with many features you may not need.

Read more ↗ on using digital tools for PB from research and advice by the Democratic Society, which was created for use in Scotland (UK) (English only).

There are some **guides** ↗ that you can look at to help decide whether to use online voting, and if so, which system, or add these words to the existing text after the link to the democratic societies resource link:

Read more ↗: PeoplePoweredHub has recently released a free resource on digital PB platforms.



12 Voting card

Voting card

School Participatory Budget

Put an 'X' in the square next to the project you want to vote for.
You may select only one project/ You may select up to 3 projects.

1 Relax on a bench

☐

Purchase of benches to be placed in front of the school entrance.

Authors: Value: £

2 Creative game zone

☐

Purchase of hallway games and stickers for stairs and floors.

Authors: Value: £

3 Playground games

☐

Purchase of two table tennis tables to be placed in the school playground.

Authors: Value: £

4 Relax corner

☐

Purchase of sofas, soft seating and a carpet for the school hallway.

Authors: Value: £

5 Sports equipment

☐

Purchase of footballs, volleyball nets, basketball nets, table tennis paddles and balls.

Authors: Value: £

13 Picture voting card

Picture voting card

School Participatory Budget

Put an 'X' in the square next to one or more project(s).

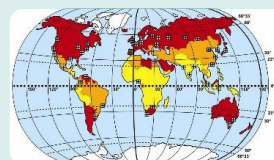
1 Bowling equipment

Wooden bowling pins and balls to use for break-time play.



2 Interactive Maps

Interactive maps of Europe and the world for use in geography and language lessons.



3 Art materials for the common room

A set of various art and office supplies for the common room – colour pencils, markers, paints.



4 Display cases for diplomas

Wooden display cases and frames for hanging diplomas of students on the wall next to the school shop.



5 Soft seating for indoor school breaks

Soft resting cushions in the school hallway.







STAGE

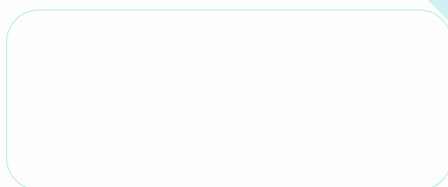
5

Do and Deliver

Example of certificate of participation

Editable pdf file with graphics.

The material contains an editable certificate for members of co-design teams or other persons to thank for their involvement in the PB process.



(Logo and name of the organizer)

Acknowledgement Letter

.....
(Name of the organizer)

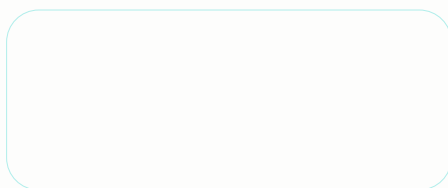
wishes to thank

.....
(First and last name)

for the implementation of the school participatory budget

in in
(Year) *(Name of the school)*

as part of the project

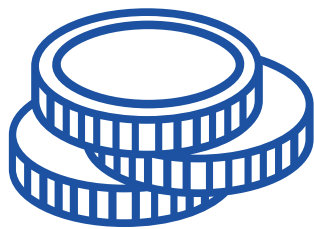


(Logo and name of the project)

.....
(Name of the city, date)

15 Display

The material shows example of label for spaces / items that is a result of winning projects in the participatory budget.



**SCHOOL
PARTICIPATORY
BUDGET**

**The project has
been implemented
as part of the school
participatory budget**



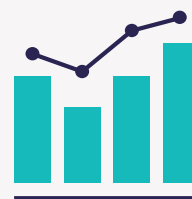


STAGE

6

Reflect, Refine and Repeat

Evaluation survey



Below you will find a sample evaluation survey to conduct with all school students.

Evaluation survey

Dear students, please fill in the survey according to your true feelings. The results will help us to implement an even better school participatory budget next year.

1. When did you find out about the school budget?

- ☐ At the start of the school budget
- ☐ At the idea generation/project submission stage
- ☐ At the voting stage
- ☐ Once the winning projects were implemented
- ☐ I didn't hear about it at all

2. How did you find out about the school budget?

- ☐ From colleagues
- ☐ From teachers
- ☐ From the notice board
- ☐ From school's Facebook account
- ☐ From another source
- ☐ I didn't hear about it at all

3. Did you submit a project?

- ☐ Yes
- ☐ No

4. Did you sign a letter of support?

- ☐ Yes
- ☐ No

5. Did you vote?

- ☐ Yes
- ☐ No

6. Did you talk to your colleagues about the submitted projects?

- ☐ Yes
- ☐ No

7. Would you like to see another edition of the school budget?

- ☐ Yes
- ☐ No
- ☐ I don't know

8. If there is a next edition, would you like to submit a project to it?

- ☐ Yes
- ☐ No
- ☐ I don't know

9. If there is another school participatory budget, what would you like to change about it?

(suitable for older students)

.....

10. What did you like about the school participatory budget and why?

(suitable for older students)

.....

11. What did you dislike about the school participatory budget and why?

(suitable for older students)

.....

Metrics

• I am:

- ☐ Male
- ☐ Female
- ☐ Non-binary
- ☐ I prefer not to say

• I am a student of class *(which class?)*

This template is based on the example of:

School participatory budget – tips for beginners (Szkolny budżet partycypacyjny – wskazówki dla początkujących),
The Field of Dialogue Foundation (Fundacja Pole Dialogu), **The Shipyard Foundation** (Fundacja Stocznia)

17 Bingo forms

The coordinating team should decide what statements are included in the Bingo Forms based on the overall purpose and anticipated outcomes of the PB process. It is important that a range of responses are included so that participants are not limited in their responses. It is also a good idea to include some blank spaces so that participants can include their own comments and highlight what was important to them.

Instruction:

Simply ask participants to tick or mark the boxes which they support or which they feel reflect their experience of participating in the PB process.

Two examples of Bingo Forms are provided below. the content you need, in this case: said, did, thought and felt.

Evaluation Bingo Form Example –
Participants Experience

Bingo

Participants Experience

I found this process easy to take part in	I enjoyed sharing and listening to others' ideas	I really liked it!
I didn't enjoy the process	I would like to repeat the process again	This is the first time I have voted
I am inspired to get more involved in my school / community	I learned new things about my schools / pupils / the community	I met new people / friends and had fun
Blank for your comments	Blank for your comments	Blank for your comments

**Skills Development Bingo Form –
Co-Design Team and Participants Experience**

Bingo

**Co-Design Team and
Participants Experience**

I feel more confident...

Leading a group discussion	Sharing ideas with my peers / teachers / wider community	Speaking to teachers / peers / principal / wider school community
Listening to others' ideas	About how the school budget is allocated	Speaking to officials / service providers / budget holders
<i>Blank for you to share your skills development</i>	<i>Blank for you to share your skills development</i>	<i>Blank for you to share your skills development</i>



18 How to evaluate the values and enabling conditions

Instruction:

Present the 'Values' and 'Enabling Conditions'. This could be as cards, on post-its or when working online via a Google Jamboard etc.

Exercise 1

Working in teams of 3 people choose 2 values or enabling conditions which you think **have been important** to the PB process.

Action: Explain why you think they are important?

Action: Explain **how you have applied** the value when delivering or participating in the PB process?

Exercise 2

Working in teams of 3 people choose the two values or enabling conditions which you think **were easiest to apply**?

Action: Explain your choice.

Exercise 3

Working in teams of 3 people choose the two values or enabling conditions which you think **were most difficult to apply**?

Action: Explain your choice.

Exercise 4

Consider **how well have we met** the values or enabling conditions. Give a score out of 1–6 and comment.

Value/Enabling Condition:

Score:

1

Unsatisfactory

2

Weak

3

Satisfactory

4

Good

5

Very good

6

Excellent

Comments:

.....

.....






.....



Simple evaluation methods

Instruction:



Please tick the face which reflects how you feel about the PB process.

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thumbs Up / Thumbs Down Evaluation

Instruction:

Please give a thumbs up or a thumbs down in relation to how you feel about the PB process.

	
<input type="checkbox"/>	<input type="checkbox"/>



A summarising or evaluation workshop

Objectives:

- ✓ Summary of the results of the working group.
- ✓ Collecting new ideas for the continuation of SPB.

Techniques:

- ⚙️ Completing the “river” of the project – creating a timeline
- ⚙️ Discussion

Duration:

- 🕒 55 minutes

This template is based on the example of:

School participatory budget – tips for beginners (Szkolny budżet partycypacyjny – wskazówki dla początkujących),
The Field of Dialogue Foundation (Fundacja Pole Dialogu), **The Shipyard Foundation** (Fundacja Stocznia)

Duration:**5 min****Description**

Open the meeting, introduce yourselves, state the objectives of the meeting.

Invite participants to introduce themselves.

Propose rules for cooperation. Make sure everyone accepts them.

Details**Examples of working rules:**

- One person speaking at a time.
- Ask people not to use other devices and to focus on what is happening in the workshop.
- There are no wrong answers, each can be inspiring. It is always worth speaking up.
- But remember to allow others to have a chance to have their say.
- A strong request to switch on webcams (in case of an online meeting).
- Your suggestions?

40 min**Description****The river of the school budget**

Show or draw a so-called 'river' of the process. At one end put a card "first information about the school budget", at the other end put a card "wrap-up meeting".

The participants have to write down on separate cards everything that happened between these two dates.

The group then checks that they have not forgotten anything and then discusses the different elements of the "river".

Ask the participants what the group would do differently from today's perspective and what they are proud of. Older students can be asked to write words on paper, the younger ones can add sad or happy faces to the elements and explain why they put them there. The teacher writes down the conclusions of the conversation on the board or in some other visible place.

Details

The river of the process can be marked out with a line using painter's tape on the floor (or connected tables) or made in any mind map software (e.g. Coggle, Jamboard).

For younger children you can prepare drawing symbols in advance to mark the successive elements of the process. It is important that the participants themselves identify and name the stages).

If the school has already carried out an evaluation survey, the results can be discussed before the river is drawn and included in the cards.

10 min**Description****Summary**

Invite participants to sit in a circle and ask them to reflect on what their participation in the school budget has given them. Invite people who feel ready to contribute to the discussion to do so.

DIY Manual is a part of publication
**‘Building youth voice: A toolkit for developing participatory
budgeting in schools and in the community’** developed by
an international team working within the **Youth PB Accelerator** project.

youthpb.eu

