

# Co-design workshop

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## 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:

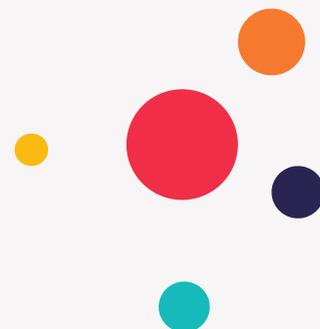
- ⚠ If you feel that your school's co-design team is new to school based participatory budgeting you can carry out selected modules from the lesson on SPB – Tool 6 – before this workshop.

## 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** [↗](#).

Read also the **Information on running a PB voting process** [↗](#).

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** [↗](#).

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**

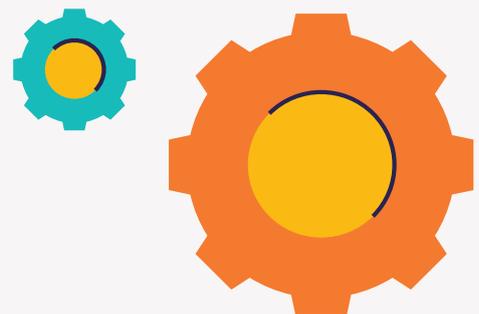
**Summarise the workshop, e.g. in the form of a go-a-round:**

- 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

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### 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**