

Building youth voice:

A toolkit for developing
participatory budgeting
in schools and in the
community



Youth PB

youthpb.eu

SOC LAB Laboratorium Badań
i Działań Społecznych

fundacja
pole
dialogu

Shared
Future
A Community Interest Company

Community
Places

Medialab
UGR

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Introduction

This publication has been developed by an international team working within the Youth PB Accelerator project. It provides practical advice, that could be described as a toolkit, for involving young people in participatory budgeting processes. Participatory budgets (PB) have been around for several decades and been used in many different contexts, allowing citizens to have a greater say in decisions about the spending of public funds. Gradually, this democratic innovation has expanded its reach, creating new decision-making opportunities and democratic processes especially relevant and appealing to young people.

These democratic opportunities may take place within formal learning environments, (sometimes known as ‘school participatory budgeting’). School PB describes projects led by or within schools or colleges, and requires sharing the resources or budgets of that institution with its pupils and students, generally with the aim of civic education or building skills and confidence. Or, on the other hand, the activities may occur in community spaces outside of formal bodies (which might then be described as ‘youth PB’). Youth PB is generally funded and led by civic authorities, or local governments, with most activities taking place outside of schools and often designed to build civic engagement or deepen democracy in ways which account for the needs and aspirations of young people. Of course a truly participatory process may cross such artificial divisions; young people live and learn inside schools, and in their community.

The toolkit is based upon an extensive collection of case studies on participatory school and youth budgets in Europe and worldwide and other materials on our project website (<https://youthpb.eu/>). The materials are developed in three languages — English, Polish and Spanish — based on the background of the partners involved in this project. In many countries around the world you can already find publications on involving young people in participatory processes, though less specifically about participatory budgets. In general there remains a lack of detailed practical guidance, or of good examples from which to draw inspiration. In creating our publication, we relied both on previously available materials and tools, to which we have provided links, as well as created our own original models and tools.

We then tested some of this toolkit during 2021 through classroom activities, engaging with young people outside school and through a number of online workshops with practitioners. That **testing** → has had a significant impact on the design of this publication, and we hope that this will make it more relevant to the needs of those using the toolkit.

In compiling this toolkit the project partners were keen to communicate their belief that participatory budgeting is not to be seen as a ‘top down’ process. Wherever possible a PB process should be youth-led, not institution-led. In our ‘in depth’ section towards the end, containing blogs and articles, we have looked at the evolution of youth empowerment projects over time and in different places. These, alongside our research into different models of school and youth PB, inform our focus on **values** → and **enabling conditions** →, explored in the early sections of this toolkit, and of always involving young people in designing processes that work for them. This empowering approach can be a challenge for busy teachers and public officials, but should be normal practice within youth work settings.



Using the Toolkit

The Youth PB Accelerator toolkit brings together our learning through undertaking the research for the Youth PB Accelerator project of what builds a successful and impactful youth engagement process. It is designed to give readers an in-depth appreciation of the architecture, design, tools and materials that are the constant features of a participatory budget, involving (and ideally also led by) young people. The context for the adoption of PB will inevitably vary between countries, between institutions and with scale, as will the specific requirements of the individual project, the stakeholders involved, and the size and flexibility of the budget.

Who it is for

In designing this toolkit we hope it will be useful to both those experimenting and trying out PB for the first time, and also those hoping to deepen or expand their existing practice of youth empowerment and citizenship education. We have written it especially with teachers working in schools and formal educational institutions in mind and much of the toolkit is especially relevant to them. However, we hope it will also be relevant for those working in the wider community, whether as youth workers, public participation professionals or government policy makers.

What might be relevant for you

We have divided the toolkit into a number of sections, and we've included numerous links, tools and footnotes. It does not have to be read in full; you can dip in and out of it, seeking the information you require. For example, the chapter about the stages is especially relevant to teachers and youth workers using PB for the first time. However to get the most from the toolkit we hope you will look at each section, and return to the toolkit throughout your project.

Where else to go for help and advice

The best way to learn is from others. Therefore on our project website we have included a wide range of case studies that look at PB in practice within many different contexts. The website also contains a map, as well as blogs and news items. We also have a **Facebook page** ↗ where we encourage you to network with like-minded people. And in the section on external resources we point you to a range of potentially useful information available online and developed by others. And of course feel free to reach out to any of the project partners, who will be happy to help you. Their contact details are towards the end of this toolkit.

The use of graphics to guide you

Throughout the toolkit we have tried to make it easy for people to navigate to the information they need most. This includes using a graphical approach, with the regular use of icons, tables, colours and images. The most detailed text is towards the end within the appendices.



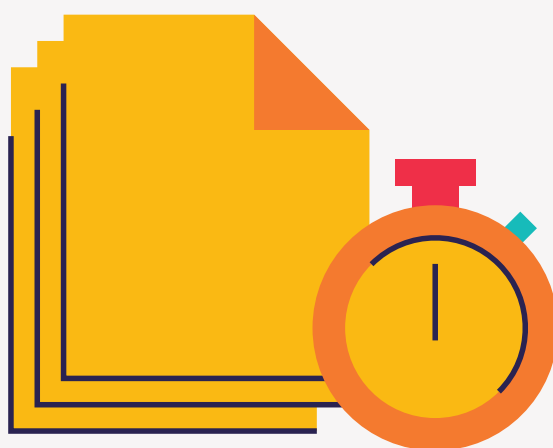
Working on the Toolkit

The Process for Developing this Toolkit

The starting point for drawing up the toolkit was extensive research work, which involved identifying good practice examples of implementing school and youth participatory budgets, as well as other tools of participatory democracy dedicated to youth empowerment in the United Kingdom, Spain and Poland, as well as in other countries in Europe and around the world.

Based on the results of the project team's research work, detailed descriptions of nearly thirty case studies were created — processes and projects in which young citizens have an opportunity to influence decisions related to their surroundings. We posted them on the project website in the form of a map, and that material became the basis for developing the content of this toolkit. We then prepared first the concept, the outline and then, during numerous online project team meetings the entire content of the toolkit.

Next, as part of pilot activities in Poland, Spain and Northern Ireland, we tested the developed models and tools. The aim of the testing activities was to obtain feedback about the prepared materials, check how they work in practice and co-create new content directly with the recipients and young people.



Testing the toolkit.

The SocLab Foundation carried out the entire process of the school participatory budget in one of the secondary schools in Białystok (Poland), starting from design and ending with evaluation. The five-month process allowed for implementing the proposed step by step process and methods for executing the school participatory budget and created the space to analyse how values form the foundation of good participatory activities. In addition, students had an opportunity to co-create their own solutions, which in turn contributed to the specific tools proposed in this toolkit.

In Northern Ireland, the partner organisation Community Places supported young people in the Derry and Strabane District area to design a participatory budget called 'YOUth Making It Happen!' The participatory process followed is described as a **case study** ↗ on our website. Young people who were involved in the co-design team reflected on their experience of participating in the PB process and helped to develop toolkit content related to evaluating PB processes. The young people also provided their opinion on the enabling conditions and contributed to the design and testing of evaluation tools e.g. the Bingo Form.

The Field of Dialogue Foundation set itself the goal of involving young people in the process of Warsaw's citywide participatory budget. To this end, it carried out two series of workshops, the aim of which was primarily to familiarise young people with this form of civic engagement and to encourage young people to submit their own projects.



In addition to testing the prepared content and materials within youth groups, we carried out a number of activities among the adult recipients of our project. These included teachers, educators, participation experts and young people, as well as representatives of local governments responsible for youth participation. These are described below.

The Field of Dialogue Foundation conducted an online workshop in Poland for people involved in participatory youth work. These included academics, educators, employees of non-governmental organisations, people from local governments responsible for youth policies or civic budgets from Warsaw, Krakow, Lublin and Gdynia. These meetings included a presentation of the main elements of the toolkit and discussion about the presented content, covering the degree of readiness in implementing participatory processes, and adjusting the language of the content to the needs of young people.

Medialab University of Granada conducted a series of five online workshops in Spain for teachers, school headmasters and people responsible for education and youth in local government. In the first two sessions, participatory methods and tools, as well as case studies described on the project map, were presented to participants. The next two sessions were held in groups and aimed at creating participatory budget projects, either in school or an extracurricular process, with a particular emphasis on the participation of young people in designing the process. During the last session project designs were shared and each group exchanged its experiences.

The international workshop brought together all partners and our networks of youth workers and teachers, during which elements of the well developed toolkit were presented and discussed. The goal of this workshop was to get additional feedback.

It should be emphasised that all testing processes took place during the difficult time of the COVID-19 pandemic, in conditions of high restrictions. For this reason, contact with participants, with just a few exceptions, was primarily remote. To a large extent, this affected the form of work and how the testing took place. On the other hand, being able to connect widely online with participation experts in other countries enriched the materials we prepared.

Each testing process was evaluated, and the conclusions and recommendations from that evaluation were included in the final version of the toolkit.



Supporting materials prepared through this project.

On our [website](#) ↗ you can also find a range of articles and podcasts which can enhance your knowledge about participatory budgets and their role in youth activation. This toolkit is being complemented by new additional video material, the purpose of which is to encourage the reader to become familiar with the main content presented in the toolkit and encourage them to use it.

About the Authors

This toolkit has been produced by the Youth PB Accelerator project partnership consists of five partners from three countries. It is led by the Polish Foundation **SocLab** ↗, with collaborators from **Field of Dialogue** ↗ in Poland and the University of Granada's **Medialab** ↗ in Spain, as well as **Shared Future CIC** ↗ in the UK and **Community Places** ↗ in Northern Ireland.



Agnieszka Maszkowska

Agnieszka has been a moderator and expert in several dozen participation processes, in particular in the fields of public consultations; participatory budgets, including school participatory budgets; spatial planning; regeneration; and creating strategies and programs. As a trainer she has worked both with adults (e.g. civil servants, NGOs, non-formal groups) and young people. She is the President of the SocLab Foundation.



Katarzyna Sztop-Rutkowska

Katarzyna has a PhD in sociology, and has many years of experience as an academic teacher, trainer and facilitator. At the SocLab Foundation she conducts training and workshops on design thinking, engaging local communities in social activities, and conducting external communication of non-governmental organizations. She is an experienced researcher and author of works on civil society and participation.



Jez Hall

Jez has worked in diverse communities, facilitating deliberative and participatory democracy processes, and delivering research and policy work. He specialises in participatory budgeting, co-production and social enterprise, and has written many how-to guides and research papers on how citizens can get involved and have influence beyond simply voting in elections.



Louise O'Kane

Louise has over fourteen years' experience of working in the areas of engagement, spatial planning and regeneration, and is Planner and Head of Engagement at Community Places. Louise has a PhD in Planning, Governance and Contested Space, and is a Member of the Royal Town Planning Institute. Louise has led the development and testing of a wide range of innovative engagement techniques with communities and young people. Over the last four years Louise has managed and co-ordinated the Participatory Budgeting Works project, a collaborative initiative to raise awareness of and create an enabling environment for PB across Northern Ireland.



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Mateusz is President of the Board of the Field of Dialogue Foundation. He works with local politicians, elected officials, and community organisations to include the voice of residents in the development of public policies. He specialises in the practical use of participatory tools in cities, especially the idea of participatory budget. Mateusz is a member of the civic budget council appointed by the mayor of Warsaw.



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Esteban holds a PhD in Accounting and is an Associate Professor at the Department of Accounting and Finance at the University of Granada (UGR). Since 2019 he has been Director for Participation and Social Innovation at the University of Granada, and, since 2015 he has been Director of the award-winning **UGR Medialab** ↗ — Research Laboratory for Digital Culture and Society. He is currently leading projects related to citizen participation at **Laboratorio 717** ↗ — Laboratory of Participation and Democratic Innovation of Andalucía, and through the project **UnInPública** ↗, which is supporting a network of universities considering public innovation. His website is <http://estebanromero.com> ↗.



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Laura is Associate Professor in the Accounting Department at the University of Granada. She is interested in the analysis of the implementation of Open Government projects, management models that promote citizen participation (also known as Smart Governance), as well as investigating the Smart City phenomenon. She has published articles in JCR journals, co-edited books in international journals, and has been a guest editor covering Information Technology and People. Currently, she is co-leading a Spanish Ministry Research Project about Transparency, Participation and Public Innovation in Smart Local Governments. She is a member of the Editorial Advisory Board of the journal Transforming Government: People, Process and Policy.



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Ramón holds an International PhD in Education, and has a decade of teaching experience at different levels. He is a professor at the University of Granada specialising in digital education and music education from critical perspectives. As a researcher, he is the author of several works on curriculum, participation and citizenship.

To find out more about the project partners please see the **'In Depth' Project Partners** → section of this toolkit.

The House Metaphor

Building a Successful Youth-led Participatory Budget

The flexibility of participatory budgeting, and its ability to be used in many different contexts, means there is no single model that can be simply copied from elsewhere. There is no 'one size fits all' approach. Instead we have developed the metaphor of building a strong structure, or 'house'. As the 'architect' of your own PB processes you need to consider a wide range of issues: the foundations, building blocks, design elements, tools and materials that all contribute towards a robust, sustainable building.



Learn by doing

Learn from others, share experiences. Remain flexible, be passionate, prepare to be surprised.

Develop your skills

The first time you build anything there are likely to be a few rough edges. Reflect and adapt. Adopt a design thinking approach.

Build your project

There is an order to creating a good building, and there are common structures or processes within a PB project. Start with co-designing.

Create firm foundations

Values underpin every successful PB project. They establish the culture upon which you should construct your work.

Prepare the ground!

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

[Download the graphic ↓](#)

Much like when building a successful school building, home or community facility, whilst an overall vision matters, there is an order in which to do things, such as placing the project on firm foundations, and then choosing the remaining elements; the building blocks, and the processes that will sit upon those foundations.

Understand the context

In the appendices we offer brief overviews of the different country contexts within which we ourselves operate. There is a blog about the evolution of youth participation. We have also asked youth participation experts to provide a commentary of the nature of youth participation and future trends within their countries. We encourage you to do a similar scoping and research exercise before you begin. Understand the context and environment within which you operate. Once you have done that you can move to the next stage.

Prepare the ground

Before you begin to build you need to prepare the ground. This means creating the right **enabling conditions** → to support and accelerate PB. We have suggested a few that we believe are especially important, such as leadership, political and organisational buy-in or local champions. We have also signposted where we believe our case studies have shown evidence these enabling conditions contributed towards the success of a project.

Create firm foundations

We believe that values underpin every successful PB project. They establish the culture upon which you should construct your work. We have therefore devoted the next section of our toolkit to outlining the values that we see as being critical to a truly empowering, just and impactful youth engagement process. To create solid foundations upon which to build your own PB we invite you to consider these values, prioritise the ones that matter most to you, and if appropriate add your own.

Build your project

There is an order to create a good building, and there are also common structures or processes within a PB project. Whilst the length of each stage may vary, just as the height of your walls may vary, we have identified the common steps, patterns or sequences that sit behind most PB processes. To make your PB fully 'youth-led', we encourage you to always start with co-designing your process. This might equate to preparing your blueprint, plan or rules, so everyone knows how the rest of the structure might develop. As the project takes off, whether it be through supporting the participants, or refining individual budget proposals, you will need to complete each task before going onto the next. And also make sure you build in the time to stand back, reflect, and make adjustments as and when that is needed.

Develop your skills

The first time you build anything there are likely to be a few rough edges. Things won't always go right. Craftspeople spend years practising their skills, learning how to use new tools and exploring different approaches. We have constructed our toolkit knowing that

as you progress, and in particular repeat your first go at PB you may want to explore more about what is possible. Therefore, in the later stages of this toolkit, and in the case studies on our website we have gone into more depth. For example we look in detail why it's important to be guided by values, and based on considering our case studies suggest how to apply these values. We also provide templates and tools that can be used directly in youth work, point to inspirational projects from which you can learn, and discuss how to adopt a design thinking approach.

Learn by doing

We invite you to explore the toolkit in full. But we also understand that often the best buildings are designed and built by the people that will use them. Our advice is to ensure that you stick to your core values. Take a reflective, open and imaginative approach. Remain creative while focussed on outcomes, and be prepared to learn through a process of taking action and correcting any minor mistakes. Remain flexible, be passionate, and be prepared to be surprised by what happens when you undertake a youth PB project. And finally, share your learning and learn from and with others.



Prepare the Ground

Enabling Conditions to Accelerate Youth PB

The following enabling conditions ‘prepare the ground’ and can support Participatory Budgeting to grow and flourish. Fostering this enabling environment requires combined commitment and action from across political (highlighted in blue), civic and cultural (orange) and practitioner and technical (red) spheres.

The infographic below describes each enabling condition, highlighting actions you can take to support their implementation and signposting you to case studies on our website which demonstrate their application.

We can build upon these enabling conditions through referencing real life examples.

We use the same headings, suggest how to implement the enabling conditions, and point to examples where these have taken place effectively.





Leadership

Description: Commitment from decision-makers and budget holders who support and encourage PB processes

How to Take Action: Lobby Ministers and budget holders to allocate a percentage of public resources via PB

Supporting Case Study: Youth Civic Grant, Sosnowiec (POLAND), Shaping North Ayrshire, Your Money, You Decide (SCOTLAND), Ágora Infantil (SPAIN)

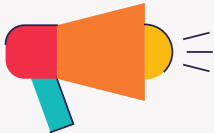


Political Buy-In and support for Local Democracy

Description: Support from elected representatives to build trust, nurture a culture of participation and local democracy, and sustain the process through legislation

How to Take Action: Ask local elected representatives to raise awareness of and advocate for PB

Supporting Case Study: Cascais Youth Participatory Budget (PORTUGAL), Participatory Budgeting – Altea City Council (SPAIN), Youth Making It Happen – Youth Participatory Budgeting, Derry (NORTHERN IRELAND)



Local Champions

Description: Trusted people who can reach into the community to promote and encourage PB, develop local ownership and share their knowledge and skills

How to Take Action: Work with trusted organisations and people who already have strong relationships within the community

Supporting Case Study: Garvagh Forest Big Dish Out (NORTHERN IRELAND), What do you want your town to spend its money on? R'U'talking2me? Peligros (SPAIN)

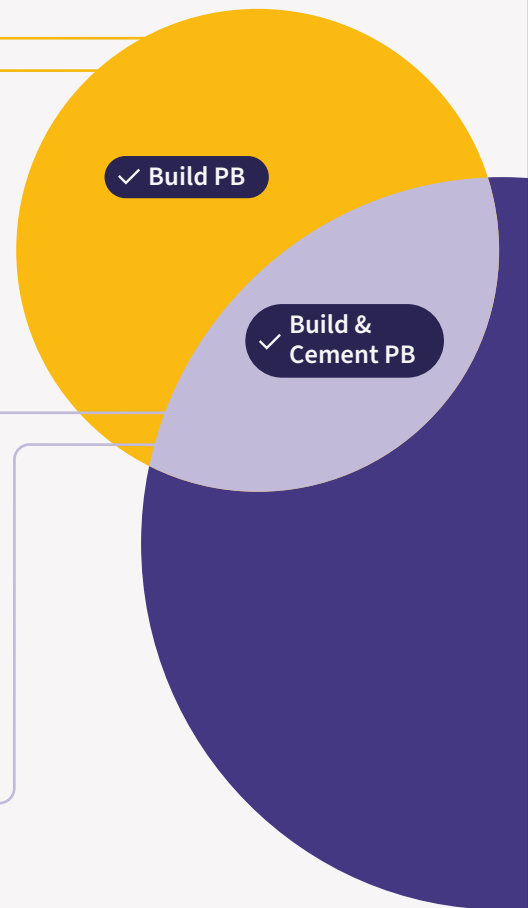


Facilitated Technical Support and Training

Description: Support and mentoring to design, deliver and evaluate inclusive and engaging PB processes which grow PB skills and expertise

How to Take Action: Work with experienced PB practitioners and facilitators to design and tailor PB process to local needs

Supporting Case Study: Young People Taking the Lead, Maryhill and Ruchill (SCOTLAND), Schüler*innen Haushalt Pupils PB, Berlin (GERMANY), Participatory budgets with children 2019 in Rubí (SPAIN), School Participatory Budget in Warsaw (POLAND)





● Create Connections and Network

Description: Explicitly create connections and grow a network of interested people who can share collective learning and provide mutual support

How to Take Action: Bring people who have been involved in PB together to share and learn from each other

Supporting Case Study: Ágora Infantil (SPAIN), Schüler*innen Haushalt Pupils PB, Berlin (GERMANY)



● Value Participation

Description: Acknowledge and reward participation

How to Take Action: Recognise participation through certificates of achievement, ceremonies, school credit or qualifications e.g. The Scottish Credit and Qualifications Framework (SCQF)

Supporting Case Study: Youth Lead the Change, Boston (USA), Participatory Budgets in Schools 2019 — Cartagena City Council (SPAIN), Youth Making It Happen — Youth Participatory Budgeting, Derry (NORTHERN IRELAND), Young People Taking the Lead, Maryhill and Ruchill (SCOTLAND)



● Reflective Learning and Measuring Impact

Description: Ongoing process of reflecting, measuring impact, learning, refining and repeating PB

How to Take Action: Reflect at each stage of the PB process. Build in evaluation and apply learning to the next cycle of PB

Supporting Case Study: Arizona High School Participatory Budgeting (USA), Ágora Infantil (Spain), Schüler*innen Haushalt Pupils PB, Berlin (GERMANY)



● Innovation and Entrepreneurial Spirit

Description: Foster innovation and entrepreneurial spirit

How to Take Action: Highlight how PB can instil a spirit of entrepreneurship through creative thinking and solution focused approaches

Supporting Case Study: Participatory Budgeting — Altea City Council (SPAIN), Ágora Infantil (SPAIN)

✓ Cement PB

Create Firm Foundations

Our Values for Youth-led PB

Values establish the culture, or the foundations, upon which you should place your work. In our project we agreed upon nine key values that may be important within your PB process. Not every value will be considered of equal importance in different contexts. You should decide which are the most important to you by discussing them with those you are working with on your own PB project.



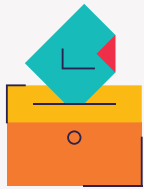
Cooperation

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.



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.



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.



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.



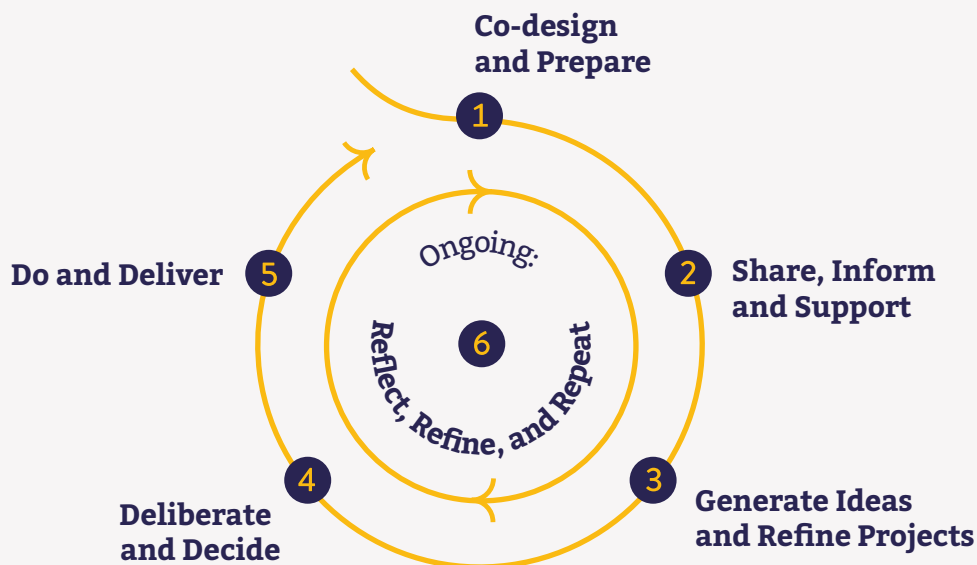
Participation

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.

Build Your Project

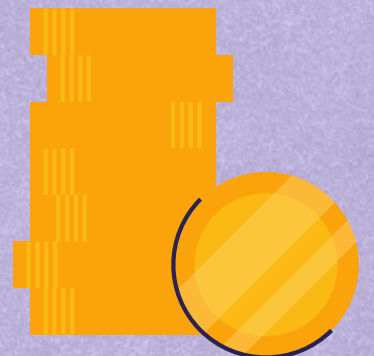
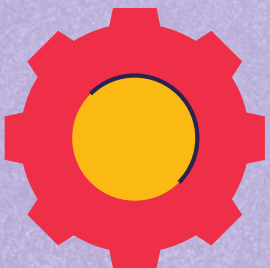
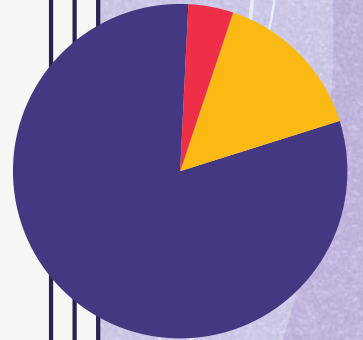
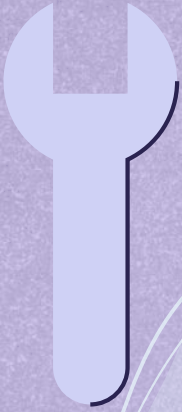
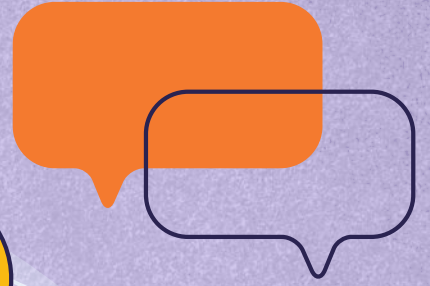
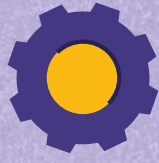
Participatory Budgeting — Key Stages

Participatory budgets (PB) follow a number of key stages regardless of the national context. The analysis of our collected good practises has enabled us to distinguish six key stages which every well designed PB process should follow:



In this section of the toolkit we outline the key issues which you should consider at each stage to deliver a successful PB process.

* The way in which each stage is implemented may be different depending on the purpose and local context. Participatory budgeting is ideally always a cyclical, flexible, iterative process.





1

PARTICIPATORY BUDGETING – KEY STAGES

Co-design and prepare

Once you have decided to undertake a participatory budget process, the first task is to establish a co-design team. This team may have different names, such as a coordination group, steering committee or leadership board. Whatever the name, this team should always involve young people. It will be responsible for designing and implementing the entire process.

The make up and working principles of the team may vary depending on whether you are implementing a participatory budget within a formal educational setting, such as a school, or starting the process within a wider community, such as at a neighbourhood, city or district level.



Who is part of the co-design team?

In schools, the co-design team may include representatives from the entire school community including pupils, teachers, administrative staff and parents.

Example #1

In Arizona (USA), pupils initially participated through the establishment of school PB committees. Inspired by the processes that have taken place in cities such as Chicago and New York, and closely modelling the original processes of Porto Alegre (Brazil), these student committees work with the school leadership to propose, receive and improve projects, engage with other students to promote participation and provide oversight, thereby ensuring the process is fair and transparent. Schools have tried different approaches with some steering committees consisting of a single class (e.g. social studies), while others have experimented with 'stratified random selection' ensuring the co-design team or steering committee members more accurately represent the demographics of the school.

[Read more about this project ↗](#)



In a process led by the city or local government level, the co-design team may consist of representatives of the local government, educational institutions, non-governmental organisations working with young people, and of course young people. It is crucial to ensure that young people are represented and involved so that they can shape and contribute to key decisions about how the process will operate. This may include for example, members of youth city councils, youth organisations, students or individual young people interested in city affairs.

Example #2

In Boston (USA) an oversight committee, made up of city staff and PB Project staff, oversees the project. The oversight committee also established a steering committee (of 25 organisations) which includes both adults and young people. This group was representative of the community, including members from underserved areas. Extra efforts were made to reach out to people who may often be overlooked. After a series of participatory rule-making workshops the steering committee decided the basic structure and rules of the process, oversaw the implementation of the participatory budget process, and developed the criteria by which participants (called Change Agents) evaluated and developed proposals, including project feasibility, community need and potential impact.

[Read more about this project ↗](#)



In either setting, it does not have to be a very large group, but one that will be able to manage the whole process efficiently over the course of several months. It is important that the group is representative and that the process to select members is open and transparent.

Young people should ideally play an active role in the co-design team, such as participating in developing and agreeing the principles which will underpin and lay the foundations for the process. They should also be involved in giving their opinions on how to reach people who might want to participate and through organising events throughout the PB process.

What is the role of the co-design team?

The primary role of the team is to work together to agree the aims, priorities and criteria of the PB process and to plan and organise each stage taking key decisions about the course of the process.

Co-design team tasks in brief.

✔ Setting of agendas and timelines

Agreeing the rules that the process will follow, including the criteria for the implementation of PB. This should take into consideration the views, needs and expectations of the wider school or community

In a number of activities we found interesting scenarios for the first meeting of the co-design team to develop the rules for the school participatory budget. You can download a sample scenario of a meeting where these rules are developed.

[Download ↓](#)

✔ Designing the application form and other important information

In developing the principles of your process, it is useful to consider some basic questions, such as why, for whom, and how? Sometimes offering a little inspiration and guidance can be useful. You can download an example of the rules for a school participatory budget used in Poland.

[Download ↓](#)

✔ Organising meetings, training and information workshops

✔ Promoting the process in the wider community

✔ Monitoring and evaluation

Due to the larger scale and scope of the process the design of the process at the city level will inevitably be different from that within a school. The co-design team may be based in or supported by a city hall or council, such as the department responsible for education, youth or participation.

There are some situations where the design and management of some or all of the process is led by an independent agency. As illustrated below in Berlin (Germany), in these circumstances an organisation which has a particular reach or connection into the community or that specialises in youth participation or engagement should be identified.

The School Civic Budget (Schüler*innen Haushalt) is a project in Berlin (Germany) designed to strengthen the democratic competences of children and young people and increase their involvement in school life. The project is coordinated by the NGO — Jugendbeteiligung e.V., which supports the content and delivery of the whole process within schools and is also partly responsible in terms of its organisation and evaluation.

[Read more about this project ↗](#)

Example #3

Workshops for co-design teams.

It is worth devoting time and resources to prepare and train those people responsible for co-designing the process. The purpose of the training is, amongst other things, to familiarise participants with the mechanism of the participatory budget, to adapt the process for different settings (such as within individual schools or year groups) or to design a process that would work at a whole city or district level. Central to the co-design process is to strengthen the skills and competences of those tasked with specific roles needed to run the PB project.

During the workshop it is important to allocate time to considering the **values** → which will underpin the process, these have been described earlier in this publication. To facilitate the discussion on values, we have prepared a card game that can be used during the co-design team meeting and with students. The printable game and instructions can be downloaded here:

[Download ↓](#)

Example #4

In Cascais (Portugal), as described in the project documentation from the Youth Participatory Budget 2017/2018, the project had a strong pedagogical component. The aim of which was that youngsters were the actors and builders of the whole process. For each one of its stages, activities of preparation, process construction, and follow-up were developed which aimed to place youngsters as leading characters in these actions.

Stage 1: Training of citizenship and youth participation teachers from each school. There were also individual meetings in each school.

Stage 2: Up to 10 training sessions took place in each school for groups of young people. These sessions were facilitated by the municipality's Youth PB team, an external educational games company, and a local youth association. Each group created a communication sub-team that shared its learning through social networks.

Stage 3: Weekend workshop of a group of 28 young people and 15 teachers (e.g. 2 young people and 1 teacher per school) for the discussion and joint approval of the Cascais Youth PB rules. The youth participants were drawn from those who had attended one of the previous training sessions.

[Read more about this project on the Cascais PB website ↗](#)



Example #5

In Boston (USA), the participatory budgeting process called **Youth Lead the Change** ↗ begins with the training of young Change Agents, who then act as facilitators of the PB process in their communities.

Led by the Mayor's Office and Participatory Budgeting Project staff, Change Agents received training on the context of participatory budgeting, strategies for outreach and mapping the process month by month.

As one of the participants said: 'I felt it was good because we basically had a broad idea of what participatory budgeting was, and then they came in and filled us in on specific details of how it works and what, like our role in it is. So it helped to clear up that kind of confusion.'

[Read the 2016 Youth Lead the Change Report ↗](#)





2

PARTICIPATORY BUDGETING – KEY STAGES

Share, Inform and Support

The next stage of the participatory budget process is to provide and share information to participants about the PB process. If this is the first time a PB process is happening it is important to spend time learning about what PB is, how it works and the intended benefits. Explaining why young people should get involved will help to maximise participation.

Participating in PB is a great opportunity to build a learning culture which promotes social and civic skills and competences. These will include: communication and cooperation with others, presenting one's point of view in discussions, understanding democratic processes, constructive participation in the activities and decision-making processes of local communities and reaching a compromise or consensus.

There are many tools and methods for sharing information, for promoting the project and for extending learning activities. Some of these are highlighted below.



Tools and Methods

Information and promotion activities

Learning and supportive activities

Capacity building workshops for teachers, youth workers and young people co-designing of the process		•
Thematic lessons at school	•	•
Notice-boards at school or in the community	•	
Sharing information in class by students or teachers during lessons	•	
Workshops and meetings with teachers	•	•
Presentations during meetings with parents	•	•
Open consultations, and running consultation points	•	•
Promotional films and videos	•	
Materials and publications on the website	•	
Posts on social media	•	
Thematic groups e.g. on Facebook	•	•
Launch events starting the process	•	
Events within local communities	•	
Guidebooks, educational brochures	•	•
Support from mentors and experts		•

Learning activities.

In addition to training co-design teams, it is also worth reaching out to other stakeholders early within the process. This might include young people or children within school councils, members of youth clubs, or teachers, who can act as advocates or champions with their peers or colleagues. These advocates may in turn pass information on to their own pupils or their friends and family. Success in mobilising participation through peer groups and networks is a sign of a vibrant PB programme.

Tools and approaches that can be used as learning activities include in-school and out-of-school lessons and workshops, teacher meetings or other educational events.

Example #1

In Sosnowiec (Poland) where the implementation of school participatory budgets is designed at the whole city level the team from the City Hall conducted introductory training sessions for students in 80 schools who were implementing the participatory budget.

[Read more about this project ↗](#)



Examples of scenarios to support discussion and learning about school or municipal participatory budgets are available to download here:

[Download ↓](#)

Example #2






At the Garvagh Forest School (Northern Ireland) in which school children have outdoor classes and learning opportunities in the community forest, a PB 'quick course' was organised for headmasters, teachers and volunteers to improve their knowledge and ability to pass on this knowledge to children aged 6-8 years. As part of the ongoing education programme, beginning with explaining what PB is, through to generating ideas, selection and voting, a series of five sessions were developed, during which the whole process was implemented.

[Read more about this project ↗](#)



How to share information about PB?

It is very important to undertake information-sharing and promotional activities to raise awareness and understanding of the PB process. In a school setting you can prepare a notice board in the lobby or a tab on the school website, send basic information via the school App or send an email to students and parents or announce it via the school radio. It is also very useful and effective to use social media. This significantly increases the outreach of the project at every stage and makes it easier to reach interested parties, especially young people.

-  **Organise a launch event**, either on the school premises or in the local community.
-  **Create a social media group**. For example, a Facebook or WhatsApp closed group of the co-design team or perhaps a group open to all interested people in the community. It is very important, especially in an open group, that both the posting of new content and reactions to comments and posts that later appear is moderated.
-  **Announce PB events and report on the process**. Social Media channels offer many opportunities to share information, especially in the form of photographs and films on Facebook, Instagram or TikTok etc. Encourage young people to prepare and share such content. For example, they can record and present videos promoting their own projects.
-  **Create a dedicated website for your PB process**. A website can become a focal point for all information on rules, application forms and evaluation materials. To get inspired and see the websites set up by cases in our database or by national PB programmes, follow the links below:
 - **YOUth Making It Happen!** ↗ in Derry City and Strabane District, Northern Ireland
 - **Participatory Budgeting for Schools in Scotland** ↗
 - **School Civic Budget** ↗ in Mrągowo, Poland.
-  **Make a film promoting the PB process**. Short videos can be an easy way for people to find out about the PB process. Below are some good examples:
 - **YOUth Making It Happen!** ↗ in Derry and Strabane, Northern Ireland
 - **Participatory Budgeting in Scotland** ↗ (With sign language and subtitles)
 - **Short animation about PB** ↗ by the Church of Scotland
 - **Youth Participatory Budget** ↗ in Szczecin, Poland.

External support in the learning process.

When implementing a participatory budget for the first time, seek the support of external experts who can provide you with advice. This may include non-governmental organisations, universities or it can simply be someone who has already gone through a PB process and wants to share their experience.

Ways to support a PB process by external experts or mentors:

- ✔ **Supporting project management** and planning the process
- ✔ **Understanding the context** or governance of budgeting processes used elsewhere
- ✔ **Capacity building** and training essential skills to staff and participants
- ✔ **Mentoring and coaching**, ongoing advice and problem solving practical issues
- ✔ **Providing templates of materials**, access to case studies and toolkits
- ✔ **Supporting inclusion** and strengthening the outreach of the process
- ✔ **Evaluation**, including communicating and reporting outcomes and impacts
- ✔ **Running of workshops**, events and other activities
- ✔ **Using online platforms**, voting methodologies and other technical support
- ✔ **Brokering relationships with funders** or higher institutions, such as elected politicians or city officials



When you involve an external expert in the process, it is important for you to remain active in shaping the process to meet your needs. Experts and mentors should make sure that they enable those implementing the process to make key decisions, as this builds the skills and leadership capacity to design, manage and repeat PB processes.

Example #3

In **Warsaw** ↗ a team of Polish experts from an experienced NGO supported 8 schools at every stage of the school participatory budget. At the outset, their mentors provided each school with tools to create their own process rules and regulations. There was a strong focus on enabling design teams (consisting of representatives from across the school community) to develop their own rules. Mentors were also present at other stages and supported these working teams. For example, preparing sample project application forms, a timetable, possible voting methods and an evaluation questionnaire. Mentors helped to organise the idea development stage preceding the submission of projects, where students supported their schoolmates in drafting projects and estimating costs. They also conducted workshops and developed lesson plans for teachers or staff working with young people.

Experiences from the implementation of activities in Warsaw and educational materials are described in the publication report (in Polish).

[Read the guide ↗](#)



Example #4

The PB process in Maryhill and Ruchill, in Glasgow, Scotland was facilitated by the youth participation project Young Movers (YOMO). They supported young people aged 8–15 to identify their PB priorities, funding criteria and also establish a steering group to review the applications against the agreed criteria. They also supported young people to shortlist projects which were then invited to make a presentation before a public vote at a decision-making event.

[Read more about this project ↗](#)



3

PARTICIPATORY BUDGETING – KEY STAGES

Generate Ideas and Refine Projects

Idea generation is an especially creative phase within PB processes. It means producing as many possible solutions to a challenge or problem identified within the overall purpose or criteria of the PB process. Taking a design thinking approach is always useful. Remember that the final selection of ideas is only done once the different proposals are assessed according to their feasibility and impact.

To acquire the confidence to develop ideas and proposals generally needs the support and motivation of a teacher or youth worker. Through their support young people gain appropriate skills to prepare, describe and eventually present the projects put forward to a final decision making process. This usually starts with analysing the environment and context, taking into account where the youth-led PB is happening. That process will enable young people to better understand and connect with their whole community. Teachers and youth workers therefore have a very important role, guiding young people in generating new ideas, with the opportunity to fulfil additional educational goals by later supporting them in designing projects suitable for their PB process.

This stage can be divided into 4 different phases: **diagnosis, ideation, projects preparation and verifying projects.**

1 Diagnosis.

Diagnosis is a fundamental step in developing project ideas. Understanding the context and participants is key when designing projects. Young people are best placed to share and describe what their needs may be. Empathy is an important attitude to understand what is important to them. To start this process, create the space for PB participants to map all potential users and stakeholders and identify their needs.

When happening in a school the diagnosis phase is a good opportunity for teachers and youth workers to connect the young people's own lived experience with the wider syllabus.

Some methods that can support diagnosis of needs are:

- ✔ **Surveys.** These are a common way to get to know a community and what it might want. Encourage young people to survey fellow students at school or people in the community about their problems and needs. The results of the survey can indicate what type of project is likely to be most needed.
- ✔ **Capturing personal stories.** Young people, either in school or informal education, can capture stories in multiple ways. Such as taking written notes of interviews or recording and then analysing audio or video recordings. One example is from **Rubí ↗** in Spain. The Rubí children's process ran parallel to the adults' process. This methodology helped children aged 8 to 16 to explore and identify what could be improved and what needs to be changed in their town, especially improvements that can reach across the whole community.
- ✔ **Explorations.** Getting out and about, such as holding a **Jane's walk ↗** is another technique which can help with diagnosis. Walking and talking with friends and neighbours and hearing their stories helps young people to get to know their city or neighbourhood. This helps identify what can be improved in the community through connecting, in an active way, with those who live there. Simply holding a walking tour around a school or public park can be an easily organised variation.
- ✔ **Empathy maps.** These offer a structured way that can help to synthesise these observations. To do this, you can pose the following questions about beneficiaries of the PB project: what they say (words), what they do (actions and behaviours), what they think (beliefs); and what they feel (emotions).

You can download a template to develop an empathy map here:

[Download ↓](#)

2 Ideation.

Ideation refers to generating ideas, from the most daring to the most modest, so that we have all the elements needed to build an innovative and effective solution. It is important that in PB processes we offer children and young people the space to work creativity and on their own initiative. This will develop critical thinking skills and help them innovate new ways to influence their environment.

When children and young people are offered fun and creative ways to activate their imaginations it becomes less challenging for them to later develop stimulating and innovative projects that will capture the interest of voters. The bigger and the more diverse the ideas the better. Creativity and the freedom to think should always be promoted.

There are multiple methodologies to work on generating ideas, from **blue-sky thinking techniques** ↗ to using a wide range of **collaborative games** ↗.

Example #1

The school participatory budget in Podlaskie (Poland) used a range of creative ways of generating and sharing ideas. These included creating idea boxes — after putting ideas into a collection box they are displayed on a board in the school corridor. Variations include putting ideas on coloured cards and hanging them on strings or writing ideas on coloured balloons and hanging them on strings.

[Read more about this project ↗](#)



Creative workshops in the classroom allow children and young people to learn by having fun. Play, especially with young children can help to generate new ideas. The teacher or youth worker organises should organise activities that create interaction between young people. Ideation generally works best in small groups.

Example #2

As part of the project development sessions within the Infotech schools PB process in Bialystok (Poland) an idea generation workshop was conducted within several classes. Each workshop involved a brainstorming stage, followed by idea filtering, which led students to select their best idea that could then be turned into a project, and ultimately submitted to the school's participatory budget.

[Read more about this project ↗](#)



The development of ideation workshops usually requires the involvement of a team, made up of a facilitator, a coordinator or teacher and the young participants. The facilitator should guide the creative process, encouraging active participation, letting ideas flow freely, without anyone being or feeling judged. The facilitator's role is not to generate ideas directly on behalf of the group, but to facilitate space for this to happen naturally.

Each workshop can take different forms and you should think about the questions that are most important to your process. For inspiration, you can download a scenario for developing a creative workshop here:

[Download ↓](#)

The ultimate aim or goal is to get children and young people to become involved in their communities and in their school, with a shared commitment to take care and improve the situation of themselves and others.

3 Project preparation.

Once the young people have defined their ideas, they generally describe them using a project proposal form. The information young people provide to carry out a proposal, idea or project should always be well defined. Teachers or youth workers can and should support young people to structure their ideas.

You can download an example of a simple project proposal form here:

[Download ↓](#)

If young people are supported they can gain important skills in how to write, plan and present any proposal, whether it is in the PB process, in class or later life. Those who are putting forward projects should be able to plan out and describe the project, ideally including all the elements required for its implementation. Some of these items that should be considered are: defining the need or problem to be solved, the proposal, the recipients or those that will benefit, the people responsible for the project, the spaces or places where the activities will take place, the nature of the activities, a timeline for implementation (including any milestones, deadlines etc.) and, of course, the budget.

Example #3

In the school PB in Warsaw (Poland) youth workers organised an information point for the interested pupils who wanted to ask questions, clarify the rules of PB and talk about their project ideas in smaller groups.

[Read more about this project ↗](#)



At the final selection phase everyone will need consistent information on the cost, the number of proposals, the activities required, the areas that might benefit and their long term sustainability. This can demand a lot of young people so be prepared to offer practical, age appropriate ways for them to prepare information and build their skills. This will help them to gain the most learning and positive experiences from the PB process.



The ability to develop projects is a skill that can be included in the wider curriculum, for example as part of entrepreneurship and business education.

4 Verifying projects.

A co-design or oversight team often verifies projects to check whether they comply with the agreed rules and criteria. Wherever possible the inclusion of young people and children in these teams is recommended. Ideally a verification process is not meant to be for shortlisting or pre-determining which projects can go forward to the final vote, but a means of supporting those bringing forward their proposals.

Through the verification process young people can be informed of potential improvements they could make, and thereby have the opportunity to adapt their budget, the objectives, or the activities. Or even find out if there are complementary or related projects that could add value or become better connected to each other. Verification must be managed sensitively and based on clear and previously shared rules.

Example #4

In Schüler*innen Haushalt (Pupils PB) in Berlin (Germany) everyone is informed about where and how their ideas and proposals can be sent to the verification committee. This committee is made up of representatives of the student government, the youth council and teachers who check if the application forms submitted meet the requirements specified in the rules.

[Read more about this project ↗](#)



Provide feedback and enable project ideas to be revised if they do not meet the advertised criteria to encourage participation.

Example #5

In the school PB in Mrągowo (Poland) if a proposal fails verification, the young person has the right to appeal to the mayor of the town.

[Read more about this project ↗](#)



4

PARTICIPATORY BUDGETING – KEY STAGES

Deliberate and Decide

The fourth stage of a PB process centres on deliberation and decision-making. This includes activities such as holding public discussions, project promotion, the final voting on the different proposals and the publication of results.

Public presentations of the projects enable deliberation.

Deliberation should be at the very heart of any participatory budgeting process. It is worth noting that the role of deliberation was central in the original participatory budget developed in Porto Alegre in the late 1980s. The extent to which sufficient time for deliberation is designed into PB processes remains a concern to many of its champions and practitioners.

The essence of a strong democracy is not about competition or conflicts related to the priorities of elite interest groups, but rather holding wide public discussion about differences, with the exchanges of diverse viewpoints, towards reconciling different needs and interests. Conflicting ideas and visions of what is necessary can be seen in the school or in a community as much as in a town hall. When pupils, teachers or parents are involved in PB visible differences about the relative priority of needs can always appear. The way to resolve differences, build trust, and reduce misunderstandings is through enabling deliberation.

The quality and depth of deliberation is evidence of the quality of the democratic process. It shows to what extent people taking part in PB are open about and able to discuss their needs and ideas with others, whether at school, on a housing estate, in a neighbourhood or a city.

It is important that all stakeholders, especially those less familiar with collaborative ways of working, understand why PB is being used and the potential benefits of opening up decision making so as to accommodate more diverse perspectives.

Example #1

In the School Participatory Budget in Warsaw debates were organised before projects were verified so that others could consider and enhance project ideas before they were submitted. Draft applications were presented in the public school debate in the presence of other students, teachers, school staff and invited public administrative workers. The debates were an opportunity to discuss and enhance pupils' draft projects and engage all pupils in the decision making process and promotion.

[Read more about this project ↗](#)



Once proposals are presented to the school or community, in order to obtain wider support for their proposals students should be encouraged to hold a campaign to promote or advocate for their preferred projects. This also builds new skills that will be useful in later life.

Example #2

In the Arizona High School Participatory Budgeting Project students proposed ideas to improve the school community, before transforming them into economically viable proposals. In the budget creation process, students first deliberate on the benefits and limitations of feasible proposals. Student leaders and their teams will work together on proposals from the initial design to the preparation of project budgets. In this project, students who support specific proposals are encouraged to advocate for them and campaign for support for those ideas.

[Read more about this project ↗](#)



Young people should be supported to feel confident in presenting and engaging others with their ideas, proposals or projects to the whole school or wider community. Tips on how to prepare a good presentation can be shared. For example, the importance of speaking slowly and calmly, having a positive attitude, and using visual tools that communicate the ideas well.

Sharing ideas enables deliberation over the needs of a community and potential solutions to address those needs. Young people can thereby become important and active participants in the process of co-creating wider urban policies or strategic plans for institutions such as schools. At this stage using digital tools, such as social media platforms, can very much improve engagement by young people.



Try to use social media channels and various visual forms e.g. posters, leaflets made by young people themselves or with the help of graphic design.

Example #3

Special events and previews, which present projects in a different format and encourage voting. For an example, see the Glasgow PB TV project (Scotland). Young applicants presented their project ideas at a 'Big Night In' PB event held at the Cineworld cinema in Silverburn. The event was broadcast live on Facebook by PBTv to the whole community.

[Read more about this project ↗](#)



Example #4

In Altea (Spain) the City Council prepared for youth and children the 'Kit Participa' [↗](#), a basic guide about how to promote a project without any technical or computer knowledge.

[Read more about this project ↗](#)

Selecting the best projects through voting.

The most common way of selecting projects is through adopting various forms of voting, ideally within rules or procedures which are laid down at the beginning of the process. Making these decisions just by consensus is still very rare within most PB processes. Although the building of agreement and consensus is appealing from the point of view of developing strong democratic values, achieving both consensus and wide participation in making decisions is not easy.

The idea of voting is not always popular for other reasons. Some participants, and especially those responsible for leading the process, may be concerned about creating unhealthy competition between proposals, with 'winners and losers'. You can read a discussion on voting and why many nevertheless feel it is important in this [blog ↗](#) by Shared Future.

Voting may take place in very different ways:

- ✓ **Voting in person** at specially prepared locations, perhaps using ballot boxes, that replicate the democratic processes used by adults.

Example #5

In Mrągowo (Poland), voting takes place by filling in the ballot paper and casting it into the ballot box at the school principal's office. The voter can choose one project.

[Read more about this project ↗](#)

You can design your own ballot by modifying **the template**, which is available to download here:

[Download ↓](#)

- ✓ **Finding automatic ways** to make and count in person votes, such as handheld voting devices or voting machines can be used. This can save time and offer assurance the counting of the votes was done correctly.

Example #6

In Arizona's school PB (USA) voting is often done using the same electronic ballot machines used for adult voting, with multiple possible votes by each participant. This replicates standard adult representative democracy processes used in the USA. Young people at these schools say that voting in school PB this way can foster a strong desire to later on vote in municipal or national elections.

[Read more about this project ↗](#)

- ✓ **Finding more informal settings** can ensure voting is an enjoyable experience. This is especially important in the case of younger children.

Example #7

The **Garvagh Forest Big Dish Out Voting Day** ↗ (Northern Ireland) was held in the forest in June 2019. Eighteen teams presented their chosen ideas to each other. This was done in a picnic format with each team having a picnic blanket, objects to explain their idea and a visual poster they had made. They also each had a little 'picnic basket'. The voting was open to all the young people, teachers, volunteers, and parents. Each voter was given a page with the ideas listed and

this was stamped as they visited each team. This was to ensure, as much as possible, that the voters went around all the ideas.

Once this was done, voters went to the polling station and were given five pasta shells as tokens to distribute across the project ideas. Each project had their own bucket in which to receive the tokens.

To make it feel more realistic the polling station was run by two police officers and a civil servant from the Department for Communities. Once the voting had closed, the young people shared a picnic during which the votes were counted. Counting was led by a council officer and her team of helpers, including a representative from the Education Authority. Results were announced on the day.

Remember to keep voting as simple an experience as possible, and appropriate to the age of the young people involved. Make sure instructions on what to do are clearly understood.

If you are working with younger children, using picture ballots may be useful. You can download a template here:

[Download ↓](#)

- ✔ **Online voting:** it is worth taking advantage of opportunities to vote online. These can be using established online PB platforms, or more simply using surveys and online forms. It is important to think about security and managing personal data.

Example #8

Online voting is presented within some of our good practices. For example, **Youth Leading Change** ↗ (USA) used a special voting program called Pollmaker. In another case, **YOUth Making It Happen!** ↗ (Northern Ireland) used an online consultation hub called Citizen Space.

- ✔ **Hybrid voting.** In this model a number of different ways of voting can be combined. For example, within a school, parents vote online using, for example, a school App, whilst young people can vote in person in class. In face to face voting events people might be able to choose to vote using a ballot form, or through their smartphones. It is of course important if using hybrid voting to ensure people can only use their votes once.

You can also download a short summary of voting options here:

[Download ↓](#)

You should carefully consider the following issues during the voting phase.

Equality and fairness. It is necessary to check that those taking part always receive the same number of opportunities to cast a vote within the process, and feel free to express their own preferences without being pressured to vote a particular way.

Voluntary participation. This is particularly important in the case of school budgets where pupils can feel pressured to participate in class. A student may refuse to participate in the voting and that should not result in any negative consequences.

Access to voting. Everyone should have access to the voting and not be excluded because of a technical, design, intellectual or other reasons. For example accommodation should be made for pupils with a physical disability or when facing language or learning barriers.

Multiple votes. When, as is often the case, people have more than one vote to allocate they are required to consider the options and prioritise carefully. Often perhaps voting first for their own idea, or that of a friend and only then really thinking about where they will allocate their other votes. Multiple voting, done well, can help to widen connections and extend support across the school or community.

Transparency and clear rules. It is important that the voting procedure is clearly described within pre-published rules. If younger children are involved the language used should be clear and easy to understand. It is also worth reminding all students before voting what the rules are for greater clarity and to avoid wasted votes.

Publicise the results.

This is an important moment for all participants and it is essential that this information reaches everyone concerned. A range of communications channels should be used. This could include posters placed around a school or community, through social media, or through holding a public meeting or assembly when the results are announced. In smaller voting events it is possible to count and announce the votes on the day.

You may also want to produce an evaluation report, either at the point of voting about how people felt about the voting process, or later after projects have been completed. Either way, this provides another opportunity to share the hard work and commitment shown by young people, and the skills they have developed.





5

PARTICIPATORY BUDGETING – KEY STAGES

Do and Deliver

This is an exciting step in the PB process. It is the point where young people make their idea a reality. They have received support from fellow students or the wider community, who have decided that their idea is something which they want to see happen.

This can help to boost confidence and build young people's energy to implement the idea. Some of the people who voted for a project may even want to volunteer to help make it happen. This provides an opportunity to widen the project circle and if you can welcome others to get involved at the implementation stage it can make a real difference.



Put a call out, for example via social media, to everyone who participated to let them know if there are opportunities to get involved in the delivery of the successful ideas.

An important role of the co-design team is to ensure that enough time is planned at the outset for the Do and Deliver process. In some cases, the budget holder may implement the winning project on behalf of the young people, and in other cases the successful bidders will be tasked with delivering the project themselves to the school or wider community. In this second case, teachers or facilitators should help to develop a clear plan of how to implement the project, who needs to be involved, or the key tasks and milestones. Help young people to consider any risk and safeguarding issues and how they manage the agreed budget and deliver the project in a reasonable timescale.

The PB co-design team may ask the successful bidders to complete a funding agreement and a financial monitoring form to track and verify that the budget has been used in the

intended way. Such an agreement should also set out what procedures must be followed if the project can no longer be delivered. It is essential that the co-design team is contacted as soon as possible if there is any issue with delivering the project as previously agreed. It is equally important that the financial and other governance arrangements are made known at the outset of the process so that participants are prepared and can plan accordingly. Rules should also be proportionate to the amount of money involved and not overly burdensome, or they could become a barrier to current or future participation.

Resources to implement the project idea may be received up-front, in instalments or after the project has been delivered and verified. Having at least some resource in place upfront may support participation (particularly by newly established groups or those getting involved in PB for the first time).

The successful bidders should be asked to think about how they will capture what they did to deliver their project and demonstrate the impacts that it has had on the school or wider community (see **Reflect, Refine, and Repeat** →). It may be useful to help them consider whether other unintended outcomes, both positive and negative, have occurred. They should be asking both those who have been involved in helping implement the project, and those who are benefiting about how they feel and what difference it has made to them, preferably capturing this in their own words.

Alongside evaluation forms, taking photographs, capturing social media stories, keeping a project diary or blog, try recording a video or holding a ‘vox pops’ with participants. It can help to tell the PB story, share how the project was delivered, identify key learning and most importantly the positive impact it has made.

Support unsuccessful projects.

It is essential that the co-design team provides support to those who have been unsuccessful. This might include signposting to other sources of funding, connecting them to successful projects who they might want to get involved with or external partners who can help. Encourage people to re-apply to a future round of PB if possible.

Example #1

As part of the PB process in Altea (Spain) time is specifically allocated to exploring feasible project ideas which were not chosen by the citizens. The details of these projects are sent to the relevant areas of the local government to be re-considered, giving them another opportunity to be implemented.

[Read more about this project ↗](#)



Hold a celebration event.

Often the co-design team will hold a celebration event and invite successful bidders to share how their idea has progressed and what tangible outcomes it has delivered for the school or wider community. Holding a celebration event is a critical step promoting accountability within the process. It provides an opportunity for the winning projects to report back directly to the wider community, to service providers and to budget holders. It brings everyone together to hear how projects have progressed and what difference they have made to young people, the school or the wider community.

Young people should be involved in planning and helping to run the celebration event. It is an important moment for people to feel the power of their vote and their actions. Celebration events by their very nature should be fun, bringing people together in a supportive and welcoming environment to share their experience, reflections and lessons learned. They can create a real buzz and sense of connection and achievement between participants.

For a more enduring celebration you can also add a notice, sign or plaque to an item that identifies it as an outcome of the PB process. For example, fixed onto new seating or benches, a water fountain in a playground, or in front of a newly planted tree. In this way, everyone will know that the item is a result of the PB process.

You can download
a sample to adapt here:

[Download ↓](#)

Recognise participation.

When young people participate within any PB process it is an opportunity to develop and practice new skills, to learn by doing, through activities such as listening, deliberating, presenting, prioritising and voting. In many cases it may be the first time the young person has taken part in a democratic process in their school or wider community and it is important that this is recognised, rewarded and encouraged. Participation can be acknowledged through certificates, ceremonies, school credits, qualifications or even more unique experiences that can't be purchased, such as being a zoo keeper or youth mayor for the day.

Example #2

During Maryhill and Ruchill Young People Taking the Lead, in Glasgow (Scotland), the process recognised participation through the allocation of youth awards and certificates. Young people gained a qualification through the Scottish Credit and Qualifications Framework (SCQF). This also helped to encourage schools to get involved in PB.

[Read more about this project ↗](#)

Example #3

In YOUth Making It Happen! run by Derry and Strabane District Council (Northern Ireland), the elected mayor acknowledged the active involvement of the young people on the co-design team through the presentation of certificates of participation and on a video shared via **Twitter** ↗, thereby recognising the achievements of the young people.

[Read more about this project ↗](#)

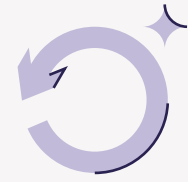


Examples of certificates.



A sample certificate of participation, which you can modify is available here:

[Download ↓](#)



6

PARTICIPATORY BUDGETING – KEY STAGES

Reflect, Refine, and Repeat

Make time to reflect.

It is important to take time at each stage to reflect on how the process is progressing, what is being learned, the things that have had to change or adapt and any new knowledge which is emerging. Adopting a 'snow-ball' technique, where learning is considered and accumulated on an ongoing basis, will help to inform and refine the planning and quality of the PB process and any future PB processes.



Incorporate reflective activities at the start or end of each meeting of the co-design team.

Do a 'go-around' and ask members to share one thing that they have learned so far, an important point or a feeling that they want to share. This can be done verbally, or through post-its, or visually with pictures or images as appropriate and enables learning to be captured at each stage of the process.

Revisit the agreed values and aims of the PB process.

Reviewing the values and overall aims of the PB process agreed at **Stage 1: Co-Design and Prepare** → will help the young people to identify what are the most important impacts that should be measured.

Next, think about what indicators will help to determine or measure if the project aims have been achieved. Think through what questions might be asked or information recorded to capture both the 'soft' or qualitative outcomes and the 'hard' or quantitative outcomes? Below are a few suggestions:

Questions to capture Qualitative or soft outcomes

How did being involved in the process make you feel? (consider using Yes, No, Not Sure or Thumbs Up / Thumbs Down icons)

- I can make a positive difference in my school / community
- I have a voice in what happens in my school / community
- I feel good about my future
- I feel more involved in my school / community

Did the process consider and adapt to your needs?

How could we improve the process?

Would you like more school budgets to be allocated in this way?

Would you like to see the process repeated or would you like to take part in another PB process?

What did you like most or like least about the process?

Analyse the range of themes represented by the successful projects e.g. Health and Well-Being; Culture and Arts; Education and Skills; Inclusion; Sport; Physical Improvements etc.

Are there any or what are the on-going benefits of your participation in the PB process?

Information that captures Quantitative or hard outcomes

The number of participants. This can be broken down further, such as by:

- Age Group
- Ethnicity
- Gender
- Those representing marginalised or disadvantaged groups.
- By geographic spread of projects.
- By number of new volunteers.

Percentage of school or community population who are voting.

Amounts of money allocated.

Number of participants who engaged within the school or community for the first time.

Number of pupils who gained a new qualification or skill.

Percentage of school or public budget allocated via PB.

Number of pupils who feel they have benefited from participating in the PB process.

Number of votes cast.

Example #1

The evaluation of Youth Lead the Change, Boston (USA) used both quantitative and qualitative data sources and focused data collection to analyse the process, discover areas for improvement and capture insights about the needs and priorities of Boston youth.

A team of researchers from Boston University used a variety of data sources and methods to evaluate the process including; change agent interviews, focus groups, idea collection data analysis, voter data from Boston Public School, GIS data on demographic distribution and observations taken at the end of each cycle of PB.

Impacts measured include for example, levels of civic awareness; skill building; motivation to get involved; empowerment of young people and greater knowledge of the city and government.

[Read more about this project ↗](#)



Who should be asked?

There could be many people with a valuable opinion that you might want to contact. For example, the co-design team, young people pitching an idea or the young people voting or the wider school or community. Don't forget those in leadership roles such as a school principal, senior officers of the municipality or even the Mayor?

If you want to meet with students for an evaluation meeting, it is a good idea to prepare a framework scenario in advance. You can read our example here:

[Download ↓](#)

How to capture information.

Project coordinators and the co-design team will need to consider what approach or methods are most appropriate for the different types of stakeholders. For example:

At each Stage:

Who?

Co-design team

At each Stage:

How?

Reflective workshops

Surveys

Google Jamboard

Bingo sheet evaluation

Active participants, both successful and unsuccessful

Celebration event

Bingo sheet evaluation

Vox pops or video

Surveys

Creative methods

Quotes

Those in leadership roles or resource holders, such as the school principal, teachers, the Mayor or councillors

Celebration event

Vox pops or video

Quotes

Surveys

Voters, the school community, the wider community

Bingo sheet evaluation

Vox pops or video

Smiley faces

Quotes

Surveys

Creative methods

Additional resources.

A simple bingo sheet template can be used to gather feedback and reflect on the process and is available here:

[Download ↓](#)

An effective way to gather feedback with a large number of people is through an evaluation survey. These can be administered to all participants at the end of a school or youth participatory budget. An example can be downloaded here:

[Download ↓](#)

A summary resource with descriptions of simple visual techniques to collect feedback from participants, such as emoticons and thumbs up/thumbs down can be found here:

[Download ↓](#)



There are a wide range of online tools available to support you in evaluation. These are just some of them:

[Mentimeter ↗](#)
[Google Jamboard ↗](#)
[Surveymonkey ↗](#)

Example #2

As part of the Youth Leading Change PB process held in Newry, Mourne and Down (Northern Ireland) the steering committee decided to ask voters at the decision-making event two simple questions: 'Did you find the process easy to take part in?' and 'Was the process worthwhile and would you likely take part again?' Hard data that was captured, for example, the number of groups participating, votes cast and percentage of groups who were awarded PB resources was also analysed.

A **report** ↗ was prepared to share the PB story, setting out the aims, the approach adopted, the youth story, as well as facts and figures, with additionally a **video** ↗ designed to capture the excitement of the process.

[Read more about this project ↗](#)



Capture the learning, tell the story.

Think always about how best to capture learning and tell the story of the PB process as you go through each stage. Draw upon methods that enable the free expression and authentic participation of young people. Newer technologies, such as online blogs, internet forums and chat messaging generate both instant and continuous communication and information exchange flows which can enrich learning.

Example #3

As PB has spread across schools in Arizona USA, learning from the process has become a key component and includes using a wide range of techniques: exit polling, surveys, interviews, diaries, visual arts, and focus groups. There has also been a focus on capturing the longer-term impacts of the process. These include over 5,000 young people who have registered on the Arizona electoral roll, and many report their aspirations to run for public office or become more active citizens willing to make a difference in their school or community. This demonstrates a clear link between taking part in and being inspired by PB and becoming a more active citizen. Future evaluations will explore how the process has impacted on voting rates of young people and their academic attainment.

[Read more about this project ↗](#)



Young people can be asked to express how they experienced the PB process through:

- ✓ Drawing a picture or creating an animation
- ✓ Writing a song
- ✓ Creating a photomontage, using on-line tools such as Instagram or Pinterest
- ✓ Keeping a diary or blog or producing a TikTok video
- ✓ Online discussion forums
- ✓ Performing a play.

A video is a great way of showcasing any PB journey by showing the people who were involved or what the process has achieved. By being an engaging and accessible way of sharing the PB story, it can help to raise the profile of the process, generate awareness of PB and grow support and commitment for a repeated PB process.

Example #4

In the **Garvagh Forest Big Dish Out** (Northern Ireland) the young people involved in the project worked together with a filmmaker to storyboard and prepare the script for a short **video** which explained the project, showed how they took part and what they learnt from their PB process.

The Cushendall 'Big Dish Out' PB process (Northern Ireland) showed how powerful the voices of young people can become when given a suitable opportunity. Through allowing them to share their experience in their own words, their **video**, recorded after the voting event, built the confidence of young people involved in a successful project submitted by the Glens Youth Club. Noticeably this was a PB project open to both adults and young people.



Celebration events matter.

As noted earlier, holding a celebration event offers a critical moment of accountability in the process. It is an important opportunity to capture feedback and learning from participants; those who voted, both the successful and unsuccessful applicants, the school or wider community and the co-design team.

Support a 'Cycle of PB' by measuring the long term impacts.

PB works best if it is a repeated process. In which case, and as scale grows, consideration should be given to allocating some resources for an independent evaluation. This can help provide a stronger evidence base and make a case or 'call for action' for another, possibly larger PB process. Securing support for a 'Cycle of PB' in which the process is refined and repeated over time will also enable the longer-term impacts of the PB process in the school or community setting to be measured.

Develop Your Skills and Learn By Doing

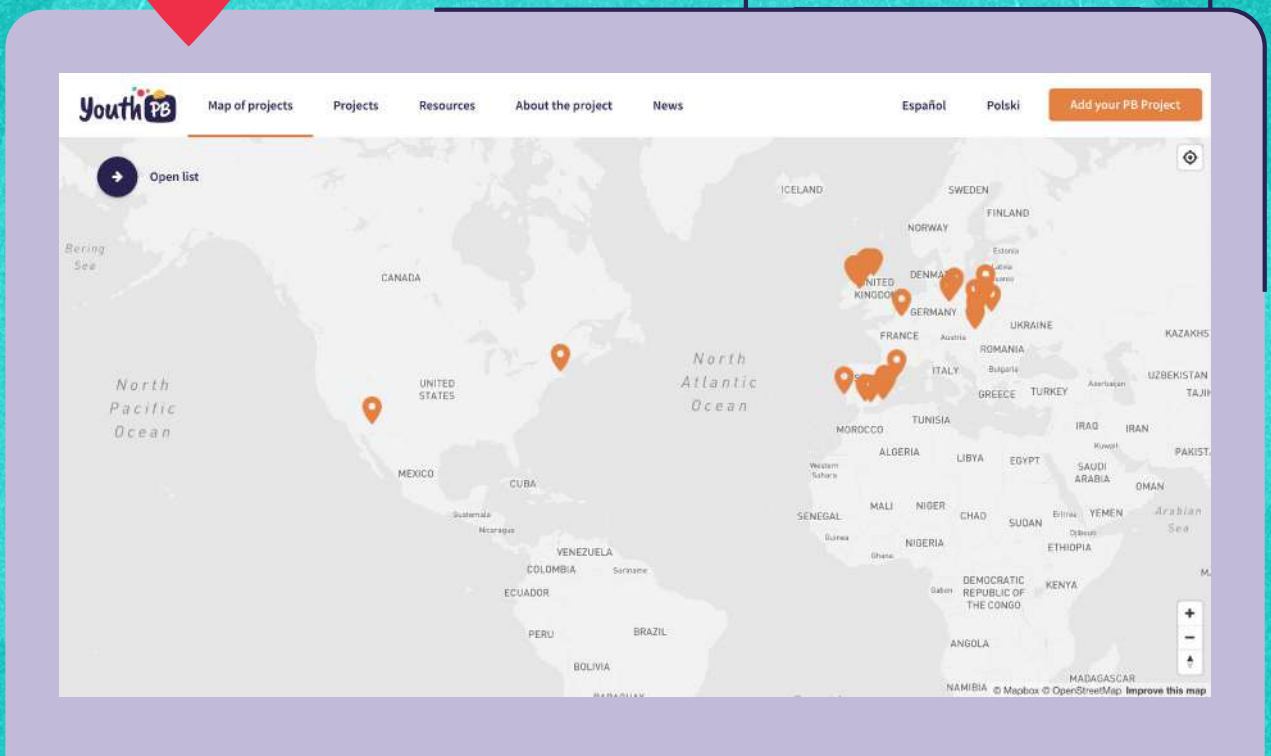
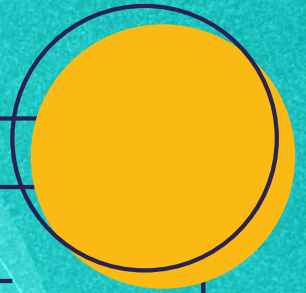
These are the final steps of PB and we have intentionally combined them into one chapter. As we wrote in our metaphor PB being like building a house, craftspeople spend years practising their skills, learning how to use new tools and exploring different approaches. This section is designed to help you in that work. We invite you to dive deeper into a collection of tools, examples, resources and supporting materials that we have been working on over the last months.


Immediately below you will find a table of inspirations (taken from our case studies) ordered according to their values and enabling conditions, along with, in the DIY manual section, a full list of tools to download and use freely in your school or organisation. Some of the information may seem to repeat earlier sections, perhaps where we have referred to them already in the toolkit, but for easy access we have collected them all into one place. Immediately before the 'in depth section' of blogs, articles and think-pieces that complete this toolkit we list a few other PB publications you might want to review and use.









Inspirations

In the following table you can find some real examples of PB processes which inspired us to create this toolkit to support PB in schools and with young people. We refer and signpost to examples throughout the toolkit, but have presented some below to highlight the cases that showcase certain enabling conditions, help you to prepare the ground and define your PB values, which help you to create firm foundations for your project. For example, If you are interested in the value of 'Learning' or 'Fairness' you can quickly see which PB cases to explore to find out more on that aspect.

We present a whole suite of cases, detailed in full, on the Youth PB Accelerator Website and invite you to explore these and add your own cases as well to build and share PB good practice.



Case								
	Enabling Conditions							
	Leadership	Political Buy-In and support for Local Democracy	Local Champions	Facilitated Technical Support and Training	Create Connections and Network	Value Participation	Reflective Learning and Measuring Impact	Innovation and Entrepreneurial Spirit
PlaNET Social Enterprise 2.0. Enterprise Your Region				•	•			
Young Citizen/Youth in Action			•				•	
Education about Participatory Budgeting in schools	•		•					
School Participatory Budget in Warsaw	•				•	•	•	
School Participatory Budget of Mrągowo	•	•		•				
Youth Civic Budget in Lublin				•				
Youth Civic Grant in Sosnowiec	•	•						
Schüler*innen Haushalt (Pupils PB) in Berlin	•			•	•	•	•	
Youth Participatory Budget in Szczecin	•	•						
Youth Leading Change, Newry, Mourne and Down			•					
Youth Making It Happen, Derry City and Strabane District Council		•	•	•		•	•	
Youth Lead the Change: Participatory Budgeting Boston						•	•	
Garvagh Forest Big Dish Out			•		•			
Maryhill and Ruchill Community Choices — Young People taking the lead				•		•		
PB TV Glasgow				•				
Participatory Budgeting — Altea City Council		•					•	
Participatory Budgets in Schools 2019 — Cartagena City Council						•		
What do you want your town to spend its money on? R'U'talking2me? Peligros			•		•			

Case	       							
	Enabling Conditions							
	Leadership	Political Buy-In and support for Local Democracy	Local Champions	Facilitated Technical Support and Training	Create Connections and Network	Value Participation	Reflective Learning and Measuring Impact	Innovation and Entrepreneurial Spirit
Participatory budgets with children 2019 in Rubí				•			•	
Decidei Xàtiva Infantil						•		
Agora Infantil in Andalusia					•			
Shaping North Ayrshire, Youth PB, Your Money, You Decide	•	•	•	•	•			
Arizona High School Participatory Budgeting	•		•	•		•	•	
Midlothian Cost of the School Day			•	•		•	•	
Cascais Youth Participatory Budget	•	•		•				•
Région Nord-Pas-de-Calais School Participatory Budgeting	•	•			•	•		
School Participatory Budget in Podlaskie region				•	•	•	•	
School Participatory Budget in Infotech School in Bialystok	•			•		•	•	



Values

Cooperation	Creativity	Democracy	Fairness	Growth	Impact	Learning	Openness	Participation
•	•						•	•
			•	•		•		•
•			•			•		•
•		•	•	•				
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•					•	•		•

DIY Manual

Our DIY manual is an essential part of our publication. 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

1

Co-design workshop

Type of tool: scenario, video, exercises, game

How to use the tool: The material presents a workshop scenario for a school PB co-design team. The workshop aims to develop the aims and objectives of the school participatory budget and to plan the course and ways of organising the different stages. It consists of a scenario with a description of the exercises, a video and a card game.

Rules of a school PB

Type of tool: template

How to use the tool: The material presents a template of the school budget rules which you can modify.

STAGE 2

Share, Inform and Support

2

A lesson about school PB

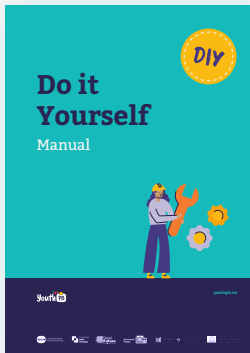
Type of tool: scenario

How to use the tool: The material presents a lesson scenario for children and young people aged over 10 to introduce the topic of school participatory budgeting. It includes exercises and video material.

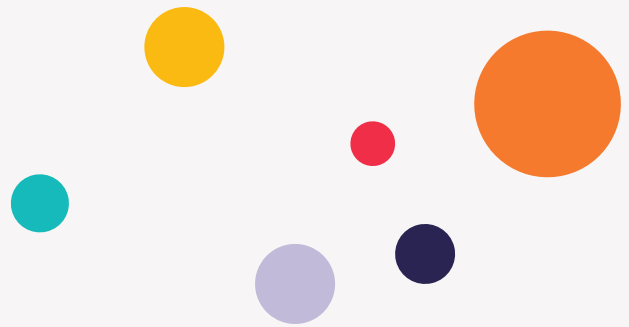
A lesson about PB

Type of tool: scenario

How to use the tool: The material contains a scenario for young people aged 13 and over, which aims to familiarise pupils with the concept of participatory budgeting and its basic assumptions.



Download ↓



Values of PB

Type of tool: infographic

How to use the tool:
The material presents an infographic describing the values that should guide the planning and implementation of youth participatory budgets. It can be used during workshops, lessons, presentations.

Values of PB

Type of tool: game

How to use the tool: The material includes an instruction with gameplay description and 70 cards containing descriptions of values, corresponding good practices and technical cards. It can be used during workshops or lessons. The educational aim of the game is to present practical examples of using values in participatory budgeting. The material is available to print out.

The house metaphor

Type of tool: infographic

How to use the tool:
The material presents an infographic with a house metaphor which illustrates the process of creating and developing school/youth participatory budgets. It can be used during workshops, lessons, presentations.

STAGE 3

Generate Ideas and Refine Projects

3

Generating ideas lesson/workshop

Type of tool: scenario

How to use the tool: The material presents a workshop or lesson scenario for children and young people aged over 10 on generating ideas for the school participatory budget. It consists of exercises based on selected elements of Design Thinking — brainstorming and ideation. It can be used both online and during a face-face workshop/class.

Empathy map

Type of tool: exercise

How to use the tool:
The material presents a description of an Empathy Map exercise, which can be used as part of generating ideas for the participatory budget.

STAGE 4

Deliberate and Decide

4

School PB project form

Type of tool: template

How to use the tool: The material presents a sample project form with a list of support.

Information on running a PB voting process

Type of tool: handout

How to use the tool: The material describes possible forms of voting in the participatory budget, such as online voting, voting with a ballot box, voting with tokens, and others.

STAGE 5

Do and Deliver

5

Example of certificate

Type of tool: template

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

Display

Type of tool: template

How to use the tool: The material shows examples of labels for spaces/items that are a result of winning projects in the participatory budget.

How to evaluate values and enabling conditions

Type of tool: exercises

How to use the tool: The material presents an exercise that can be carried out with the co-design team as part of the evaluation of a PB process in terms of values and conditions that strengthen the participatory budgeting process in the PB process.

Simple evaluation methods

Type of tool: exercises

How to use the tool: The material shows simple ways of evaluating the impact of events and activities, such as emoticons and thumbs up/thumbs down.

Voting card

Type of tool: template

How to use the tool: The material presents a sample ballot for the school participatory budget.

Picture voting card

Type of tool: template

How to use the tool: The material includes a sample ballot for the school's participatory budget, adapted to the skills of the youngest pupils, e.g. those who cannot yet read.

STAGE 6

Reflect, Refine and Repeat

6

Evaluation survey

Type of tool: template

How to use the tool: The material presents a simple evaluation survey that can be carried out among all students at the end of the school participatory budget.

Bingo forms

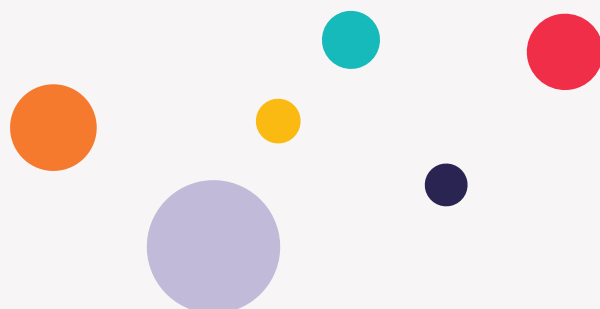
Type of tool: exercise

How to use the tool: The material presents a description of an exercise that can be carried out with the co-design team as part of the evaluation of a PB process in terms of the experiences and skills acquired by its members.

Summarising/ Evaluation workshop

Type of tool: scenario

How to use the tool: The material presents a scenario for a workshop or lesson for children and young people aged over 10 to summarise a school PB.



Other Youth PB Resources

These resources have been produced externally to this project and are free to download.

Hear the Voice. Make the Change. 10 ways to record and evaluate your Participatory Budgeting project

Authors: Jez Hall, Alan Budge

Organization: PB Partners, Shared Future CIC

What you will find interesting there:

Introduction to evaluating PB, 10 actions for evaluating PB, specific evaluation methods.

[Download ↓](#)



EN

School participatory budgeting — tips for beginners

Authors: Adam Chabiera, Weronika Chodacz, Maria Jagaciak, Katarzyna Pliszczyńska, Mateusz Wojcieszak

Organization: Field of Dialogue Foundation, Shipyard Foundation

What you will find interesting there: A step-by-step model on how to implement a school budget, information on the resources needed, practical tips for implementing PB at school.

[Download ↓](#)



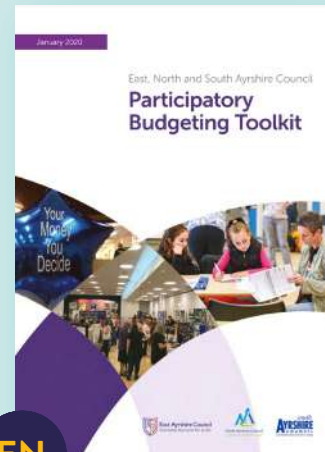
PL

Participatory Budgeting Toolkit

Organization: East, North and South Ayrshire Councils, Convention of Scottish Local Authorities (COSLA)

What you will find interesting there: Participatory Budgeting in Ten Easy Steps, Models of Participatory Budgeting, Equalities and Social Inclusion considerations.

Download ↓



EN

Participatory budgeting toolkit (for young people)

Organization: The Welsh Government (Welsh: Llywodraeth Cymru)

What you will find interesting there: conditions, values, principles and key factors that can underpin successful participatory budgeting projects.

Download ↓



EN

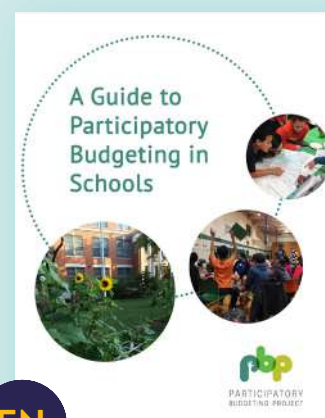
Guide to Participatory Budgeting in Schools

Authors: Valeria Mogilevich, Melissa Appleton and Maria Hadden

Organization: the Participatory Budgeting Project (USA)

What you will find interesting there: A series of lesson plans for high schools - proposals for 45-minute lessons that guide you through the whole process of creating a school budget; useful worksheets.

Download ↓



EN

In Depth:

Understanding and Using Values within Youth PB

In the following section we explore the important topic of values, with a further explanation of the nine values we have developed through the project.

Values are not easy to work with in student groups, and it is often difficult to move on to general thinking when you want to get started already. That is why we have prepared a simple card game so that you can use values in a fun way in your schools or organisations.

A printable version of the game with instructions can be downloaded here:

[Download ↓](#)





Cooperation



How do we understand this value?

Cooperation describes the action of working together in order to build a strong community. When we work together difficult tasks become easier and we can achieve more.

We believe that everyone works best with one another when the cooperation is based on hard work, reciprocity and exchange of ideas. Being generous creates the atmosphere of trust, which benefits everyone in return.

The goal is creating a stronger community which shares a common purpose. To achieve that people have to trust each other and be sure that they would be supported no matter the obstacles on the way.

Trustful and generous cooperation is crucial in overcoming natural differences and learning from each other. Cooperation reflects the saying 'many hands make light work'.

**We work together to
build a strong community.**

At these stages of the process, take particular care of the value of 'Cooperation':



1 Co-design and prepare

How Focus on what brings all the participants together and try building around what's common.

Why Common purpose allows the exchange of ideas, which can induce trust.



2 Share, inform and support

How Prepare supporting activities and promote a mutually supportive attitude.

Why Create the feeling that everyone will be supported throughout the whole PB process.



3 Generate ideas and refine projects

How Share educational materials with participants and create a space to share ideas.

Why Generosity in the exchange of knowledge helps us produce better outcomes.

Read more about how this value has been applied in these cases studies:

Participatory Budgeting — Altea City Council, Alicante, Spain: The focus in this example was to build an approach that valued cooperation. There are different meetings where different collectives can talk, share, and collect ideas from the others. This strategy has the aim of fostering mutual action, common purpose and making stronger relationships between citizens.

Schüler*innen Haushalt (Pupils PB) in Berlin, Germany: Special attention was paid to the inclusion of people from different minorities, who may have fewer opportunities, or may have come from disadvantaged backgrounds. Pupils have been involved at every stage of this School PB process.



Creativity



How do we understand this value?

Creativity is understood as the capacity that people have to generate new concepts or new ideas. Something is creative when people are able to think ‘out of the box’ and create something different from the existing or established. The principles that underpin our value of creativity include the concepts of co-designing and local ownership, to which we could add the idea of co-creation.

Co-design is the act of creating new ideas with other people, especially those who will be affected by the decisions we eventually make. All with the intention that the results satisfy the needs of the greatest number of people and are usable. (Co-design can also be called participatory design).

The concept of local ownership is based on the idea that everyone has capacities and resources to solve and transform the challenges that may occur in their lives. Local ownership starts with a situational analysis, through which people begin to recognise their capacity to make changes.

Co-creation is a term that refers to the actual process used for generating, designing and developing ideas cooperatively. The role of the people involved in the project is central from start to finish. It requires putting the people who will be most affected by the outcomes and decisions of the creative process at the centre.

We build strong teams and better results by being imaginative, kind and having fun.

At these stages of the process, take particular care of the value of 'Creativity':



1 Co-Design and Prepare

How Facilitate environments, contexts and resources that enhance people's empowerment and creative decision-making.

Why The results of the PB must meet the needs of as many people as possible. Answers to new problems cannot be old solutions.



3 Generate Ideas and Refine Projects

How Encourage divergent thinking. Accept all new ideas, even if they are unconventional.

Why It is only from a process that is truly open to new voices and new paths that really innovative ideas emerge.



6 Ongoing: Reflect, Refine, and Repeat

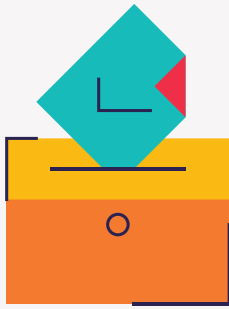
How Try new approaches and be willing to learn from their mistakes as well as successes.

Why Creativity is, by definition, something that grows when the process is repeated. Evaluating mistakes and proposing new ideas is essential for the good development of PB.

Read more about how this value has been applied in these cases studies:

Garvagh Forest Big Dish Out, Northern Ireland: By working in nature, exploring the forest and its history and working in teams new ideas were developed for how the Garvagh Forest could be improved for the benefit of the whole community.

Arizona High School Participatory Budgeting, USA: Young people learnt how to generate ideas, refine them and then decide which to adopt. Through repeating the process over years improvements were made, which inspired other schools to adopt and adapt the approach pioneered by the first schools.



Democracy



How do we understand this value?

Democracy means that 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.

An active citizen acts in their community based on an understanding of democratic laws, rights and responsibilities. They recognize the value of democracy and are guided by it in their daily choices and decisions.

In a democracy we respect our differences because we believe that they make us stronger. That is why we allow everyone around us to voice their ideas and act on their beliefs, so that the decision worked out together is acceptable for the whole community.

We care for each other and work with others to stop selfish or unfair acts.

At these stages of the process, take particular care of the value of 'Democracy':



1 Co-Design and Prepare

How Make sure that the process of agreeing budget-making rules is open to everyone, and that anyone can propose their own rule.

Why Rules created by community members are rules that are respected by them!



3 Generate Ideas and Refine Projects

How Based on the rules worked out together, each participant, either in school or in their community, can submit their own idea.

Why The more diverse the range of projects and authors, the greater chance for a large and inclusive turnout at the voting stage.



4 Deliberate and Decide

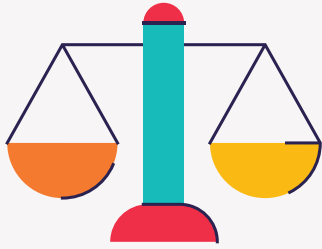
How Make sure that everyone knows the voting rules and knows that they can participate.

Why Voting underpins democracy, as it allows us to decide based on the weighing up of many different perspectives — but remember that you also need to inform widely about voting!

Read more about how this value has been applied in these cases studies:

Cascais Youth Participatory Budget, Portugal: It was important during this school PB to give participants a clear understanding of the role of the state and institutions in enabling young people to become active and engaged citizens.

Shaping North Ayrshire, Youth PB, Your Money, You Decide, Scotland: 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 alongside a range of other PB processes being run by that authority. The project was clearly linked to wider strategies for youth empowerment such as the Year of Young People 2018.



Fairness



How do we understand this value?

Fairness means that everyone is valued and treated justly and impartially. Principles underpinning our value of Fairness include the concepts of Inclusion and Equity.

In creating fairer opportunities for all we come to accept it is vital to let people feel they will not face barriers to being involved. Essentially fairness means that having equal chances in life becomes a shared goal. That means there is no place for favoritism, or any kind of discriminatory behaviour.

Being inclusive through the process of PB means that we bring together different voices, celebrate our differences and are prepared to learn from each other.

Equity underlies the design of PB processes. It is important to find a way of improving the ability, opportunity, and value of people, when disadvantaged on the basis of their identity, to take part in society. We seek to elevate everyone to enjoy the opportunities enjoyed by the most fortunate.

Everyone is valued and having equal chances in life becomes our shared goal.

At these stages of the process, take particular care of the value of 'Fairness':



1 Co-Design and Prepare

How Make sure that PB regulations allow for just and impartial treatment of everyone.

Why Everyone has a right to be treated fairly and be heard.



2 Share, Inform and Support

How Take additional effort to inform and support people from disadvantaged social backgrounds.

Why Equity can only be achieved through equal chances for everyone.



6 Ongoing: Reflect, Refine, and Repeat

How Evaluate the process upon agreed criteria, such as 'fair treatment for all', and be open to making changes.

Why Evaluation sometimes reveals process design flaws which we failed to identify during the design process.

Read more about how this value has been applied in these cases studies:

Youth Leading Change, Newry, Mourne and Down, UK: 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, particularly to groups who represented and advocated for younger people with disabilities.

PlaNET Social Enterprise 2.0. Enterprise Your Region, Poland, Portugal, Slovenia and Slovakia: This study was done in four countries and based on the international network of experts and practitioners as part of Erasmus+ platform. 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 those with low unemployment rates, as they are less likely to be contacted by NGOs and youth workers with resources and support to deliver school PB.



Growth



How do we understand this value?

Growth describes how people, when they develop their competencies and skills, become better able to articulate their needs, can grow in confidence, and can take action themselves. Young people become the architects of their future. Principles underpinning our value of Growth include the concepts of Agency, Voice and Empowerment.

Agency has been described as the influence an individual, an organization, networks or a community has to enact a process that drives change. Agency has often been connected to ideas of social capital. If someone is on the margins of society, or excluded in some way, they have little agency over their situation.

Voice is a term to describe the power of someone's individual or collective presence. When community voices are heard, budget holders are more likely to prioritise objectives that reflect those concerns and knowledge. The reverse side of having a voice is a culture of active listening and respect, including the ability of those holding power to hear what is being said.

Empowerment is often described as the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights. Taken together, a PB process should enable an individual or community to believe they can act, become confident that their voice matters, and understand better how to effect changes that matter to them.

We know that our words are taken seriously, our actions count and we will make a difference. We become the architects of our future.

At these stages of the process, take particular care of the value of 'Growth':



3 Generate Ideas and Refine Projects

How Involve everyone in proposing budget ideas, and elevate less heard voices.

Why Lived experience is undervalued, particularly in those most marginalised.



4 Deliberate and Decide

How Make time for discussing or revising ideas, before choosing the final option.

Why Those on the margins may need encouragement, because they fear exclusion.



5 Do and Deliver

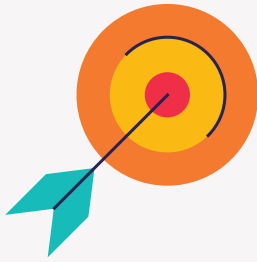
How Find ways to involve young people in the delivery of their ideas or projects.

Why Confidence and learning increases through applying new or existing skills.

Read more about how this value has been applied in these cases studies:

Youth Civic Grant in Sosnowiec, Poland: Young people were responsible for conducting the process in their school – they conducted educational activities and organised individual stages of the process.

Youth Lead the Change: Participatory Budgeting Boston, USA: Increasing civic awareness and motivation to get involved was central to this city level process. The youth 'change agents' received training, given mutual support and worked with city staff through thematic committees to translate ideas into feasible projects.



Impact



How do we understand this value?

Impact describes the different outcomes or changes that are achieved through undertaking your process.

The participation of young people and adults should have a direct impact on both the budget in question and upon themselves. Participatory budgeting is not simply a different form of consultation. It seeks to solve problems by involving everyone in finding solutions and overcoming barriers.

When undertaken in a meaningful and well designed manner, participatory budgeting should lead to improved outcomes within a school or learning environment, such as better grades or new qualifications. Or, within a city or community setting, participatory budgeting can lead to better public services, in terms of efficient, targeted and effective spending, or a reduction in unmet needs.

These impacts could be individual or collective. They could also refer to quantifiable improvements, such as a reduction in crime or vandalism or an increase in examination results; or improved qualitative outcomes, such as a perception that a community is safer and more welcoming, or a willingness to take on new challenges. Impact evaluation should involve all stakeholders. It is desirable to involve an independent and external evaluation to that of the sponsoring body.

We solve problems by our actions, and we create new opportunities.

At these stages of the process, take particular care of the value of 'Impact':



1 Co-Design and Prepare

How Take time to identify what impacts or outcomes you are seeking to achieve.

Why It is impossible to know whether you have been successful unless you know what change you are seeking.



5 Do and Deliver

How Keep careful records of what you are implementing and how you did it.

Why Without good records it is hard to understand your impact and why it worked.



6 Ongoing: Reflect, Refine, and Repeat

How Compare what you intended to achieve with what was actually achieved by continually seeking feedback.

Why Impact grows by learning what works through doing. It must evolve to grow.

Read more about how this value has been applied in these cases studies:

Participatory Budgeting – Altea City Council, Alicante, Spain: During the campaign phases of this PB, young people from Altea can communicate their needs and ideas, and those ideas are taken seriously by those who govern the council. Proposals that are not chosen are also taken into account for future years in the last phase of the PB.

Schüler*innen Haushalt (Pupils PB) in Berlin, Germany: The majority of young people were willing to become socially involved in activities that go beyond the civic budgets outside the school system. The vast majority of the surveyed young people (90%) emphasise that by participating in school participation budgets they did something useful.



Learning



How do we understand this value?

Learning is the central purpose of participatory budgeting. It represents everything that people involved in a participatory budget take with them when the process is over. Learning is more than the sum of what we achieve; it is about focusing on what and how we grow along the way.

The practice of democracy, especially in the development of deliberative skills, democratic attitudes and political effectiveness is how we learn to be a citizen. Participation in a PB process brings substantial benefits to the organisation and to the community. It brings progressive improvement in the functioning of institutions, breaks down apathy and mistrust of citizens, offers representatives tools to evaluate and improve the management of public affairs, and offers citizens ways to re-conquer and recover public space.

The participatory budget, as a process of non-formal education, is characterised by its flexible pedagogical and didactic structure, which gives a social rather than institutional accreditation and allows high levels of learning to the actors involved in it.

By participating citizens of all ages learn and contribute to improving democracy and the political culture that surrounds them. Though people who participate may do so initially to change and improve the situation in their neighbourhoods or decide how to invest municipal resources, in the end one of the elements that citizens value most is the learning that they acquire through the process.

By listening, feeling and thinking about how to make a better world, we can.

At these stages of the process, take particular care of the value of 'Learning':



2 Share, Inform and Support

How Be aware of how we build a culture of learning in these early stages of the process (metacognition).

Why People learn lifelong skills through reflecting on how they feel, listen and act with others.



4 Deliberate and Decide

How Challenge, debate, and defend your proposals. Be prepared to argue and pay special attention to the arguments of other participants.

Why Learning is triggered when we let go of what we know and land in unknown territory.



6 Ongoing: Reflect, Refine, and Repeat

How Take time at each stage to reflect on how the process is progressing, what you are learning, things you have had to change or adapt, and any new knowledge that is emerging.

Why By reflecting on what works and what does not, the learning potential is increased.

Read more about how this value has been applied in these cases studies:

PB TV Glasgow, Scotland: A Community Development Trust worked with a youth-led citizen panel to facilitate the process. Their facilitative work included assisting the panel to create web-based TV programmes, helping with the preparation of application forms and guidance, as well as administering completed applications.

Agora Infantil in Andalusia, Spain: The program makes classrooms into decision-making spaces. Children and adolescents analyze their surroundings, make proposals, deliberate and build collective proposals for the creation, use or management of public spaces from the perspective of childhood and adolescence.



Openness



How do we understand this value?

Openness is a basic value when running a participatory budget (whether in the city or in school). It guarantees clarity and honesty. Underpinning principles to openness include transparency and accountability. Openness closely links to wider principles of democracy. Open voting can legitimise decision-making.

When a process is transparent people know when, how and why they can or should get involved. Roles, responsibilities and rules are explicit. People come to better understand public budgets through the sharing of information, and everyone is welcomed to participate.

When a process is accountable, leaders commit to implement what citizens, including young citizens, decide. Voting expresses the will of the people involved in the process. Leaders must be honest about how resources are used and what has changed as a result.

The participatory budget should be based on citizen-friendly procedures and its organisers should provide support for those willing to participate in the process at different stages. It is also crucial to ensure that the widest possible range of citizens are informed about the possibility of participation in the process.

We can understand and make the rules, and then we all agree to follow them.

At these stages of the process, take particular care of the value of 'Openness':



1 Co-Design and Prepare

How Create a design or steering group with representatives of each interest group.

Why A jointly developed process will be accepted by everyone. Clear rules are the first step to ensuring high quality involvement.



2 Share, Inform and Support

How Give clear information, such as about the votes for each project. Publish information in visible places including on the Internet. Highlight how those that win do so because of agreed rules.

Why Only by being open will all participants see that it was worth participating, that the process brings results and their participation makes a difference.



4 Deliberate and Decide

How Clearly explain the voting rules and project descriptions. The PB vote should resemble that in real elections: secret, equal and direct. Pay attention to the age of voters.

Why An understandable decision process removes barriers. A vote will translate into a number and with sufficient openness there is trust that it is an informed vote.

Read more about how this value has been applied in these cases studies:

School Participatory Budget in Warsaw, Poland: Each school organised a big debate day when all projects were presented by students and discussed in the community. Additionally, students took part in discussion of their experience of PB to explain and evaluate what are the barriers for young people to take part in different stages of the process.

Cascais Youth Participatory Budget, Portugal: The process 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.



Participation



How do we understand this value?

Participation is when 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.

Young people should participate in activities because they want to. When they see value in taking part they will choose to do so, not because someone tells them to do it, but because they see their participation made a difference. Through their participation they willingly volunteer to invest their time and energy. Voluntary also means that people can spend their free time and get involved in the process in different ways — some may vote for projects, others participate in developing rules or by submitting their own projects.

Everyone can have their say, priorities are decided together and capacity building support is made available. All designed within communities.

We choose to be busy and engaged in doing the things that matter to us and to others.

At these stages of the process, take particular care of the value of 'Participation':



1 Co-Design and Prepare

How Make sure that the design stage has been planned in advance and announced publicly. Pupils should be able to get involved in various ways even if only by giving their opinion.

Why Not all students will have enough time or courage to participate in the team preparing the rules. People should be able to participate voluntarily, in different ways and each is valuable!



2 Share, Inform and Support

How Involve young people in preparing promotional materials – engaging young people can also mean supporting the information campaign.

Why Participation of young people in the promotion stage will help reach more people and encourage diversity.



6 Ongoing: Reflect, Refine, and Repeat

How Make sure you provide space for feedback and comments from the participants when you have completed your activities.

Why Participation of students within the evaluation stage will make the next cycle of the participatory budget more appropriate to their expectations.

Read more about how this value has been applied in these cases studies:

Young Citizen/Youth in Action, Poland: The pupils' main focus from the beginning was working within their local community (neighbourhood). They chose a topic based on a short and simple local diagnosis of needs. Afterwards participants invited their neighbours to implement changes and also shown them the results of their work.

Agora Infantil in Andalusia, Spain: Direct municipal democracy interventions with children and adolescents from 10 to 14 years of age were intended to involve them in decisions on issues that affected them and were of interest to them. Meetings were held that allowed interaction with children and adolescents in ways that promoted the generation of social values (care for the environment, prevention of bullying and other discriminatory behaviour, gender equality, etc.).

In Depth:

Participatory Budgeting and Youth Participation in Europe — Partner Country Profiles

In the following section we provide a high level overview of the development of participatory budgeting, and in particular youth participatory budgeting in the countries of the project partners.

Poland

Civic participation has a relatively short history in Poland. The political transformation initiated by the Round Table talks in 1989 and the beginning of democratisation of political life in Poland has brought enormous changes both in the law and in the awareness of Polish people. The growth of local self-government, with many of its own powers and its own budget, became the most serious factor of changes, not least as the local authority had the closest contact with citizens. Public participation, understood as involving residents in the decision-making process between elections, supported by the establishment of non-governmental organisations, has become a fundamental principle of Polish democracy and central to it becoming a modern civil society.

The story of participatory budgeting (PB) in Poland properly began in 2011, initially as a form of village or neighbourhood budget.¹ The participatory budget was initially perceived as a peculiarity, or special case, compared with already known participatory mechanisms such as petitions, referenda or public consultations.

¹ Some commentators believe that the beginning of participatory budgets in Poland was the establishment of village funds in rural areas. These funds are separated from the municipal budget and village residents, at a village assembly, decide about its possible use. It primarily concerns small municipalities in rural areas, and it is optional. For more information, see the act of 21 February 2014 on the village fund (Journal of Laws of the Republic of Poland — Warsaw, March 12, 2014 Item 301, ACT of February 21, 2014 on the Village Fund).



The first largescale participatory budget was organised about that time in the coastal city of Sopot. The initiative was embraced by residents, and especially local activists, who were looking for new solutions when earlier waves of civil dialogue were slowing down. This form of participation quickly became popular in both large and small Polish cities and towns. Participatory budgeting was a new way of increasing residents' interest in their immediate surroundings, but also in the issues of the city's budget².

Initially, at least, participatory budgeting gave citizens a strong sense of empowerment. Municipal governments included the participatory budget in their public relation activities. They promoted it's success through statistics, especially the number of residents voting in BP or the number of submitted projects. Large cities competed to have the highest participation levels. However the structure of the processes for implementing the participatory budget was very diverse. Municipalities had a great deal of freedom in shaping the principles of PB and there were no specific laws relating to the participatory budget. For several years it functioned as one of many forms of public consultation.

However, after several years of discussions on the organisation of participatory budgets several weaknesses of the participatory processes became apparent. Not enough attention was being paid to the stage of deliberation, especially the discussion by inhabitants of their needs. Some groups of residents also did not have equal access, and primary attention was focused on the moment of voting. Ironically, PB was sometimes called a plebiscite or popular vote.

There were also criticisms of the assessment of projects or their substantive benefits. For example, there was a lack of a clear and effective evaluation or, crucially, long delays in the implementation of investments selected by citizens. Last but not least, participatory budgets remained a small part of city budgets. Normally, the amount of money allocated to the proposed projects and the ones selected directly by citizens did not exceed 1% of the total budget in the city. On that scale participatory budgets could not go beyond the safe limits of a marginal but interesting democratic experiment.

From 2018 new regulations on the participatory budget were introduced into the acts (regulations) on municipal, district and voivodeship self-governments. In the largest 66 cities (i.e. cities with poviats rights), implementation of the participatory budget became obligatory. It remained optional at the remaining levels of local government (those known as poviat and voivodeship governments).

In 2018 there were 360 cities in Poland with participatory budgets, including 10 poviats and 5 voivodeships. Together with the village fund (also known as the Solecki Fund) around 70% of local authorities have introduced some forms of the participatory budget so far. The village budget in 2018 was implemented in 1462 municipalities (rural and urban-rural ones), i.e. in 67% of such municipalities.³

Participatory school budgets are still not widespread in Poland. They also do not have a specific legal framework. Therefore, their forms are very diverse, from bottom-up initiatives

2 For more information on the Sopot PB see: <https://participedia.net/case/4237>

3 All figures are taken from 'Participatory Budgeting World 2019' at: <https://www.pbatlas.net>

of students and parents' councils, to school budgets announced and coordinated by local governments. In this situation it is very difficult to estimate the number of such initiatives.⁴

England, Scotland and Wales



The United Kingdom has a long, continuous democratic tradition and is proud of the strength of its representative democracy. However, this can mean that new democratic innovations can struggle in the face of well established democratic norms. Public officials and elected members often question whether change is needed or desirable. However statistics on public opinion show that trust in government is falling, with participation amongst young people, whether in political party membership or through voting, particularly at the local level, now well below levels enjoyed in other countries.⁵

Some significant democratic changes have been happening. One is a process of devolution of powers (for example over Education, Housing, Transport or Social Care) from National towards Sub-National government⁶. This is now well advanced, especially in Scotland, though it is not always a comfortable change. Tensions exist between the UK government, based in London, and the Scottish Government in Edinburgh.

Full Scottish independence and a fracturing of the 'United Kingdom' remains a possibility, especially following the upheavals of 'Brexit'. Alongside that change different democratic cultures have emerged, mirroring wider regional or economic inequalities. Tension in these different cultures is arguably made worse by the much larger size of England within the overall United Kingdom.

This means writing one story for Participatory Budgeting in England, Scotland and Wales is problematic, as its progress has been similarly uneven. Brazilian experiences were the initial inspiration for participatory budgeting in the UK, but this was inevitably altered to match UK realities. During advocacy activity that started around 2000, led by English regional civil society organisations, a model relevant to the UK was well articulated by 2005 and the first experiments were underway. Between 2005 and 2008 there were a small but increasing number of local government led participatory budgeting style processes, generally local in scale and targeted within specific communities.

Most current participatory budgeting activity in England and Wales is a legacy of the first national 'policy wave', which took place between 2008 and 2012⁷. This saw a large increase in the use of, in particular, the 'participatory grant making' model. That is, small scale funds, often at a very local level, for community led projects, delivered by community, voluntary or civil society organisations.

4 For further information see: 1) The Act of 8 March 1990 on local self-government (Journal of Laws 1990, No.16, item 95); 2) The Act of 5 June 1998 on poviats self-government (Journal of Laws 1998, No.91, item 578); 3) The Act of 5 June 1998 on voivodeship self-government (Journal of Laws 1998, No.91, item 576); 4) Journal of Laws of the Republic of Poland — Warsaw, 12 March 2014, item 301.

5 See report of political disengagement at: <https://researchbriefings.files.parliament.uk/documents/CBP-7501/CBP-7501.pdf>

6 See report on devolution policies in the UK: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/770300/IntroductionToDevolution.pdf

7 See an evaluation of the UK national participatory budgeting strategy 2008–2011 at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/6152/19932231.pdf

With austerity policies following the global financial crash the tide turned. Though a small number of local councils and non-governmental actors have continued to use participatory budgeting as an approach to regeneration, consultation and engagement, since 2012 the UK National Government has largely stopped promoting Participatory Budgeting. Conversely, since 2014, arguably because participatory budgeting was abandoned as a core policy in England, it has grown rapidly within Scotland⁸.

This means the scale and innovation of participatory budgeting practice in England and Wales is now lagging behind that of Scotland. However there remains continued interest in the potential of participatory budgeting as a tool for enabling citizen led action, especially in the fields of community entrepreneurship, for stimulating youth engagement, and for climate change related activity. Yet, austerity, the disruptions caused by Brexit, a culture of centralised decision making and more recently the COVID-19 crisis has all crowded out the space for PB to flourish in England and Wales.

The opportunity for participatory budgeting to be focussed towards engaging young people was recognised by PB practitioners and local government from the start. Cities such as Newcastle had well articulated youth participatory budgeting projects as early as 2009. Tower Hamlets Council, in London, innovated a 200,000 Euro school based participatory budget in 2010. In Walsall there was the Everyone Counts project which involved working with around 200 children between the ages of 6–11 years old, through 8 school council's.

In 2011 The Welsh Government funded a significant piece of work developing a Children's Budgeting resource pack, which led to a well structured toolkit for use within schools⁹. But like in England, alongside the ending of central government support for adult participatory budgeting processes, youth participatory budgeting activity in Wales significantly tailed off.

From 2014 the Scottish Government began to take an increasing interest in participatory budgeting, and this has led to some very significant up-scaling and innovation. Such as the 2019 Scottish PB Charter, which defines good practice standards for citizen involvement. This was preceded by a groundbreaking agreement by all 32 local authorities to continue to grow participatory budgeting across Scotland. A number of case studies have been developed for our PB Youth Accelerator programme from youth projects in Glasgow, North Ayrshire or Midlothian, to name just a few of the many that have happened over the last five to six years.

There is a strong emphasis on fostering social inclusion in Scotland. Alongside a wider drive to involve young people in democratic practice is an ongoing interest in the Scottish Government in promoting participatory budgeting in schools. This is part of policies for raising educational attainment of those children facing financial or other educational barriers¹⁰.

Participatory budgeting is just one part of that story of Scottish youth empowerment. Significantly many participatory budgeting processes in Scotland allow youth participation,

8 See the website of Participatory Budgeting Scotland at <https://pbscotland.scot/>

9 See the Welsh Government toolkit at <https://pbnetwork.org.uk/welsh-government-childrens-pb-toolkit/>

10 See national promotion of participatory budgeting in schools in Scotland: <https://education.gov.scot/improvement/learning-resources/participatory-budgeting-in-educational-establishments/>

including in voting, from the ages of seven, ten or 11 years old. Another example of this more progressive approach to youth empowerment is that voting ages in Scottish elections are now from 16, in contrast to 18 years in English or United Kingdom-wide elections. Wales, inspired by Scottish practises, has also moved to lowering voting ages this year (2020) and this will come in with the next round of Welsh elections.

Northern Ireland

Over the last four years PB Works¹¹, a project managed by Community Places¹² and supported by a cross sectoral PB Works Advisory Group, has worked towards raising awareness of and creating an enabling environment for the development of Participatory Budgeting (PB) across the region. This has helped to build the capacity, confidence and competencies of those interested in implementing PB and has increased levels of participation and engagement in a range of local public service areas and community settings. A PBWorks Network has been established with a membership of over 120 organisations and individuals.

While there is no legislative context, policy framework or direct investment to support PB there is a growing enthusiasm and interest in the resource allocation and decision-making process. As a result of the efforts of PBWorks and a number of PB Champions there have been approximately 30 separate PB processes across the region some of which are captured on an online map¹³.

A number of these have been repeat PB processes and three of the PB processes have focused particularly on engaging younger people in decision-making: ‘Youth Leading Change’ in the Newry Mourne and Down District Council area; ‘Forest Big Dish Out’ in Garvagh; and most recently the ‘Youth Making It Happen’ PB process across the Derry City and Strabane District Council area. Interestingly, the Youth Making It Happen process targeted at those aged between 12 and 25 years has been co-designed and delivered with a panel of young people involved at every stage.

The young people on the co-design panel commented on their experience:



We’ve really enjoyed working on the project, we got to choose the themes and were involved in every aspect of the decisions – this has made it more youth centred and the process much more open. The fact that so many people will be involved in making the final decision about who will be funded makes it much more democratic. We’re not making assumptions about what people want, we’re letting them choose and that’s really important.

Participatory Budgeting processes have been delivered and led through strong partnership working, whether through Community Planning Partnerships, Police and Community Safety Partnerships, or Housing Associations and Community Network organisations working with a range of local partners and anchor organisations. This has supported the pooling of resources (money, time, communications, local knowledge, people power) and the sharing

11 See PBWorks website: <http://www.participatorybudgetingworks.org/>

12 See Community Places website: <http://www.communityplaces.info/>

13 See map at: <http://www.participatorybudgetingworks.org/map>

of risks of a process which is relatively new to the region. An emphasis has been placed on developing quality PB which genuinely puts people in the lead in a way that harnesses community energy and resilience; grows confidence and trust; this is particularly relevant in a post-conflict society, and crucially, is tailored to the local context.

To date, participatory grant making processes, where money is spent by and within communities as directed by citizens, have been the dominant form of PB allocation with PB pots ranging from a modest £3,000 to £25,000. There is an ambition to 'scale-up' PB and to connect it to strategic policies and existing mainstream resources.

A Strategic Insight Lab, sponsored by the Department for Communities, was held in November 2019. Over the course of two days participants deliberated on how PB can be developed to help transform and empower people's lives. The process engaged participants in an in-depth and collaborative exploration of the main issues, challenges and opportunities to develop and grow PB across the region. The lab culminated in the identification of 31 recommendations. A working group, led by the Department for Communities in partnership with PBWorks, is currently prioritising these recommendations and preparing an action plan to grow and embed PB with an emphasis on mainstreaming PB.

There are also efforts to embed PB in the delivery of the Northern Ireland Executive's New Decade, New Approach Agreement¹⁴ which provided the basis for the return of devolved government and power sharing in the region in January 2020, after its collapse three years earlier in January 2017. The agreement seeks to transform public service provision and sets out commitments for 'Structured Civic Engagement' to rebuild trust and assist the government in addressing complex policy issues.

As a result of the COVID-19 pandemic several PB processes have been delayed and others have been moved on-line. This poses particular challenges in relation to digital exclusion, given the rural nature of the region. One example of the positive experience of a recent PB process, the 'Armoy Open Pot', found that the community has been able to respond to the COVID-19 crisis more effectively and has become more resilient.

For example, the number of people volunteering in the community had increased dramatically as a result of the 'Open Pot' which renewed relationships, trust and a sense of connection between groups in the village. There has been a healthy and positive discussion on the role which PB can play in responding to the pandemic. Particularly, how it can be used to build on and sustain reinvigorated relationships between the Community and Voluntary Sector and Local and Central Government; rebalance power dynamics; and genuinely empower local communities.


A regional Youth Assembly¹⁵ has been established with young people helping to shape and develop how the Youth Assembly will work, what issues it will deal with, and how. The idea for a Youth Assembly has been in development for some time. The Northern Ireland Assembly has looked at other youth forums and spoken to many people involved in the youth sector and voluntary and community groups about how it will work and how to get

14 See report at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/856998/2020-01-08_a_new_decade__a_new_approach.pdf

15 See video at: <https://vimeo.com/440020730>


younger people involved. The Youth Assembly will provide young people with direct access to the decision-makers at the core of democracy.

The Assembly Commission asserts:

 *Everyone should have an opportunity to have their say — especially young people. The next generation will be the ones growing up with the laws and policies that are put in place today. The Youth Assembly is not only a way for young people to help shape legislation and discuss issues that are important to them, but it will also be a mechanism for them to affect change.*¹⁶

The core age range of the members will be 13 to 17, but there will be an upper age limit of 21 to ensure diverse representation. The Youth Assembly will have 90 members, the same as the NI Assembly. 54 of whom will be drawn from the NI Assembly constituencies and 36 from specific sections of the community. It will hold committee meetings to deal with specific issues, sessions will be presided over by the Speaker, and debates are likely to take place in the Assembly Chamber in Parliament Buildings.

The NI Commissioner for Children and Young People¹⁷, Koulla Yiasouma, has encouraged young people to get involved and noted that it is:

 *A step forward for the rights of children and young people in Northern Ireland. The voice and experiences of children and young people are essential for good decision making for any legislative body. Young people under the age of 18 do not have the vote and therefore it is important their assembly finds alternative ways to hear their views on the issues that are important to them.*¹⁸

Spain

Over the last two decades Spanish governments have carried out numerous initiatives to improve in particular the adoption of digital solutions for efficient delivery of public services, to modernise its administration, to improve the disclosure of public information and promote citizens' participation. Towards supporting these goals from 2011 the Spanish Central Government has participated in the Open Government Alliance (Open Government Partnership). This highlights the strong commitment of Spain to the values fostered by this multinational initiative. Spanish strategic plans intend to make governments more transparent and accountable, and improve its capacity to respond to citizens' demands. One of its main objectives is the promotion, strengthening and improvement of public management through citizens' participation in decision-making, in order to achieve better results and a higher quality of democracy¹⁹.

Evidence of this commitment is shown in the way Spanish governments have carried out deep reforms of public administration in order to include and implement new technological

¹⁶ See: <http://www.niassembly.gov.uk/visit-and-learning/youth-assembly-2020/>

¹⁷ See: <https://www.niccy.org/>

¹⁸ See news report at: <https://www.bbc.co.uk/news/uk-northern-ireland-53500903>

¹⁹ See the Spanish Strategic Open Government Plan 2020–2022. Available at: https://www.transparencia.gob.es/transparencia/transparencia_Home/index/Gobierno-abierto/ivPlanAccion.html

advances. These include the ‘Plan Info XXI (2001–2004)’, ‘España.es (2004–2005)’, the ‘Plan Avanza I (2006–2010)’²⁰, within the ‘Plan Avanza 2 (2011–2015)’²¹, the ‘Electronic Administration Action Plan (2016–2020)’ and the current ‘Digital Agenda Plan 2030’²². These have made the delivery of online public services happen in a more efficient way, lead towards the generation of a more legitimate public debate by encouraging citizens’ participation in policy making, as well as offering more transparent access to a greater amount of information.

However, these policy initiatives have not always had the regulatory or governance reforms needed to support or reinforce the state government’s commitment to citizens. Looking for specific legislation we can only find ‘Law 19/2013, 9th December, on Transparency, Access to Public Information and Good Governance’²³. Additionally there is a Transparency Web Portal (www.transparencia.gob.es), where citizens can have access to Spanish municipalities’ public economic and financial statements. At least at the national level, therefore, the efforts made have been aimed at improving access to information. Yet little has been done to comprehensively promote the participation of citizens in public affairs within all contexts.

To find more ambitious initiatives in terms of citizen participation, we need to explore regional regulations. Within this country report we focus particularly on the region of Andalusia. It is the most populated autonomous community in Spain, with almost nine million citizens, representing almost 18% of the Spanish population and almost 10% of all Spanish municipalities. Though not one of the pioneering laws, the ‘Law 7/2017, 27th December, on Citizen Participation of Andalusia’²⁴, approved by the Regional Parliament, is one of the most recent, complete and ambitious in its scope and detail within Spain.

These policies aim to develop the processes, practises and instruments of participatory democracy in ways that complement representative democracy. It also establishes permanent channels of interaction between government and citizens. The citizens’ participation law is framed and sits within the existing powers included in the Statute of Autonomy of Andalusia (article 78), which regulates popular consultations (‘consultas populares’), both at the regional and local level.

Decades ago forward-thinking municipalities in Andalusia were among the first in implementing participatory budgeting for improving public management. Even before laws were passed to reform democratic practice, we can find some innovative PB initiatives. For instance in Peligros, Mijas, Línea de la Concepción and Alcalá la Real, to name a few.²⁵ Some of these municipalities have also included young people within their projects in order to further promote democratic values.

20 See the Spanish Plan Avanza (2006–2010). Available at: https://avancedigital.gob.es/programas-avance-digital/DescargasPlanesAvanza/Plan%20Avanza/plan_avanza-Documento_completo.pdf

21 See the Spanish Plan Avanza 2 (2011–2015). Available at: <https://avancedigital.gob.es/programas-avance-digital/DescargasPlanesAvanza/Planes%20Avanza%202%20y%20su%20estrategia/Estrategia%20Avanza2.pdf>

22 See the Spanish Digital Agenda Plan 2030. Available at: https://avancedigital.gob.es/programas-avance-digital/agenda-digital/DescargasAgendaDigital/Planes%20espec%3%ADficos/Plan-ADpE-0_Planes-Especificos-ADpE.pdf

23 See Law 19/2013 on Transparency, Access to Public Information and Good Governance. Available at: <https://www.boe.es/buscar/act.php?id=BOE-A-2013-12887>

24 See the Andalusian Law 7/2017, of December 27, on Citizen Participation of Andalusia. Available at: <https://www.juntadeandalucia.es/boja/2018/4/1>

25 You can find more information about Participatory Budget andalusian initiatives in: <https://laboratorio717.org/>

The Andalusian Law establishes that local entities may initiate participation processes, such as participatory budgeting, in order to incorporate citizens' preferences within certain aspects of their budgets. The purpose of these processes is that the funding is allocated and spent according to the priorities, opinions, criteria and issues that matter to citizens.

It also establishes that the Regional government can and should collaborate with local entities in the promotion of their participatory budgeting projects, through things like positive action, information, training and awareness raising, as well as promoting and disseminating participatory budgeting principles of universality and self-regulation. In relation to children and young people, one of the objectives of the Law is to spread a culture of participation; raising awareness of and offering training upon the right to participate from childhood.

Towards these aims the law establishes that: a) citizen participation in the educational system will be encouraged at all levels, and b) child participation will be promoted through the setting up of participation bodies made up of boys and girls.

In relation to consultations, all citizens over 16 years of age who are from Andalusia, and in addition immigrants who reside in Andalusia, may participate. When it concerns issues related to children and their rights there is no lower age limit.

In relation to schools and other educational institutions Article 55 indicates: Within the framework of the participation channels established for the educational community in its applicable regulations, the Administration of the Junta de Andalucía will promote the culture of citizen participation and participatory democracy in educational centres through school councils, as well as the development of democratic values and participation in students, favouring interaction between citizens and public institutions and strengthening civic awareness.

More information about this process can be found at the Laboratory 717²⁶ for Participation and Democratic Innovation of Andalusia, a project developed by the regional government (Junta de Andalucía) and the University of Granada, to promote and analyse citizens' participation within the region.

Although this Law has not been fully implemented yet, it establishes the current regulatory framework for some of the initiatives that took place in Andalusia included in this toolkit, such as Agora Infantil (Málaga) or Peligros City Council (Granada).

26 See: <https://laboratorio717.org/>

In Depth:

Blogs and articles

Evolutions in youth participation in Europe

Written by Jez Hall, Shared Future CIC, for the Youth PB accelerator programme, March 2021

The role of young people as independent actors in their own right, able to define and become architects of their future has changed over the years. In thinking this through, from an adult perspective, we might look back and reflect on how the concept of youth participation has evolved over the decades since the student led protest movements of the 1960s and the first Summer of Love¹. Much has changed.

The most obvious change has been a shift from a world where children were seen as naturally the subjects of adult power² to more empowering ideas of youth autonomy, leadership and agency.

It is also here we enter into the territory of youth culture and youth voice, of rights and freedoms, and even rebellion. This article considers the evolution of youth participation.

Family and School: Institutions that form the child.

There are two fundamental institutions, structured largely by adults, which we need to acknowledge. Firstly, the family, with its 'natural' hierarchies³ and roles. Where parents first create children and, hopefully, nurture them, love them, and raise them well, while also imposing limits upon them by shaping them in their own image⁴.

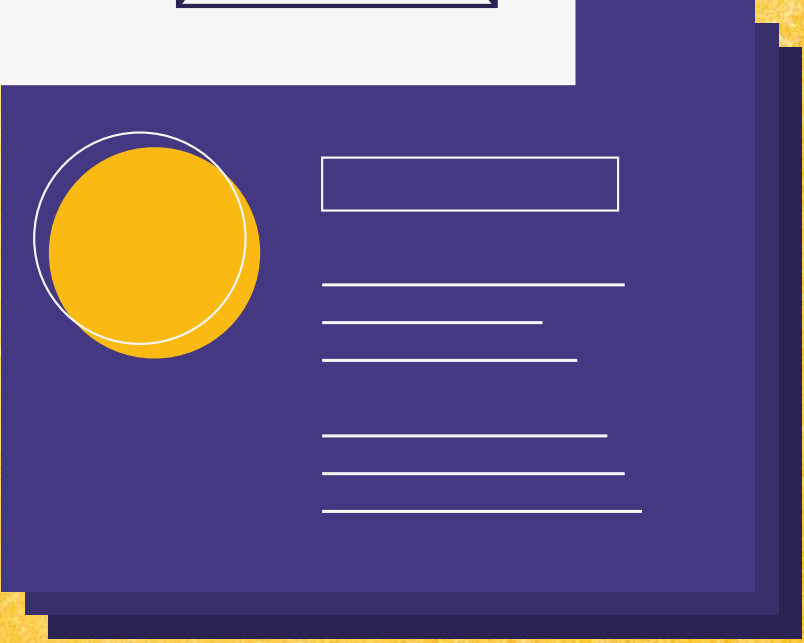
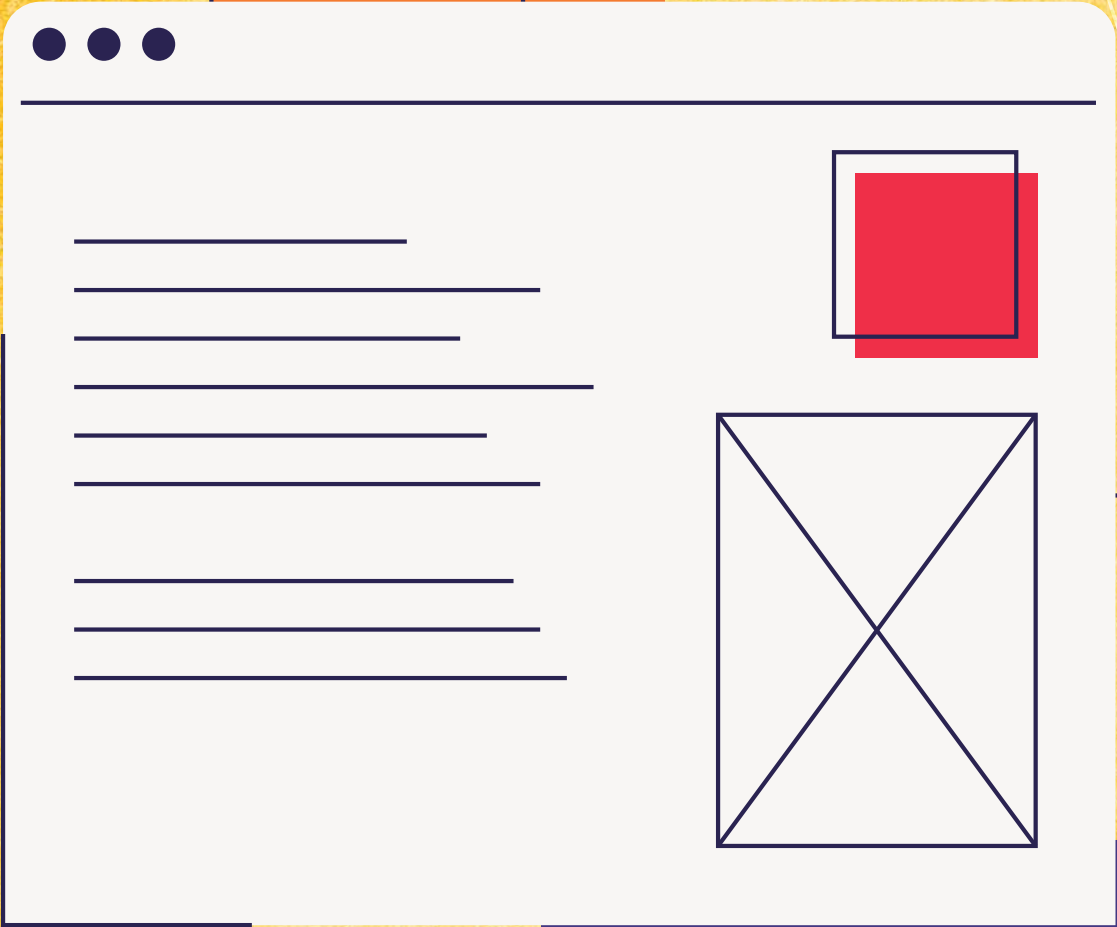
The other great institution within young people's lives are their schools. Education is rightly seen as an essential pathway towards independence, economic benefits and maturity. But arguably there are two fundamentally different forms of pedagogy that inform how they

1 See: <https://news.stanford.edu/2017/07/23/1967-year-summer-love-stanford/>

2 See: <https://www.nature.com/articles/s41599-019-0259-0>

3 See: <https://www.healthychildren.org/English/family-life/family-dynamics/Pages/Roles-Within-the-Family.aspx>

4 See Poem by Phillip Larkin: <https://www.poetryfoundation.org/poems/48419/this-be-the-verse>



operate. One which might be crudely called the ‘banking model’⁵, where schools fill young people with useful knowledge, get them to practice in order to pass exams and along the way shape ‘school appropriate’ behaviours.

On the other hand, in the ‘Pedagogy of the Oppressed’⁶, the famous Brazilian thinker Paolo Freire argued that schools should become spaces for liberation through problem posing⁷. The impact of Freirean ideas on education has been profound, but not universal. Few schools teach radical liberation. However, could participatory budgeting reflect a more empowering approach to education? After all, it is a problem posing process of spending real money, where children and young people can exercise responsibility, and shape their learning based upon principles of the rights of the child⁸.

The concept of an empowering school is not a new one. The Scottish Improvement Hub uses a model⁹ which shows how many sectors need to work together to improve children and young people’s outcomes. Education and growth is about more than teachers. However progress towards liberated, empowered education is not always easy, as identified by Tony Lawson, a senior lecturer in Education in a 2011 article:

Government educational policy increasingly has defined the structural contexts of education, the content of the curriculum and the practices of pedagogies in the classroom.¹⁰

Informal Education and Youth Work

In the previous section we looked at how institutions shape children, and whether education might evolve to be more empowering through taking a problem posing and solving approach such as participatory budgeting. The problem in this case being how to share out limited resources fairly and effectively.

In less formal settings we have seen a matching evolution in ‘youth work’. This often started with faith-based positive activities for young people¹¹, but it has evolved a rights-based approach in recent years. We owe a significant debt in this transition to the Ladder of Participation¹², first identified by Sherry Arnstein.

In Roger Hart’s 1992 youth ‘ladder of participation’¹³:



The bottom three rungs, which are labelled as manipulation, decoration and tokenism, are identified as ‘non-participation’.

The top five rungs... represent the higher and presumably more desirable levels of participation (from Cahill and Dadvand 2018)¹⁴

5 See: <https://helpfulprofessor.com/banking-model/>

6 See: https://commons.princeton.edu/inclusivepedagogy/wp-content/uploads/sites/17/2016/07/freire_pedagogy_of_the_oppressed_ch2-3.pdf

7 See: https://www.researchgate.net/publication/234745782_Problem_Posing_in_Teacher_Education_A_Freirian_Approach

8 See: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

9 See: <https://education.gov.scot/improvement/learning-resources/an-empowered-system>

10 See: <https://journals.sagepub.com/doi/10.2304/power.2011.3.2.89>

11 See: <https://infed.org/mobi/what-is-youth-work-exploring-the-history-theory-and-practice-of-work-with-young-people/>

12 See: <https://www.citizenshandbook.org/arnsteinsladder.html>

13 See: https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf

14 See: <https://ideas.repec.org/a/eee/cysrev/v95y2018icp243-253.html>

Whilst not meant to offer a route-map, but rather stimulate dialogue on the possibility of youth-led action, it spurred others to propose new models. Less hierarchical models considered domains or ‘degrees of participation’¹⁵. Linking together participation with empowerment led others to talk of ‘pathways to participation’¹⁶.

The conceptualisation continues, with an increasing focus on the mutual benefits to both adults and young people through shared control¹⁷, (rather than conceiving power as being handed from one to the other.) Leading finally towards a ‘pedagogical political participation’¹⁸ model, where decision making power is progressively handed over to young people’s independent control. Cahill’s paper¹⁹ on reconceptualising youth participation goes into all these in greater depth.

Questions remain, some already identified by Paulo Freire: does participation, as a planned process, always lead to better outcomes? Will social justice be the inevitable result of participation? Might ‘empowering’ young people through their participation simply reproduce existing cultural, economic or social inequality?

These questions are relevant to the Youth PB accelerator project. We believe that PB is a useful approach to talking about agency, voice and empowerment in PB. But that any PB process needs to be based in values, youth rights and in good practice.

Nevertheless, whether adults like it or not, young people are taking the initiative, in formal ways, supported by adults, or sometimes on their own initiative.

In the next section on the evolution of youth empowerment we look at a body of practices, which range from direct democracy to structured forms of deliberation, before finishing this article by linking back into participatory budgeting.

Direct Democracy: A dangerous tool in the hands of young people?

What happens when young people act themselves, such as in the school strikes for climate? Frustrated by the slow pace of adult action on the emergency of climate change Greta Thunberg’s now famous school strike for climate²⁰ has spawned a wave of similar actions by young people. Some adults contest that Thunberg has been manipulated²¹ into becoming a symbol within a wider climate activism movement. That probably does the impact of seeing other young people in active ‘rebellion’ less credit than it deserves. In an opinion piece by two UK academics in the Guardian newspaper the writers say:



*We risk losing credibility with young people if we cannot take action in support of the defining cause of their generation.*²²

15 See: https://www.researchgate.net/figure/Treseders-1997-Degrees-of-Participation-Save-the-Children_fig2_321783095

16 See: <https://myd.govt.nz/documents/engagement/shier.pdf>

17 See: https://www.researchgate.net/publication/44674474_A_Typology_of_Youth_Participation_and_Empowerment_for_Child_and_Adolescent_Health_Promotion

18 See: <https://www.tandfonline.com/doi/abs/10.1080/13676261.2017.1333583?journalCode=cjys20>

19 See: <https://ideas.repec.org/a/eee/cysrev/v95y2018icp243-253.html>

20 See: <https://phys.org/news/2019-09-hundreds-thousands-children-climate.html>

21 See: <https://www.businessinsider.com/vladimir-putin-suggests-greta-thunberg-is-being-manipulated-2019-10?r=US&IR=T>

22 See: <https://www.theguardian.com/commentisfree/2019/aug/30/climate-strike-teachers-students-greta-thunberg>

In the USA data shows that by 2018 young people aged 18–24 are three times as likely to have attended a demonstration or public march than in 2016²³. Similar increases in the use of e-petition websites by young people have been seen. Social media and the internet has changed how young people engage with democracy. The role of social media, whilst sometimes a concern in the way it amplifies ‘fake news’ and creates echo chambers has undoubtedly replaced more formal spaces for democratic youth engagement²⁴.



Social media especially allows for young people to easily support, promote, and engage in causes of interest.

This quote, from the US-based Centre for Information and Research on Civic Learning & Engagement²⁵, which focuses on democratic youth engagement, shows the global impact of new civic spaces, where young people take part in civic and democratic life.

Despite COVID-19, the 2020 #BlackLivesMatter demonstrations swept across the globe, and looking further back the Arab Spring has been credited as the first globalised demonstration orchestrated on social media, with hackers playing a crucial role in keeping open online connections. In a 2011 report from the University of Washington, during the week before Egyptian president Hosni Mubarak’s resignation the total rate of tweets from Egypt — and around the world — about political change in that country ballooned from 2,300 a day to 230,000 a day²⁶.

Whilst direct action doesn’t always lead to positive regime change, what is true is that a representative democratic culture no longer inspires young people. The internet has played a significant role in that, as it means young people become exposed to its ever more diverse messages, and sense their own agency through identifying with role models and influencers.

Next we look at more structured (and often more democratic) methods of youth engagement, linking them back to our work on participatory budgeting.

Innovative models of youth engagement in Europe and beyond.

We have looked briefly at formal educational settings, informal youth work and direct democracy. In this section we look at how democracy, problem solving approaches and youth empowerment has crossed over before finally considering their links with participatory budgeting.

Participation 2.0:

Over 60 different models of participation, both adult and youth focussed, spanning some 30 years or more, was outlined in a recent blog by Sally Hussey²⁷. One model particular to youth

23 See: <https://circle.tufts.edu/latest-research/so-much-slacktivism-youth-translate-online-engagement-offline-political-action>

24 See: <https://edu.gcfglobal.org/en/digital-media-literacy/what-is-an-echo-chamber/1/>

25 See: <https://circle.tufts.edu/>

26 See: <https://www.washington.edu/news/2011/09/12/new-study-quantifies-use-of-social-media-in-arab-spring/>

27 See: <https://www.bangthetable.com/blog/international-public-participation-models/>

work that is getting increased interest, particularly in a European context, are initiatives that bring young people from different contexts together to talk through common challenges and see themselves as ‘citizens in common’ with others. Many are being funded by the European Union, or run through various foundations. One such example being ‘Turn On Youth Participation 2.0’. In one of their blogs they say:



A young person, participating in youth associations of any kind, in groups, learns skills and assumes responsibilities that will be useful for their future and for the development of the community in which they live.²⁸

As far back as 2001 the European Commission White Paper on Youth²⁹ was promoting the concept of ‘No Democracy without Participation.’ Intercultural learning and the promotion of ‘Youth in Action’ were central to many policies and funding streams, especially for linking core European countries (where a democratic culture was perceived to be strong) with newer member states of the EU).

Hackathons and collaborative design.

Design sprints, or other short energetic processes to solve problems, have become common. Often taking inspiration from concepts of business entrepreneurship and computer programming, people are forming teams to address issues in a collaborative way. Enabled by new digital connections, and situated within the COVID-19 pandemic a wide range of hackathons are listed on the EU-sponsored Digital Response to COVID-19 website³⁰.

Within school settings, especially to develop science and technology skills, hackathons have become increasingly commonplace, with a well structured format, and games, tools and resources such as on the ‘hackathon for schools’ website from the UK.³¹

The principle being to build upon the interests that young people already have, and let their desire to explore lead their learning through problem posing, rather than communicate knowledge from teachers in a ‘banking’ model of education critiqued by Paolo Freire.

Legislative Theatre for creative learning

Alongside a whole range of creative approaches to involving young people, as part of our project we connected to Legislative Theatre. Though not directly participatory budgeting it is a complementary practice, one significantly also rooted in the homeland of Paolo Freire, as it evolved directly from the work of Augusto Boal’s Theatre of the Oppressed.

Pioneered by practitioners such as Katy Rubin, who founded TONYC’s legislative theatre method,³² it is increasingly being used in Europe and beyond. In our project we had the privilege to host a Legislative Theatre workshop delivered by Katy Rubin.³³

28 See: <https://toyp2.home.blog/>

29 See: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3Ac11055>

30 See: <https://joinup.ec.europa.eu/collection/digital-response-covid-19/hackathons-and-events#Hackathons>

31 See: <https://www.hackathonsforschools.com/resources/>

32 See: <https://www.tonyc.nyc/legislativetheatre>

33 See: <https://sharedfuturecic.org.uk/wp-content/uploads/2020/08/PB-Youth-Legislative-Theatre-Zoom-meeting-report-web.pdf>

The use of creative methodologies like these, using theatre or other creative learning approaches³⁴ and the use of informed deliberation has much to offer young people.

Deliberative policy making

In 2019 over 150 young people in Ireland held a youth assembly on climate change³⁵, which met in the Irish national parliament's debating chamber. In Australia in 2021 there will be a youth climate assembly aiming to take the voice of young people to the COP26 International Climate Conference in Glasgow. On a global scale there is a plan for a 1000 strong citizens' assembly to focus attention on climate change aimed at the same conference³⁶.

Globally, 16% of the world population is aged between 15 and 24³⁷. This represents a huge untapped resource. In a global citizens assembly of 1000 people the use of sortition³⁸ guarantees at least 160 of those participants will be in the 15–24 age group.

As long ago as 2014 the Youth Parliament of Belgium proposed sortition as an effective democratic innovation³⁹. Through Sortition, a method for ensuring diversity of participation, which sits at the heart of deliberative processes like citizens' assemblies, the voice of young people can be guaranteed.

In our final blog we will link these themes back into our work in the PB youth Accelerator project.

Accelerating youth participation through participatory budgeting?

Left to choose themselves, young people in Europe want to participate⁴⁰. Many tools for youth participation already exist. We have looked at formal education and different models of pedagogy, at youth work in communities and the impact of youth led direct democracy, including the issues around leveraging social media in positive ways. In our most recent section we looked at approaches such as hackathons, cultural exchanges and sortition as means to promote the rights (and the responsibilities) of young people.

These techniques offer educators and youth workers ways to help young people shape and influence their world, their future lives, their school, neighbourhood or city. Young people don't perceive themselves as just being future citizens. Arguably that is simply what adults tell them they are, as a way to put off the full potential of youth power to another later time.

In fact, in light of the way young people are engaging in direct democracy, the challenge may better be framed as:



to bring greater impact, how might we help young people channel their appetite for participation?

34 See: <https://www.internationalschoolsearch.com/news/a-creative-approach-to-learning>

35 See: <https://www.bbc.co.uk/news/world-europe-50434646>

36 See: <https://www.globalcitizen.org/en/content/global-assembly-cop26/>

37 See: https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2019/08/WYP2019_10-Key-Messages_GZ_8AUG19.pdf

38 See: <https://participedia.net/method/5507>

39 See: <https://equalitybylot.com/2014/01/09/the-youth-parliament-of-belgium-proposes-sortition-based-government/>

40 See: <https://www.caritas.eu/young-people-are-the-future-of-europe/>

Impact, in this case, means deploying types of participation and learning that lead to lasting change, to the benefit of young people and wider society.

Participatory Budgeting, and in particular its use in schools and within informal youth work settings, offers a way for young people to express their citizenship and gain greater access to real resources and real power.

As former Vancouver chief city planner Brent Toderian⁴¹ once commented on Twitter:



Remember, the truth about a city's aspirations isn't found in its vision. It's found in its budget.

Replace the word 'city' with 'school' or 'community', and we see how money matters, whatever the setting. Participatory budgeting's unique focus on democratic resource distribution ensures that, when placed in both formal or informal spaces used by young people, and when structured to enable their participation and learning, the decisions are youth-led and impactful. This is demonstrated in our many Youth PB case studies.

Combining participatory budgeting with other processes, such as legislative theatre, or deliberative citizen assemblies, can add additional legitimacy and depth to the work of educators and youth workers, and enable more young people to find the power that comes from hearing the echo of their own voice.

⁴¹ See: <http://www.toderianurbanworks.com/brent/>

Civic Youth Empowerment in the UK: Trends and Contradictions

An interview with Antonia Dixey, by Jez Hall, Shared Future CIC

What is the characteristic of civic involvement of young people in the UK?

It's a really big question and trying to put all young people into the same bracket is problematic. You have many youth subcultures who would tell you very many different things. We must explore issues of disadvantage and make civic engagement accessible to all regardless of race, gender, age, sexuality, faith, and every other protected characteristic. Helping those young people who would not normally access programmes of civic engagement.

But there is a perception problem. Young people wouldn't generally think about volunteering or social action, or having power to change things, as that is not in their reality. Adults struggle to see that. If we want to help young people understand that adults do really want to listen, to learn and improve things 'with' young people, we need to recognise adults don't always know the right questions to ask. Many adults don't have the time, resources, and frankly the love for youth involvement. It's a topic nearly always being negatively framed as a struggle over power. Adults recognise involvement takes away adult power and they don't really like that.

Young people will often tell me, 'I get listened to, but it's a bit hit and miss', or 'it's taking too long, and by that time, I have moved onto the next thing'. To come back full circle, it's about reducing inaccessibility or rather, improving access. Improving understanding that involvement brings value on both sides. And we must keep it fun, for adults too. From that enjoyment comes understanding that listening to and sharing a 'growth mindset'¹ with young people, and embracing change, is only going to strengthen an organisation. To bring young people with you can only be a good thing.

Too often it is still a bolt on. Young people are not being involved in design from the outset. We work from the basis of involving young people in an existing structure, rather than making young people core to the design of the structure. Until the 'bolt on' mindset changes we won't progress. We see lots of youth advisory panels, lots of empowerment boards, often using new names for old approaches, simply to gain momentum and interest.

For example, involving young people in grant making was encouraged by the national government through the youth opportunity fund a few years ago; now young people are being asked for their opinion on larger budget expenditures. As such, we need to reframe civic or youth engagement as co-production. That is the direction of travel for any service user, in any service, regardless of age; recognising that good involvement includes co-design from the start and leads to better outcomes and better products, whether that is a private business or a public service.

1 See: <http://www.centreforconfidence.co.uk/flourishing-lives-young-people.php?pid=541>

How is our commitment to youth involvement changing? As we continue our democratic journey, what might it look like in the near future?

Young people's civic engagement models normally fit into structures adults feel comfortable with, whether that's school councils, or indeed using voting. Young people are starting to challenge that approach. Young people are raising their voices in the face of visible injustice. Saying that 'this is not ok anymore'. Over the last few years, within the US particularly, when facing injustice, they took on every single tool for social change action, whether using social media, raising letter writing campaigns, all sorts of youth led direct action. That culture of direct action, exemplified in #Blacklivesmatter, jumps geographies quickly. Our politics are changing, and that change is infectious. Young people are motivators and inspire other young people.

But too often that motivating energy comes from a place of anger. And that is my fear. There is a rich dialogue about injustice that you can shout about. But shouting is not always the best way to bring people with you. Adults don't want to hear young people being angry. They want to hear a solution. To recognise young people are embracing their adult reality, and perhaps seeing things through different lenses.

We are moving to a new age of thematic-, cause- and issue-based politics. That is replacing old-style party allegiances and ballot boxes. Change will take time, but inspiration for young people is coming from other young people, from other parts of the world. Their conversations have become globalised. Young people are already immersed in that process and don't see it as something different. And in turn that is scary for adults, who haven't caught up with that deep culture shift.

Young people are learning how to embrace their anger as a positive and they are now influencing how adults also might do that. Emotional responses really matter in civic life and social action. It's a case of heart over head. Professionals like me, whether youth workers or educators, and adults more widely, have to grasp how to work with youth anger. Listen to it, and through that find ways to effect change, rather than find blame or see negativity.

The things that young people see, that adults don't see, are an opportunity for an adult to learn and grow within. But unless that is accepted there will always be a battle. Young people feel frustrated they are not being heard, and seeking ways to communicate that frustration. Doing things that are challenging, that says, 'I will go out there, and show you something that you will see, to make you listen to me.'

In what ways are structures changing? For example, schools are a big focus of this project, especially school-based participatory budgeting. Have schools caught up with these shifts in youth culture?

Will schools embrace PB? Let's turn your question on its head. If a young person were to design a school, what would they design? I don't think it would be what we have now, and that excites me. If we gave them options to explore different ways of working, or of education, different ways to learn, I don't think they would choose the options they are being given currently.

I don't think professionals who are trained and supported to run adult-led systems, and that means schools, find it easy to be open to that sort of change. So I wonder if that

culture change is a conversation that needs to be had first. We are adults though, we have gone through a lot and learnt from our experiences to make our own informed choices. So we have to ask ourselves how we can support young people to learn, explore and make informed choices too. But we are inevitably seeing the issue through an adult's lens.

I don't want to say it's not possible, but unless some deeply co-productive conversations take place before a school-based PB is instituted, I'm not sure how many schools will be really open to embracing PB, in the sort of empowering ways that young people might want it to be. You would need the right leadership, at the right time, and for it to be as simple as possible for everyone to understand the journey or endgame. Indeed, PB is a very different culture, a process or journey to take together. It may not have an endgame!

Do you see any global trends in the formation of youth activism? What are the things ahead that are inspiring you? How are young people and professionals responding to the opportunities and challenges ahead?

I see young people standing up, having a voice. But I also see that there are so many voices and so many ways to form a view and express yourself. I am really excited about how young people are embracing change, sharing their views, without it having to be teacher or facilitator led, such as by using creative media to explore ideas. The arts and media sector have a lot of scope to play a role in this space.

I also see, as a professional, some challenges around safety and safeguarding. If I were 15 again I think my childhood would be very different. I would be a different person now. Change is happening so quickly for young people, and to be honest they are the only ones able to keep up with it, because they have been brought up within it. There is a real opportunity for adults to better understand the systems and processes that young people use to inform themselves, to listen to lots of voices, and shape their opinions. That is really exciting for me, as an educator and a facilitator.

But, I don't think it is necessarily that much different or challenging from ten years ago. It's just showing up differently. I think young people face the same challenges they always did, but the ways they can address those are different and digital. For example, I know a 13 year old. His parent was shielding due to COVID-19, so he had to wear a mask at school. His friends didn't obey the rules. He hated that, but the parent was poorly, so he had to. But he also wanted to be like his friends. So rightly or wrongly, legally or illegally, he expressed that frustration and tension on social media. He found a voice with his peers, and ways to help them come on his journey, with him. Sharing that there are bigger things that explain why I am behaving the way I am.

This brings new risks and new opportunities. Issues of safety, privacy and self image are a concern for me. Online technology allows young people to manipulate their image, their voice, their identity, but that means reality can quickly go out the window. It is often too late when professionals find that out. Two weeks ago a young person committed suicide online, and that went round social media globally like wildfire. As soon as you say don't watch it, everyone wants to. That same week it formed a massive topic of conversation across all the youth forums we run. We have to adapt much faster than we used to for young people to have the open and inclusive conversations that they need.

We now use Laura Lundy's model of youth participation². When things go wrong in a project we or a client runs, we use Lundy's checklist; for example, 'have you given young people an open and inclusive space?' We often find the reasons for project failure are within adult designed systems trying to fit young people's needs. We use this insight to talk through why something failed or didn't go the way you wanted it to. Or if you ask 'have young people been proactively recruited?' and we have to admit we just sent one email out, it becomes simpler to start to understand how it is possible to be more open, and move away from a hierarchical structure. As professionals, we need to ask those big questions about ourselves.



Antonia Dixey is the Founder and CEO of Participation People, based in the UK. She has facilitated, managed and engaged with young people on many youth engagement projects in the UK, Armenia, Canada, South Africa and South America. Participation People exist to inspire youth-led, positive, systemic societal change. Since 2010 they have supported partners in a range of different sectors to unlock the value of youth participation. These include Local Authorities, Education and learning establishments, Housing and Supported Housing providers, Voluntary and Community Sector organisations or Private businesses and corporate partners. Antonia's vision is for every single child and young person to have a voice, and for them to be listened to and have their views acted upon. Participation People can be contacted through their website: <https://participationpeople.com> ↗

² See: https://ec.europa.eu/info/sites/info/files/lundy_model_of_participation.pdf

Youth Civic Engagement in Poland

An interview with Grzegorz Całek, by Katarzyna Sztop-Rutkowska, SocLab Foundation

What is the specificity of young people's civic engagement in Poland? Who gets involved and why? What are the most common actions taken by young people? What fascinates them in civic activities and what discourages them? What role do digital technologies play in their engagement? Does the young generation get involved differently than the elderly generation?

First of all, it should be stressed that it is not the case that — as you often can hear in the media or hear out of an older generation's mouth — young people think only about themselves and that they are not involved in social activities. Young people are willing to get involved, but the way they get involved in various initiatives is different from elderly people's commitment.

However, this difference is not due to the fact that young people are inferior, less interested in the world around them, less empathic, etc. These differences are attributable mainly to the age difference, thus another way of looking at life. Nevertheless, the mechanism is actually the same — this commitment must give me something, I must have some benefits of it. It is very human, so I do not see anything wrong with it. I believe that you cannot expect from anyone, especially from a very young person, altruism in a pure, perfect and therefore unrealistic form.

So what does social or civic commitment offer young people? What encourages them to act? There are many such motivators. They can be very practical incentives such as gaining a new experience, learning something new, and even getting an important entry in the future CV. However, other young people take part in civic activities because they want to be in a group, they want to feel useful and appreciated, because this activity makes them feel satisfied. Others want to change the world, they want to do something useful and good, and they find themselves working for the good of other people.

Regardless of what motivates an individual young person, there is something in common — seeing the point of actions, this is a specific, precisely defined objective which is motivating, 'fascinating', and, I think, it is particularly important in involving young people. This can be seen clearly when we observe various initiatives that perfectly involve children and youth. The aim is something magical, in the actions of a great scouting team, in the finals of the Great Orchestra of Christmas Charity, but also in activities initiated by fantastic, charismatic teachers, although a school often does not seem to be the best place to activate children or youth. This is obviously a mistake.

We have to admit that great missionary teachers have the greatest influence on the youth commitment in the school environment, on the other hand the education system itself spoils the effect of their excellent work. I think, here, about attempts to standardise the student activity at school, that is, to formalise something which, in my opinion, should be natural, spontaneous and bottom-up. I do not think it is a good idea to present students' commitment in marks (for example, from citizenship education). It is even worse to create

school voluntary clubs, built on the basis of forcing students to be active (because if not, they will have a poorer grade from the subject taught by a teacher — the supervisor of the club).

However, the system of additional points awarded for social commitment is the worst. That is presented at the school certificate and is of great importance in the recruitment process to secondary school. Many years of this system have contributed to numerous pathologies, the largest of which is ‘buying’ certificates of volunteering in some associations or foundations. This is not the right way to activate young people!

What is the role of school participatory budgeting? What impact can the implementation of the participatory budget at school have on young people? What should we pay special attention to in its preparation and implementation?

In my opinion school participatory budgeting is a great idea. A few years ago, when I started with this idea in several places in Poland, I was afraid it wouldn't succeed. But it was successful. Above all, it was true what I said earlier, that young people need a specific aim in their actions. They need to see that they do something useful which their school or their closest surroundings will benefit from — they hate doing ‘art for art's sake’ — something which is for show and which does not fascinate them. So the most important conclusion is that: pupils must decide for themselves what they want to do — only such an aim fulfils the conditions I mentioned earlier. However, I have to say that adults — directors, teachers, parents — are the greatest obstacle here, because we often tend to ‘know better’ or impose our opinions on young people. It is not possible to implement participatory budgeting at school in that way, it has to be an independent decision of young people.

It is worthwhile for teachers and parents to understand how many benefits implementing projects within the school participatory budgeting provides to young people. After all, it is a great opportunity to learn how to work in a group (both successes and failures during teamwork are good lessons), it is also an excellent chance to understand the philosophy of project thinking and practise the whole process of drafting the project from a needs analysis through planning and budgeting to evaluation. Finally, it is a great skill to prepare projects within the participatory budgets in cities where projects can also be submitted by teenagers.



Grzegorz Catek — is a director of the Institute of Non-Governmental Initiatives where for 15 years he has been running projects which develop various forms of social activities as well as he is the president of the Polish Association of Asperger. He deals with studying parents' subjectivity at a Polish school and disability (currently as a PhD student in the Institute of Applied Social Sciences at the University of Warsaw). He is the author of several hundreds of articles and over a dozen books, inter alia ‘Student Budgeting. A new way of activating students and parents’ councils’

In Depth:

Design Thinking



Written by Esteban Romero Frias, Medialab UGR

Design Thinking (DT) is a creative approach for solving open and complex problems, applicable to any field. Due to its flexibility and the simplicity it brings when working collectively to find creative solutions it currently receives great attention within business schools, in social innovation centres and in educational settings. It is inspired by the discipline of design, and is an invitation to think like designers.

The approach encourages teamwork in order to develop new ideas in an open and collaborative way. To generate innovative solutions, which address existing problems or challenges, it breaks down preconceived ideas by encouraging cooperation and creativity. In this sense, it is linked to the idea or concept of 'unlearning', an increasingly urgent requirement in our complex and unequal society. The model requires distancing ourselves from our assumptions in order to first analyse them, disassemble them when necessary and then reconstruct them in new ways.

Why can Design Thinking be useful to rethink Participatory Budgeting processes?

Designing a Participatory Budgeting (PB) process can be complex. If it is the first time it is done it is useful to follow what has been learnt within similar contexts. But once it has been experienced in a specific context, it is possible that you will detect your own unique problems to solve or issues to improve, or it is possible that we want to incorporate innovations that will allow a PB model to evolve. In these situations design thinking can provide us with useful tools to adopt and use within a participatory process. One that combines the knowledge, ideas and inspiration of the various actors involved in the PB in order to generate creative proposals.

In the following text you will see the various phases of design thinking and the values that characterise its application. Our advice is to experiment with this methodology when, having previous experience in PB, it is felt it is necessary to incorporate improvements or make changes. Many of the methods linked to design thinking can also be used on their own to solve a need within the different phases of PB, without having to apply the model in its entirety.

What are the main characteristics of Design Thinking?

The key characteristics of Design Thinking are:

- ✔ **People-centred design** and appreciating the value of empathy.
- ✔ **Experimentation and prototyping**, as a way to learn by doing.
- ✔ **Oriented towards action**.
- ✔ **Show it, don't just tell it:** generate experiences, tell stories, be visual.
- ✔ **The power of iteration:** cycle after cycle we get a better solution.

Design Thinking puts people at the centre, not with the objective vision of market research but with the subjective gaze of an ethnographer, who observes and participates in the research community. The flexibility of the model stands out as its key characteristic and benefit, as does its orientation to both learning, and then mobilising and committing efforts around a shared vision. Design Thinking fails when it is focusing too much on the needs of a specific user, on generating a solution that only satisfies one person or a small group, or on the need of participants to assign tasks and manage time in order to obtain their preconceived idea of a successful result.

Design Thinking focuses its efforts on empathising with users, generating creative ideas and then continuously testing solutions with the user through a prototype process. Using other people as a resource for learning, for thinking and the ultimate reference point for evaluating the quality and appropriateness of solutions. It should always be conceived as an iterative process; a progressive search towards finding a better solution. For this reason, the conception of work as something focused solely upon a final goal needs to be changed into a process of managing uncertainty and failure. The quality of a design thinking process is not measured by failing or not, but lies within the quality of the learning that occurs. Furthermore, learning is not the end of the process but gives rise to a new action and the implementation of improvements.

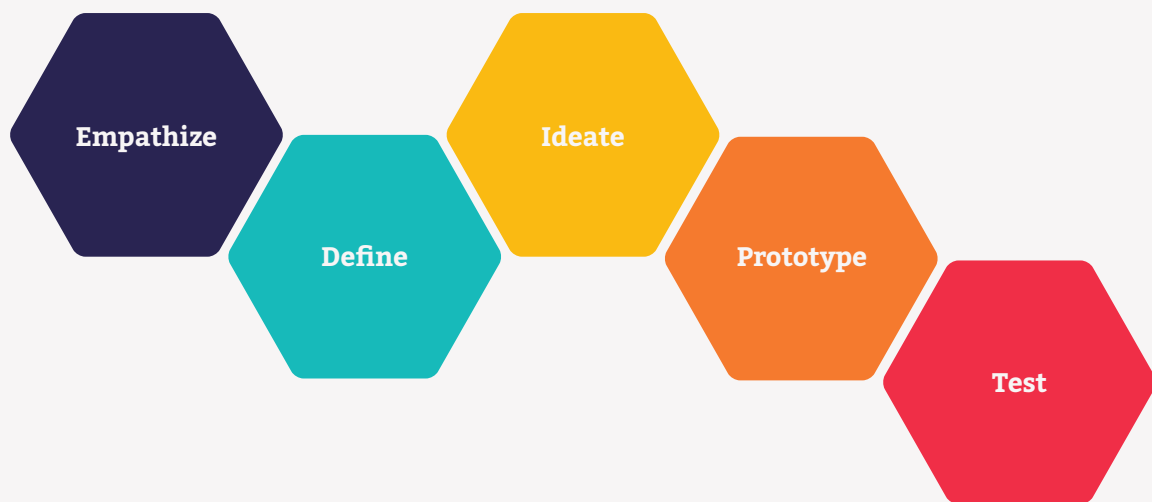
What is the goal of Design Thinking?

The main objective is to generate solutions, for any type of problem, using creativity in an innovative way. In the way designers usually work. It is a user-centered and action-oriented methodology to generate innovative solutions for specific problems in a short time and in an efficient manner.

What are the phases of Design Thinking?

Design Thinking is generally structured in five phases, to which we can return to at any point in the process if we need:

- 1 Empathy with the other:** The intention must be to discover the needs and issues that are most important to the people for whom we are designing. In this first phase, you have to get closer to them, understand their needs, and gather information from them about their preferences. Not only must we look at the information that is common to the entire group. We must pay special attention to what is unusual, surprising, creative or interesting. Those surprises offer clues that can provide the ideas for an effective and innovative design. Whilst design thinking can be done in a variety of ways, it works best through observation and participation. In this phase the main goal is to learn from the user and therefore it is important to discard preconceptions or anticipate solutions. If the designer is also a potential beneficiary they must distance themselves from their own interests and perceptions. To do this, the first step is to determine for whom we are designing a solution. We must reflect on and be specific about which group we are addressing. If the challenge or problem we are tackling is aimed at a very broad or generalised audience, the solutions we reach may not be as effective.
- 2 Define the problem:** Before we can design viable or useful solutions, design thinking seeks to clarify the problem that we are going to address. Defining the problem accurately is essential for the design process to be successful. After empathising with the users, it is usually necessary to reconsider the initial challenge. We must determine what needs our user or users have, considering all the information at our disposal collected at the empathy phase. That includes understanding the specific constraints under which we are operating.
- 3 Devise possible solutions:** Once we have all the pieces of the puzzle needed to build an innovative and effective solution, this is the time to generate ideas, from the most daring to the most modest. This process is often called 'ideation'.
- 4 Prototyping:** The possible solution is designed and carried out in a tangible way. This does not mean presenting the project idea in words, but by creating an artefact. This might be digital or physical, depending on the type of proposal that is formulated. Prototyping helps us to think like creators and to communicate with our user. Progressive approaches to a satisfactory solution through this 'failure and error' procedure offers an efficient and cost effective means to optimise a product or a process. We prototype by selecting the most suitable or successful ideas generated in the previous phase. This selection is also based on the constraints that we have to operate within as we design our proposal. Daring ideas can be unfeasible but at the same time inspirational or lead us towards unexpected solutions.
- 5 Evaluation:** By evaluation we don't mean gaining a qualification, but instead the process of creating new learning through testing. It is about showing our work and listening to the intended user's response to help improve the prototype, before initiating a new cycle, a new iteration, in the designing process.



Although the phases are presented in succession, it is always an iterative process, in which, depending on the different needs, you can go back as many times as necessary.

There are several ways to approach a Design Thinking methodology, but it is possible to do it in just over an hour, as a learning experience. The result will inevitably be far from what can be achieved with a real process, but it can serve as a first step in understanding the methodology. In this video you can see an example of the application of the complete methodology to the redesign of a shopping cart (<https://youtu.be/izjhx17NuSE> ↗).

How many people can participate in a Design Thinking process?

It varies, but it is recommended to work in small groups of between 4 and 8 people, with one of its members acting as a guide or facilitator and another as a reporter or record keeper of the process. If there are more people involved we recommend organising several groups working in parallel in order to produce several solutions that later on can be shared and unified.

Where can you learn more about Design Thinking?

Toolkits

Design Thinking Bootleg. Design School. Stanford University.

Available at <https://dschool.stanford.edu/resources/design-thinking-bootleg> ↗

Design Thinking for Educators. Ideo.

Available at <https://page.ideo.com/design-thinking-edu-toolkit> ↗

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In Depth:

The Project Partners



SocLab Foundation Białystok, Poland



SocLab Foundation is a team of sociologists, animators, facilitators, researchers, evaluators, trainers. It is an organisation involved in high quality, non-formal education and training, and cooperates with many stakeholders — public administration, educational institutions, schools, and non-governmental organisations in the country. The Foundation's mission is to increase the involvement of citizens in public life, to support them to become aware and active citizens, especially in their local communities. The mission is implemented by activities related to science (dissemination of knowledge in the social sciences, doing social researches), participation (supporting processes of public consultations, encouraging various groups of residents to joint decision-making processes), design and implementation of social innovations with a particular emphasis on new technologies (transferring knowledge about new technologies, increasing the digital literacy of members of excluded groups in the society, creating new solutions for engaging people in policy making processes).

Since 2013, the Foundation has carried out projects in order to support social and civil activity of Poles, and provide them with the knowledge and skills through training, counselling and social animation. The main part of the Foundation's program is multifold activities in the field of civic participation, in particular those dedicated to residents, community leaders, office workers, youth, NGO representatives, elderly people, as well as groups at risk of social exclusion. The activities include, among others, training for different social groups, research activities, study visits, publishing educational publications, setting up and operating the web portal for the public consultations, organising debates and conferences, conducting public consultations and participatory budget, dissemination activities. Since 2019, the Foundation has been supporting schools in the implementation of school participatory budgets.

[Website ↗](#)

[Facebook ↗](#)

Field of Dialogue Foundation

Warsaw, Poland



Fundacja Pole Dialogu (The Field of Dialogue Foundation) was established in 2011 to support citizen participation in public life and to create tools to facilitate dialogue. It is formed by the group of sociologists, anthropologists, lawyers and activists who work together on conducting classes and training, carrying out social research, supporting dialogue and animating cooperation between institutions and citizens.

A big part of the Field of Dialogue program are social innovations tools that allow citizens to facilitate the dialogue on different topics on various scales, such as participatory games, citizens assemblies, national discussions. Nowadays a big part of its work is education processes, such as educational programs about local NGOs, climate change and animating school neighbourhoods.

More recently Field of Dialogue has been working on engaging young people in participatory processes using the PB. In 2019 it facilitated 'School PB' in eight schools in Warsaw, and in 2018 it coordinated the educational project 'Education about PB in schools', which aimed at engaging youth in Warsaw's districts PB. Each program resulted in a PB project coordinated by and for young people.

[Website ↗](#)

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Shared Future CIC

Manchester, The UK



Shared Future CIC (SFCIC) is a flexible, innovative, values-led and mission-driven not-for-profit, which seeks to provide opportunities for everyone to have their voice heard within the development of public policy. Citizen empowerment, effective public services and democratic accountability are central to its mission. SFCIC works to move those it engages with towards greater individual and collective authority and autonomy, by supporting their ability to act wisely, confidently and in community with others.

Shared Future has six Directors and a pool of Associates based throughout the UK, whose skills and experience enable us to offer a wide range of services. Registered as a community interest company, alongside high quality deliberative inquiries and community-led research projects, we believe we are the most experienced organisation in the field of Participatory Budgeting in the UK, with a track record going back 20 years. Part of that work has included maintaining the UKPBNetwork website.

Shared Future collaborates widely and undertakes projects around leadership development, community engagement, social enterprise and community-led design. We regularly advise and support community-based organisations looking to increase their reach and impact within marginalised communities and so give local citizens a voice. Our work on citizen participation is therefore wider than just Participatory Budgeting. Our clients include local authorities, housing providers, NHS commissioners and other statutory organisations.

One example of our work was with the Scottish Government, which contributed to a massive growth in the number of Participatory Budgeting programmes operating in Scotland. We maintain strong academic contacts with organisations such as the Centre for the Study of Democracy, based at the University of Westminster. We have, for another example, supported the work of the international Participedia programme; an online knowledge base for Participatory Democracy worldwide.

[Website ↗](#)

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Community Places

Belfast, The UK



Community Places is a not for profit voluntary organisation established in 1984. It works with disadvantaged community groups and individuals in relation to three key areas of expertise: spatial planning, community engagement and supporting communities to participate in community planning (service planning). It works with groups across the region of Northern Ireland and supports their proactive participation in the planning, development and improvement of their communities (physical, social, cultural, environmental and spatial).

Its work is underpinned by a commitment to inclusion, targeting need, equality and equity. Community Places coordinate and manage a Participatory Budgeting Works Project www.participatorybudgetingworks.org to raise awareness of and create an enabling environment for PB an innovative democratic engagement tool. Staff at Community Places are experienced in designing and undertaking engagement processes; facilitating engagement and providing training and resources for community engagement. Community Places has developed toolkits, learning manuals, skills frameworks and participatory card games to promote and support community engagement in place shaping processes and to promote and share good practice.

[Website ↗](#)

[Facebook ↗](#)

Medialab Universidad de Granada

Granada, Spain



UNIVERSIDAD
DE GRANADA

Medialab UGR — Laboratory for the Research of Culture and Digital Society is a lab created in 2015 within the Vice-Rectorate for Research and Knowledge Transfer at the University of Granada. Medialab is a meeting place for the analysis, research, and dissemination of the possibilities that digital technologies create in the culture and the society in general. It develops its activities in different university spaces around the city, as well as in other places that do not belong to the institution.

This distributed concept mirrors the way the Lab develops projects on the Internet and connects different nodes of knowledge. It maintains fluid relationships with other institutions at a local, regional and national level, for example, city hall, county council or regional government.

Medialab bases its activity on the following values: openness, active citizens, creativity, experimentation, flexibility, social innovation, knowledge transfer (specifically, the quadruple helix model), entrepreneur attitude, and activism in favour of open knowledge and open internet. It is focused on three main themes: Digital Society, Digital Humanities, and Digital Science. Medialab has extensive experience in the development of digital social innovation projects and in connecting diverse stakeholders through citizen innovation and citizen engagement actions.

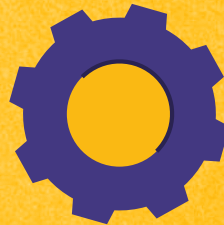
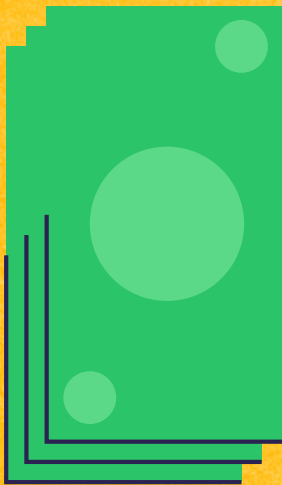
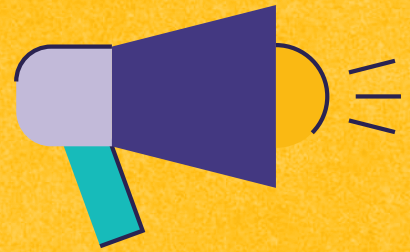
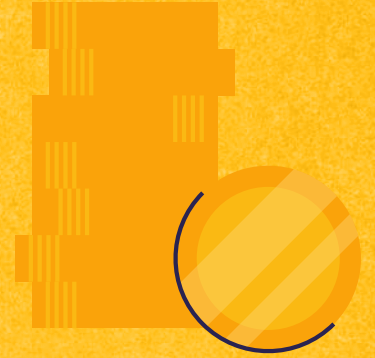
In the field of citizen participation, Medialab has developed various projects within the University itself and with the public in collaboration with local and regional authorities. Among the various projects it is worth to highlight:

[Website ↗](#)

[Facebook ↗](#)

Related Projects

- **Facultad Cero** ↗, a participatory process to innovate in higher education
- **LabIN Granada** ↗, a digital platform for citizen participation and innovation in Granada
- **Forum Albaicín and Sacromonte** ↗ about Sustainable Tourism
- **Laboratorio 717** — Laboratorio de Participación e Innovación Democrática de Andalucía
- **Cooperanda**, a digital platform and a participatory process on international cooperation for the development in Andalusia



Youth PB