



**MANUAL FOR NON-FORMAL EDUCATION IN
STUDENTS' PROJECT DEVELOPMENT
(SCHOOL PARTICIPATORY BUDGET)**

AS

OUTCOME FROM
INTERNATIONAL STRATEGICAL PARTNERSHIP
PlaNET Social Enterprise 2.0



MANUAL FOR NON-FORMAL EDUCATION IN STUDENTS' PROJECT DEVELOPMENT

The project PlaNET SOEN 2.0 under which was produced this manual, has been funded with support from the European Commission.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union

Authors: Dana Gažúrová, Tomasz Moleda
Contributing authors: Marta Carvalho, Breda Retuznik

Introduction

This manual is one of the Intellectual outputs of the project PlaNET SOEN 2.0. Intellectual output is an innovative, tangible, deliverable and elaborated material related to the project which also contributes to the general objective of the project. It is compulsory within higher education and shows a potential impact within the organizations involved (NGOs, schools) and within other sectors and levels (local, regional, national, etc.) in order to exploit and to disseminate it to a wider public.

PlaNET SOEN 2.0 is an international strategic partnership among organizations of Slovakia, Poland, Slovenia and Portugal where the lead partner is Agency for development of Gemer region from Slovakia. Main aim of this project is to promote entrepreneurship education and social entrepreneurship among young people, putting entrepreneurship ideas into practice with a view to tackling challenges and problems identified within their communities. This project connects non-governmental organizations, schools and local businesses in regions of 4 EU countries facing the same problem - the gap in the area of good quality entrepreneurship education and social entrepreneurship education of youngsters with the connection to local labor market and support by local authorities which contributes to increasing of the unemployment rate of young people.

Therefore we have created this Manual for non-formal education in students' project development, bringing methodology which helps to support entrepreneurial spirit among students of high schools by the development of an own project in their school. The platform for the development and implementation of this students projects is based on school participatory budget principles, where students firstly identify the needs of a school community, their personal strengths and weaknesses and create a project which combines all this aspects in order to bring positive change to their school and also to improve themselves in personal and professional way. Money for the projects is coming from a school budget, school community (students, teachers, staff, school management and in some cases also from municipalities) votes for the best ones in secret and transparent voting process.

School participatory budget is sort of a simulation for civic actions, community projects and socially oriented businesses development in the future. While implementing the student project (in community which they know well and can orientate in it better) youngsters will gain whole range of knowledge, skills and experience which they will easily transfer to a form of public actions or businesses in the future.

Content

Introduction.....	1
Content.....	2
Structure of the manual.....	4
1 Project PlaNET SOEN 2.0	5
1.1. Introduction to the project.....	5
1.2. Description of the project.....	6
1.3. Objectives	7
1.4. Project partners.....	7
1.5. Project beneficiaries.....	9
2 School participatory budget.....	12
2.1. School participatory budget and participatory budgeting	12
2.2. History of Participatory budgeting	12
2.3. What is School participatory budget.....	14
2.4. What benefits can School participatory budget bring	14
2.5. How to develop School participatory budget in your school	16
2.5.1. The principles.....	16
2.5.2. Timeline.....	16
2.5.3. The school budget.....	16
3 Implementation of School participatory budget	17
3.1. Decision to start School participatory budget in a school	17
3. 2. Establishing an initiative group in a school.....	18
3.3. Non-formal workshops in all classes and with school staff	18
3.4. Information about School participatory budget available in a school and motivation of students to take part in School participatory budget.	21
3. 5. Preparation of regulations, etc. regarding School participatory budget ...	21
3. 6. Students ideas collection and verification with regulations of School participatory budget.....	22
3. 7. Project management workshops for students' teams	23
3. 8. Presentation of students projects in front of the whole school and propagation.....	32
3. 9. Elections.....	33
3. 10. Winners announcement and granting.....	34

3. 11. Support for the winners	34
3. 12. Project implementation.....	34
3. 13. Project financial accounting and project reporting.....	36
4 Examples of School participatory budget and students' projects implementation in project partners countries.....	37
4.1. Example from Poland	37
4.2. Example from Slovakia	38
4.3. Example from Portugal	39
5 Examples of other participatory tools and projects in project partners countries.....	40
5.1. Example from Poland	40
5.2. Example from Slovakia	41
5.2. Example from Portugal	42
5.3. Example from Slovenia	43
6 Good practice examples in School participatory budget from other countries	45
Annexes.....	46

Structure of the manual

In order to help a user to become more familiar with the context of the manual, we dedicated the first part of this manual to the project through which has been the manual developed. After reading through the first chapter you will get to understand the background of the project, its main aim and strategic objectives, get to know project partners and possible beneficiaries of the project.

The second chapter is an introduction to School participatory budget, bringing first insights to its history, aim and possible benefits for the community.

In the third chapter we explain the concrete steps for School participatory budget development and its implementation in school.

In the fourth chapter, you can find good practice examples of School participatory budget implementation in the countries of the project PlaNET SOEN 2.0 partners, mostly also implemented by these organizations.

The fifth chapter includes good practice examples from the projects of PlaNET SOEN 2.0 partners which use other participatory tools or are focused on youth initiatives or social business projects of youngsters.

In addition, last chapter brings examples from School participatory budget in other EU countries.

The manual ends with Annexes where the user can find practical tools, methods and trainings explained in particular chapters of this document.

1 Project PlaNET SOEN 2.0

1.1. Introduction to the project

According to Eurostat (2015), 6.5 million young Europeans were unemployed in 2008 before the impact of the economic crisis. This number increased by more than 40 % in the following years and hit a high in 2013 at 9.3 million unemployed youth.

These critical numbers are mirroring serious situation which is growing in our countries, regions, cities and communities.

With an aim to change this situation in EU and empower young people and help them to develop their entrepreneurship skills, we designed a project which works with youngsters directly in their communities and an environment which is the most convenient for them - their schools.

Focusing on objectives such as promoting entrepreneurship education and social entrepreneurship among young people, putting entrepreneurship ideas into practice with a view to tackling challenges and problems identified within their communities we have already built the first initiatives in Gemer region (region with the highest unemployment rate in Slovakia). These initiatives overgrew to a form of international project PlaNET Social Enterprise (<http://soen.sk/>) focusing on proper entrepreneurship and social entrepreneurship education and training for young people combined with regional mentoring programme and internships in foreign businesses in order to support business ideas of youngsters and help to put them into practice.

Strongly inspired by positive effect of PlaNET SOEN project in this region, we have improved its structure, learned from enriching experience and based on that decided to implement its structure also in other EU regions with similar problems.

Therefore by actions of our project PlaNET SOEN 2.0 we would like to strengthen the business spirit of young people and boost their entrepreneurial skills in a common line with the aspect on social economy. Fostering the employability and productivity of young people is key to bringing them into the labor market not only in their regions, countries but also in the EU.

1.2. Description of the project

The main aim of the PlaNET SOEN 2.0 is to promote entrepreneurship education and social entrepreneurship among young people, putting entrepreneurship ideas into practice with a view to tackling challenges and problems identified within their communities.

In majority of the regions where project partner organizations operate we have identified the same problem - a gap in the area of good quality entrepreneurship education and social entrepreneurship education with connection to local labor market and support by local authorities. By innovative approach based on encouraging active social entrepreneurship supported by regional mentoring programme (each youngster has their own mentor from the region - mentors are successful entrepreneurs and leaders from the region in order to show real life examples of successful people from the region, inspire youngsters to be economically active in their region and to give them proper guiding and personal support), boosting entrepreneurial skills of youngsters with fewer opportunities in innovative non-formal and formal way (local workshops, international trainings and workshops, exchanging good practice examples and by creating the network of young people) together with building a strategic collaboration with regional authorities and entrepreneurs by developing social enterprise business idea and by putting the idea into practice with the support of the strategic collaboration and international cross-sectorial network of social enterprises, this project might be helpful for young people with difficult economic and social background to start a new era of their lives in the region.

What gives power to the project is real experience (of all partners), the implementation of a project with similar idea in the recent past, thanks to which this project works with the real needs of local communities, putting strong emphasis on innovative forms of entrepreneurship education (non-formal trainings, internships), building strong cooperation with local schools, supporting experiential learning of youngsters (school participatory budget) and focusing on professional preparation of entrepreneurs as future mentors for young potential businessmen.

In this project youngsters will adapt entrepreneurship behavior and thinking by development and implementation of socially oriented micro-projects in their schools through "school participatory budget" programme. Thanks to original regional mentoring programme they will receive guidance and consultancy from local successful entrepreneurs and through internship will gain irreplaceable practical experience in real business. International trainings will provide them with additional theoretical knowledge which they will share with their peers through multiplier events.

1.3. Objectives

In order to fulfill the main aim of the project which promotes entrepreneurship education and social entrepreneurship among young people, putting entrepreneurship ideas into practice with a view to tackling challenges and problems identified within their communities we set these objectives:

1. To encourage active social entrepreneurship in school educational system through project development and participatory budget principles
2. To include young people in the region into the labor market by boosting their entrepreneurial skills (digital, managerial and language skills)
3. To build a strategic collaboration with regional authorities and entrepreneurs by developing social enterprise business idea and by implementing the idea with the support of the strategic collaboration
4. Internationalization of youth work by exchanging good practice examples and by creating the network of young people and organizations with the same objective
5. Build transnational, cross-sectorial network of social enterprises to promote innovation, exchange of experience and know-how among different types of organizations

1.4. Project partners

International scale of the project will ensure the exchange of experience, know-how and good practice examples which are thanks to their different origin much more enriching than just national ones. Each project partner brings different expertise and professional experience to the project (social economy, cooperation of schools and businesses, supporting youngsters' ideas implementation, connecting youngsters and enterprises) which together build core essence of the project and help to internationalize youth work by exchanging good practice examples and by creating the network of young people and organizations with the same objective. Furthermore it helps to build transnational cross-sectorial network of social enterprises in order to promote innovation, exchange of experience and know-how between different types of organizations.

Lead partner - Agency for development of Gemer region

Agency for the development of Gemer region is a non-governmental institution and non-profit organization, which brings young people, different public and private sectors and information together. Its aim as well as commission is to move the development of the region forward, mostly through the innovative and unusual projects done by the agency and volunteers, as well as through helping other entities, e.g. schools, municipalities and other NGOs to prepare their own projects in order to apply for the grants. The organization is neither supported by the state nor municipalities with the state or a municipality budget.

Agency for the development of Gemer region is an organization, which has been established in one of the most excluded regions in Slovakia – Gemer region, which is located in the south of Slovakia, near Hungarian borders, in Banska Bystrica self-governance region. This region is significant not only for rural appearance and high unemployment rate, but also for low work possibilities for young people, high percentage of youth movement from the region in order to find the job mostly in the capital or abroad, high percentage of marginalized Roma communities living under the poverty rate. Despite of all this facts, agency has a good experience with working with volunteers, youngsters, marginalized Roma communities and rural schools.

Project partner - Stowarzyszenie Edukacja przez Internet [EPI] / Association Education by the Internet [AEI]

Association Education by the Internet [AEI] was registered in 2004. Its organization team consists of employees and volunteers, young, forward-looking people, full of optimism and constantly undertaking new challenges.

Its scope of activities is primarily educational and training programmes are targeted at young people, youth workers, teachers, NGOs, companies, institutions and entrepreneurs. Carefully observing the education system, looking for new methods that will not only complement it but also improve it.

One of their goals and areas of expertise is supporting and promoting non-formal and informal learning and distance education (e-learning). For several years, they have been successfully implementing projects for young people. Their support is targeted not only at young people, but also people working with them - youth workers.

The greatest potential of the Association are the people who participate in the preparation of the application and in its subsequent implementation. Despite the young age, they have extensive experience in the implementation of youth or educational projects with an innovative character.

EPI has many years of experience in the implementation of projects aimed at young people and youth workers, e.g. in the frames of "Youth", "Youth in Action", Erasmus+ programme.

They have rich experience in topics such as social economy, school participatory budget or small student project development in the school environment, mentorship & internship (between local SMEs & the students) and dual education.

Project partner - YUPI

YUPI - Youth Union of People with Initiative, Association for Social and Community Development, is a Youth Association formed in 2008 with headquarters in Vila Nova de Famalicão.

YUPI aims to develop, promote, support and instigate youth mobility and volunteer activities in its social aspect, enabling young people, especially those with fewer opportunities, to participate in initiatives that enhance the development of their personal and social skills and a more active and conscious participation in the different areas of intervention: volunteering, active participation, democracy and equal opportunities.

Our mission is to develop projects that aim to increase the active participation of young people in the community, contribute to empowerment and increase opportunities for training, information and mobility conditions; fostering the spirit of solidarity and volunteering for the personal and social development of communities and the use of non-formal education as a tool for the development of skills.

Project partner - Razvojna agencija Kozjansko

Development Agency Kozjansko is a non-profit public institution founded in 1999, in order to proceed with the development of municipalities of Šentjur and Dobje. The Agency has a status of sub regional agency responsible for the development of 7 municipalities (50.000 inhabitants). The Agency has a highly qualified team, which is active in preparation of local and regional development plans, sustainable development of rural sector, eco-tourism, promotion, etc. Important areas in which the Agency works are preparation of the long term development programme for Kozjansko and Dravinjsko area, including a development programme for rural area. In these years the Agency achieved considerable experience in implementing European projects in rural development, tourism, human resources development and other areas.

Development Agency Kozjansko is a manager of a Local Action Group "From Pohorje to Bohor" (LAG). Members of the LAG are the representatives of different societies, associations, local economy, municipalities, different public institutions and active individuals.

Development Agency Kozjansko is involved in CBC cooperation programmes and other international programmes. Areas of these programmes and projects are to set up environmental infrastructure, tourism infrastructure, industrial zones and regional business incubator.

1.5. Project beneficiaries

The target group of this project are young people - high school students in the age from 15 to 19 - from 4 regions where the partner organizations operate. Therefore each partner organization will closely cooperate with one high school from their region during the whole project.

Regions are different in culture, history, social and economic situation but despite of that all of them are suffering by "brain drain" caused by high rate of

emigration of young people because there is a lack of possibilities for personal or professional development and difficult situation on labor market in the region.

Before the first activities of the project start, all PPs are obliged to build up a cooperation with a local high school and local entrepreneurs with which they will cooperate during the whole project. There will be 4 high schools all together (1 in each PPs country) and 12 entrepreneurs (3 in each PPs country) involved in the project.

Participants of the project will be selected among the students of these high schools and one teacher from school will become to be the main project coordinator for their institution.

Local entrepreneurs - youngsters' personal mentors - will be involved in the activities of the project from the beginning. Through mentorship programme they will have a chance to interact with young potential entrepreneurs and all involved subjects, coordinate flow of thoughts of future social entrepreneurs towards needs and demand of local market and build future network with them with the idea of mutual help.

Experts from PP who will lead the international workshops will gain international experience, broaden their circles, improve their language, communication and intercultural communication skills and also their skills in the field which they are experts in.

Students involved in this project will gain irreplaceable experience, skills in project development, management, marketing, implementation and propagation. They will learn how to transform their ideas into practice, how to interact with peers and people from other countries and cultures, they will improve their communication skills and English language skills. Thanks to mentorship programme and internship they will get to know the world of business from practical experience and personal stories of successful entrepreneurs. All skills, knowledge and experience will support their personal and professional development and improve their chances on the labor market.

Great benefit goes also to school communities for schools involved in the project. Thanks to school participatory budget active students will implement pro-community and pro-social oriented micro-projects in their school which will improve life in the school and help to fulfill needs of school community. These projects will be chosen by students so it will build inside of them the sense of belonging and feeling of having the power to change community they live in.

Teachers involved in the project as the main coordinators will gain experience in coordinating international project, communication and intercultural skills, they will educate themselves in the topics of entrepreneurship, social entrepreneurship, marketing, financial structure, innovation and sustainability. Thanks to school participatory budget and project activities they will also build better relationship with the students, learn and adapt new learning methods and non-formal education tools.

Strong, indirect benefit goes also to local school communities and communities in the regions of PPs. Thanks to the dissemination of the project results and

outcomes through Multiplier events and via webpage and FB page, more people will become familiar with entrepreneurship, social entrepreneurship and non-formal methods in entrepreneurship education.

2 School participatory budget

2.1. School participatory budget and participatory budgeting

School participatory budget (SPB) is an adaptation of Participatory budgeting in a school environment. Firstly, let us focus more on the term of Participatory budgeting. There are many different definitions of Participatory budgeting, such as:

“Participatory budgeting (PB) is a different way to manage public money, and to engage people in government. It is a democratic process in which community members directly decide how to spend part of a public budget. It enables taxpayers to work with government to make the budget decisions that affect their lives.”¹

“Participatory budgeting (PB) is a process of democratic deliberation and decision-making, in which ordinary people decide how to allocate part of a municipal or public budget. Participatory budgeting allows citizens to identify, discuss, and prioritize public spending projects, and gives them the power to make real decisions about how money is spent.”²

Usman WaqqasChohan, World Economic Forum

As we can see Participatory budgeting concerns a democratic approach to managing public money, in which community members directly decide how to spend some parts of public money. Furthermore, citizens can also present their own demands and ideas for civic improvements. Budget allocations can be influenced through discussions, voting and negotiations.

2.2. History of Participatory budgeting

A full Participatory budgeting process was for the first time implemented in 1989, in the Brazilian city of Porto Alegre. Porto Alegre was one of the most populated cities in South Brazil, at that time with a population of 1,2 million of inhabitants. Porto Alegre was at that time and still is a capital city of the Brazilian state of Rio Grande do Sul. However, Participatory budgeting was already experimented in the 1980s by the Brazilian Democratic Movement, with several experiments, in such municipalities as Lages, Boa Esperanca and Pelotas. The Participatory budgeting in Porto Alegre was developed by the Brazilian Workers' Party, which was in the municipal administration, together with community associations, through experimental process. The municipal government experimented with a number of mechanisms to tackle the poor financial

¹ <https://www.participatorybudgeting.org/what-is-pb/>, access 20.04.2018

² <https://theconversation.com/the-citizen-budgets-of-africa-make-governments-more-transparent-58275>, access 20.04.2018

situation of the municipality. The Workers' Party experimented with Participatory budgeting, apart from Porto Alegre, also in several other municipalities, including: Ipatinga, João Monlevarde, Piracicaba, Santo André, and Santos, where The Workers' Party won the 1988 municipal elections³. It should be also mentioned that Participatory budgeting is connected with municipal elections and a meeting in 1985 in Porto Alegre where community activists met with mayoral candidates. Activists from the Union of Neighborhood Associations (UAMPA) prepared questions to each of the candidates, including also a question if and how, the elected mayor would implement community control over municipal finances. Union of Neighborhood Associations in their document from 1985 called for a system "where the investment priorities of each district would be discussed with popular leaders of each district", where there would be "Popular Councils throughout with proportional representation of the community movement to discuss the municipal budget." As we can see the implemented Participatory budgeting was something different than this idea, as Participatory budgeting has a rule of "meetings open to anyone", meaning that any citizen can come to the meeting and his or her voice is equal. By the year 2001, more than 100 municipalities and 5 states in Brazil had implemented Participatory budgeting. In the year 2015 thousands of different implementations of Participatory budgeting were realized in both Americas, Africa, Asia and Europe⁴.

Unfortunately, no records of the first School participatory budget implementation can be researched.

Even though Participatory budgeting has a history of nearly 40 years, it is still not well known to the general public in many countries. Societies in many countries, especially in the countries where there are not many examples of Participatory budgeting, do not know how this mechanism works. Hence, there is a need to introduce Participatory budgeting to the youngest part of each society, meaning students and school children, so that they can take part in decision making process, be involved in making policy decisions, etc., already at a young age.

³ Shah, Anwar (2007). Participatory Budgeting. The World Bank. p. 92
<https://siteresources.worldbank.org/PSGLP/Resources/ParticipatoryBudgeting.pdf>, access 20.04.2018

⁴Ganuzza, Ernesto and Baiocchi, Gianpaolo (2012) "The Power of Ambiguity: How Participatory Budgeting Travels the Globe," Journal of Public Deliberation: Vol. 8 :Iss. 2 , Article 8.
<https://www.publicdeliberation.net/jpd/vol8/iss2/art8>, access 20.04.2018

2.3. What is School participatory budget

School participatory budget is a non-formal democratic approach which engages students, parents, teachers and school administrators in managing school budget through deciding which school projects and improvements to fund, using a part of the overall school budget.

School participatory budget is a youth empowerment process, in which children and young people are encouraged to take charge of their lives⁵. By taking part in School participatory budget students can develop their leadership skills, increase their ability to work collaboratively, etc.

Building healthy relationships and partnerships among students, teachers, administration staff and parents, increasing the importance of students' and parents' voice, involving the entire school community are just some of the valuable outcomes of School participatory budget implementation.

2.4. What benefits can School participatory budget bring

Impacts of and benefits from implementing School participatory budget can be debated on various levels, such as:

- students
- teachers and administration staff
- parents and broader school community

Regarding the benefits for students, participating in School participatory budget contributes to students learning and development, such as:

- increasing the ability to work collaboratively
- researching skills
- problem-solving skills
- critical thinking skills
- creative thinking skills
- interviewing and surveying skills
- public speaking and presentation skills
- marketing skills
- budgeting skills
- project management skills

Regarding teachers and administration staff, participating in School participatory budget contributes to:

- building healthy relationships and partnerships among students, parents and teachers, administration staff

⁵ https://en.wikipedia.org/wiki/Youth_empowerment, access 20.04.2018

- bringing the school community closer together by means of a democratic dialogue among students, parents and teachers, administration staff
- increasing awareness about the importance of students' and parents' voice
- developing skills involving the entire schools community in other activities
- teachers and administration staff gain deeper knowledge about students needs and how to address them

Regarding parents and broader school community (such as alumni students, sponsors, etc.), participating in School participatory budget contributes to:

- parents and broader school community members have a real say about school decisions
- parents and broader school community members invest their time, energy and sometimes even private finances in the school activities
- parents and broader school community members gain inside knowledge about school needs and how to address them

Further, overall impact and benefits for the above mentioned participants in School participatory budget can be highlighted:

- an experience of real-life democracy in action for everyone
- an experience of civic engagement for everyone
- indicating benefits of getting involved in a community and in politics
- increasing awareness of social responsibility⁶

As we can see School participatory budget brings many benefits for the entire school community and is a valuable "lesson" for everyone.

Do you have the same belief? Do you think that your school community can also benefit from implementing School participatory budget? Are you a student, parent of a student, teacher, headmaster, school administration staff or a youth worker? If yes, on the following pages you can find a guide how to develop a School participatory budget in school, following this step-by-step approach.

Please keep in mind that this is not a model of School participatory budget that you need to follow exactly. School participatory budget needs to be structured following the school "reality", allowing differentiations from this model of School participatory budget.

⁶ <https://www.participatorybudgeting.org/how-to-start-pb/pb-in-schools/>, access 20.04.2018

2.5. How to develop School participatory budget in your school

2.5.1. The principles

For everyone who wants to bring School participatory budget in their school, we have developed the steps below to serve as principles. But please remember that this is not a model of School participatory budget that you need to follow exactly, as you should always consider how the principles below should be adapted to your school “reality”. What you will read below is our idea how to implement School participatory budget based on our previous experience with this tool.

2.5.2. Timeline

To implement School participatory budget you should consider the timeline of this process. Think of the best time of a school year:

- when you could run the voting process, and
- when the projects could be implemented, and plan other steps backwards and forward. It will probably be impossible to implement all the steps of School participatory budget in one term/semester, but the whole year should be enough. Please, notice that it is not a good idea to plan the School participatory budget for more than a year, then you are risking “loosing” some of the students.

2.5.3. The school budget

Upon making a decision to start School participatory budget in your school, you should consider the overall school budget, how it looks like, how it works who makes decision about it. Each school has its own budget, which is used to cover all costs, and rules - you should make yourself familiar with it. Usually each school has a part of its budget for costs related to new equipment, teaching aids, etc. This part of the overall school budget should be ideal for the implementation of participatory budgeting and letting the students make decisions about it.

Implementation of School participatory budget by means of other parts of the budget such as teachers or staff salaries is not an option.

At some point the headmaster must decide how much money can be used for the School participatory budget itself and how much for a single project. There is no rule stating the amount of money, but you should take into consideration that a small budget will lead to projects with smaller impacts. It is also considered that running a smaller and a bigger project takes the same amount of time and effort.

Sometimes it may be possible or even needed (if the headmaster cannot or does not want to allocate part of the school budget to the School participatory budget), to get funds for the Participatory budget from: students council, parents council, school board, sponsors, civic society organizations, municipalities etc.

3 Implementation of School participatory budget

We have developed 13 steps for implementation of School participatory budget:

1. Decision to start School participatory budget in school.
2. Establishing an initiative group in school.
3. Non-formal workshops in all classes and with school staff.
4. Information about School participatory budget available in school and motivation of students to take part in School participatory budget.
5. Preparation of regulations, etc. regarding School participatory budget.
6. Students' ideas collection and verification with regulations of School participatory budget.
7. Project management workshops for teams.
8. Presentation of student projects in front of the whole school, propagation.
9. Elections.
10. Winning ideas announcement and grants.
11. Support for winners.
12. Projects implementation.
13. Project financial accounting and project reporting.

On the following pages you will find more details regarding all of the steps of School participatory budget that we consider to be important when implementing School participatory budget in a school.

Now let's have a look at all the steps:

3.1. Decision to start School participatory budget in a school

A decision to introduce the School participatory budget should be made by the School Headmaster. It can be the headmaster's own decision or a decision made because of School participatory budget initiative group idea. If the School participatory budget idea comes from an initiative group, the members of this initiative group will need to undertake certain activities, which in the end will lead to a headmaster's positive decision to start School participatory budget in school.

It is also important to mention that the decision to introduce the School participatory budget may need to be consulted or even a special permission may be needed, from the school's leading authority, such as a mayor, etc.

In this step the headmaster can already decide how much money can be used on the School participatory budget and how much for a single project. If not now, then this decision should be made in step 5 the latest. Preparation of regulations, etc. regarding School participatory budget.

3.2. Establishing an initiative group in a school

The initiative group in school, in the best scenario, should consist of student representatives, teachers and parents. This group should coordinate all the activities related to School participatory budget. If the School participatory budget initiative group originally started with the idea to implement School participatory budget, they can continue their activities after the headmaster's decision. In other situations the initiative group needs to be set up on voluntary basis. One way or another, the initiative group always needs to be formally accepted or at least officially backed by the headmaster, as the School participatory budget will use a part of the overall school budget, which implementation depends on the headmaster.

3.3. Non-formal workshops in all classes and with school staff

In order to start community development process in the school, to get to know school community and its needs it is important to organize workshops in each class in school and also with school staff.

This step is the key essence in the process of building the sense of belonging to a school community, getting the members of the community around common topics, identify the most burning problems in school, finding personal interest of all the members of school community in these problems, giving voice to people and motivate them to use it and most importantly to design together possible improvements and problem solutions in school and motivate students to be a part of positive changes in their school.

Important aspect of workshops organized in classes is the direct involvement of the class president and his/her deputy or the class leaders to the process of workshop organizing and leading. It will start the leadership development of the students and provide them with important organizing, facilitating and lecturing skills and empower them to be the ones taking part in positive changes being made in their schools.

What: Non - formal workshops to identify community needs

Duration: 90 minutes

Number of participants in one workshop: one class (approx. 30 students)

Leaders/facilitators of the workshop: 1 youth worker/teacher and 1 or 2 students (leaders from the class/class president and his/her deputy)

Set of class: circle from chairs

Preparation: identify class leaders and invite them to help you in this activity; share the activity manual with them; explain their tasks and responsibilities; give them a special task (to prepare a short energizer or icebreaker, you can also let them to choose from the examples in annex no. 1); ask them to prepare the class for the workshop during a break beforehand; meet with them personally, make sure that they understand the activity and their tasks and that they are prepared for it

Material: white board and marker/green or black board and chalk, flip chart papers, pens and markers, colorful (two different colors) sticky notes papers

Activity description:

1.) Introduction (5 - 10 minutes)

Make a short introduction - who are you (name and position - youth worker/teacher), why you are in their class (part of project, there will be possibility to take part in School participatory budget and develop their own project and that you all are going to identify pros and cons of the school itself in order to know what areas should be improved), what you are going to do (identify positive and negative aspects of the school, identify areas which have to be improved design suggestions for improvements) and what will be the results of it (set of pros and cons of the school, set of suggestions for improvements, opportunity to bring suggestions to reality through school participatory budget).

2.) Presentation and energizer (10 - 15 minutes)

Start with an energizer or a name game (presentation of names).

If your energizer/icebreaker which you are going to have does not include name presentation of all students, make a short name game (you can create your own/ask class leaders who are helping you to prepare some/use some name game from annex no. 3).

Class leaders are responsible for the energizer or icebreaker.

3. Pluses and minuses of the school (10 - 15 minutes)

Class leaders explain the next activity and give two sticky notes papers of different color to each student. On one color they write pluses of their school (what is good, what they appreciate) and on the other one they write minuses of their school (what is bad, what should be improved). Ask them to write just one thing/aspect on one paper. If they want to write more, accept it but ask them to write 3 pluses and 3 minuses maximum. On the left side of the board write big sign of + and on the right side big sign of -. When they have it done, ask them to post it on the board and divide them according to the signs which you have written there. When everybody posted their papers on the board, have a look at the minuses together with the class leaders and divide them to categories/thematic areas which they belong to (sport, events, infrastructure, relationships, common spaces etc.). Try to make maximum of 4 categories. Entitle all the categories with the name of a specific issue. Firstly, read the positives and then read the negatives (according to the categories of negatives).

4. Group activity - suggestions for improvements (5 minutes for explanation + 10 minutes for preparation in groups)

"Name" each corner of the room according to each category. If you have less than 4 categories, name just that number of corners as is the number of categories. Ask students to think which category of negative aspects of their school they consider as the most crucial or they care the most about. It does not necessarily have to be the category of that negative aspect they wrote on their sticky notes paper. Then ask them to go to the corner which is named according to the category they chose. It will divide the class to groups.

Give each group one flip chart paper and to the center of the class put a box of pens and markers to be available for everybody. Then ask students to work in groups as a team and inside the group agree on one problem from their category which is the most burning one/they have care the most about. Then ask them to think about this problem and try to find a solution for it. Their task will be to think about and write down on the flip chart paper 5W+1H questions: WHAT is the problem? WHY did you chose this problem? HOW are you going to solve it? WHERE and WHEN are you going to implement this solution? WHO is going to be involved in this solution implementation?

5. Presentation of the solutions (each group has 5 minutes for presentation)

Each group will stand in front of the classmates with their flip chart paper and present their solution. They can choose one speaker or they can participate in presentation as a whole group. After the presentation the facilitator and also the rest of the students can ask questions.

6. Debriefing and closing(15 minutes)

After each group presented their solutions, ask students to sit in circle again.

Questions for debriefing:

How did you like this activity?

Is it common in school that somebody ask you what you like/what you don't like/what you want to change?

How did you felt in the position of not just pointing out what is bad but also to suggest a solution for the problem?

If you would have support from the school management and finances to grant your idea, would you like to implement your idea in reality?

Closing:

In this school year you will have a unique opportunity to change things which you don't like in your school, improve school life and be a part of positive change in your school.

School management allocated "certain sum of money" (it is up to capacity of your school how much) for School participatory budget. If you and your friends from your class or other classes have an idea which you would like to implement and improve your school, register your idea till "certain date" through the electronic application and try to gain financial grant for your idea. You can transform your idea to the form of a complex project thanks to the project management workshops. Then you will present and promote your project among the school

community in order to get as much votes from the school community as possible. If your project is chosen by the school community in the voting process, you will get the grant and you can become the leaders of real positive changes in your school.

3.4. Information about School participatory budget available in a school and motivation of students to take part in School participatory budget.

One of the very first steps targeted at the broader school community is information about School participatory budget. This information should be available for the whole school community, including students, teachers, school administrative staff, parents and even the broader school community (such as alumni students, sponsors, etc.). The information about School participatory budget should be already available before the decision to start School participatory budget in a school. Later, it is also important to inform about School participatory budget, as only then students, teachers, school administrative staff, parents will find out and be aware of the positive impacts of School participatory budget implementation. It should also be communicated that school participatory budget uses a part of the overall school budget, so it does not mean either extra funds or new costs for school.

3.5. Preparation of regulations, etc. regarding School participatory budget

It is one of the tasks of School participatory budget initiative group to prepare regulations and other needed documents regarding School participatory budget. Regulations regarding School participatory budget should be developed and consulted with the school community. It is really important to highlight that the school community has a real saying about the Regulations regarding School participatory budget. All suggestions related to the scope of activities possible to be implemented using the School participatory budget and how School participatory budget should be implemented, coming from the school community, should be considered.

Regulations regarding School participatory budget should, among others, include such issues as: scope of School participatory budget, manner of its introduction, schedule of School participatory budget and method of selecting projects, voting, etc.

Those regulations will later impact for example the number of winning projects (as it depends on the amount of School participatory budget, maximum amount per project and types of projects that can be submitted). You can consider setting

a minimum and maximum project cost in the Regulations and a rule that only the students can vote.

Other needed documents, such as: a form to submit a project proposal to the School participatory budget, promotion materials, voting documents, reporting documents, etc. regarding School participatory budget should also be developed by the initiative group. Again, all developed documents, including Regulations regarding School participatory budget, should be accepted by the school headmaster. This approval also means that School participatory budget will use a part of the school overall budget and the headmaster approves it.

As the process of developing Regulations regarding School participatory budget is a democratic approach to decision making itself, the only option when Regulations are not accepted by the headmaster, is a situation when Regulations regarding School participatory budget do not comply with the law or school regulations.

3. 6. Students ideas collection and verification with regulations of School participatory budget

In this step of the School participatory budget, project teams, in the best scenario, consisting of representatives of students, teachers and parents, are formed. Later, the project teams are further supported by additional workshops. The project teams should also focus on improving their skills in project management, promotion and public speaking.

Project teams come up with ideas for projects and later submit their ideas for the projects to the School participatory budget using the official forms. Those projects should be focused on the broader school community and should have positive impacts on the school and school community members. Such projects can include: educational activities, cultural events, buying new equipment or teaching aids, etc. Project teams can have ideas of their own or they can choose according to the needs for improvements in the school from the broader school community. Project teams can make questioners or survey the school community in many ways and then decide on the aspects that they want to address in the projects.

There should be a period, according to the Regulations regarding School participatory budget, in which the project idea forms can be submitted and the initiative group is responsible for collecting them.

Later the initiative group must check all the project ideas and verify them with the regulations of School participatory budget. Upon this step is completed, the initiative group should prepare a list of the projects accepted to the School participatory budget and a list of rejected ones together with an information why they were rejected. The list of projects accepted to the School participatory budget is then used in the Elections step. Further the list of projects accepted to

the School participatory budget or the actual winning projects cannot be further validated by the headmaster, for example because she or he does not like the voting results or the project itself. A public promise of the headmaster regarding this issue would be the best idea.

3. 7. Project management workshops for students' teams

After the collection of ideas, it is very important to invite all the students who have submitted their proposals for the first common meeting. The aim of this meeting is to discuss their ideas more into detail, check whether the ideas are really coming from the community needs and if it is possible, merge similar projects. All project ideas which might need bigger intervention to the school infrastructure or technical base have to be consulted and confirmed with the school management.

Recommended number of the project management workshops for the project teams is three. They should be led by a youth leader, teacher or an external expert if it is in the capacity of school. If the person who leads the workshops sees the need of additional workshops, he or she can design and lead as many as necessary to prepare the students in the best quality.

In order to support motivation of the students towards their projects and empower them to do something in addition to achieve the goal, we recommend to organize the workshops after school. Based on our experience, optimum length of the workshop is one and half hour. But if the leader sees that some parts of a workshop need more time, it is more than welcome to adjust the length and also the content of workshops according to the needs of the group. If the workshop will be too heavy for students, it is even possible to split each one to two parts and dedicate double time to one workshop. This should be adjusted according to the needs of the group and the capacity of the leader and school.

The three workshops which we recommend to organize as a base are focused on:

- 1.) Problem identification, main aim, objectives
- 2.) Activities, timeline, team, resources
- 3.) Finance, accounting, elevator pitch

Each workshop, should start with a short energizer to warm up the youngsters and set their minds to proactive mode. In addition, the first workshop should also include a name game and a short presentation of the teams and their ideas to get to know each other better. Examples for energizers, icebreakers and name games can be found in annexes no.1 and no. 3. Now, let us see what the three recommended workshops are about.

All workshops will be based on 5 W+ 1H schema. 5 Ws include 5 questions: Why?, What?, Who?, Where? and When?. The last letter H means the last question: How?. This schema can be found in annex no. 4 and students can fill it in step by step during all workshops.

1. Problem identification, main aim, objectives

Duration: 90 minutes

Number of participants in one workshop: max. one class (approx. 30 students)

Leaders/facilitators of the workshop: 1 youth worker and/or teacher

Set of class: teams sit on chairs around separate tables

Preparation: send invitation to contact a person from all students teams, set date and time of the workshop (adjust it to students' needs if it is necessary), book the class or other space for the workshop, check whether the room has all technical equipment which you need for the workshop, ensure to have (at least) one table for each team and one chair for each student

Material: white board and marker/green or black board and chalk, flip chart papers, pens and markers, colorful (two different colors) sticky notes papers, 5W+1H schema printed for each team, tree of problem example printed for each team

5W+1H questions to be answered: Why?, What?

Activity description:

1.) Problem identification (15 minutes)

- Question to be answered from 5W+1H schema - Why?/What? - Why am I focusing on this issue? What is the reason to do this project? What problem am I going to solve by this project?

After the introduction and presentation of all ideas, it is time to start to work on their development. Each team receives a flipchart paper and markers. They have 10 minutes to think about the reason to do their project or what the problem which they are going to solve by this project is. There is no project without a problem. If a project is done without a proper reason, there will be not enough interest from the side of a team, not enough involvement of the local community and the project will not be sustainable. The problem is the key which brings people around it with an aim to solve it. Their motivation towards solving the problem can be different but the aim is the same - solving the problem. These people are the ones who create a project team and start to build a project. And this needs to be highlighted and explained also to students. The leader should support all teams in the process of problem identification. After all the teams have it identified, they write this problem in the middle of the flipchart paper. Then all teams read their problems.

You can find an example in Annex no. 11.

2.) Finding the causes of this problem (20 minutes)

- Question to be answered from 5W+1H schema - Why? - Why is this happening? What is the reason of it? What is the cause of the problem?

All teams receive sticky notes and pens. They have to think about the causes of their problem. In this process, it is a big help for the students to ask questions which are written above and also to imagine the situation (problem) in reality. They write each cause which comes to their mind on a separate sticky note. They

should write 5 - 10 causes. Then, they just post them under the problem on the paper.

3.) Putting the causes in order - making of the tree of problems/causes (roots of the tree) (20 minutes)

Now, have a look at all the causes. Think about what connects them. Find those which are the most concrete and those which are the most general. Is there any connection between them? Where does one cause root in another? This part is more difficult because you have to put the causes in the order based on the connection and correlation among them.

Firstly, identify those which are the most general. These ones post on the bottom of the paper. Then think how other causes are connected with these general ones.

In our case (in example used in Annex no. 12) we ask:

What happens, when even adults do not communicate together? What is happens when young people do not have courage to start to communicate together? And, if we do not have space for socialization, which cause is the consequence of it?

So, the question is "What causes this situation"? Put all the rest of causes into correlation with those under them. There is always a rule to go from the general ones from the bottom to the concrete ones, to come to the definition of the problem. If there are more causes which are combined together, just put them at the same level.

When you have your tree completed, you have to prove whether it is made correctly. Read the tree in a way how you signed the arrows.

In the example tree it would be:

As no adults contact each other, it causes that nobody in the house greets each other. The courage to start the communication is absent and this causes that young people do not know their names.

As young people do not know one another's names and nobody greets each other, all have a feeling that there is no common topic to talk about, so they do not contact each other at all and do not communicate.

Because there is no space for socializing activities, young people spend majority of their free time inside. When we add to this the fact that they also have to do their homework and do their duties in household, it causes that they do not have many options to get to know each other. Because they do not have many options to get to know each other, they do not know each other's hobbies, do not contact each other and do not communicate together.

This kind of tree should be logically readable and all connections should fit into each other.

If you cannot reach it, think if your causes are specific enough and if you have enough of them.

After your tree of problem (causes) is complete, exchange it with other team for 3 - 5 minutes and check with them whether they understand your tree. If some things are not understandable, discuss it with more people who know the

problem well. They can be for you good source of information and give you other point of view.

4) Identification of consequences (15 minutes)

- Question to be answered from 5W+1H schema - What? - What happens if the problem stays unsolved? What consequences it might have?

Thanks to answering these questions we will identify the consequences of our problem. We should be able to find at least 5 consequences. Write down each of them on a separate sticky note and post it on the upper part of the flipchart paper above the problem.

As well as causes, also the consequences have to be put into a logical order. But this time, those which are more specific will be placed directly above the problem and those more general will be sorted in the direction of the most upper part of the flipchart paper.

In Annex no. 14 you can see an example of a complete tree.

It can be checked the same way as the causes. You just start to read it in the direction the arrows show. In the case of our example it is:

If young people do not communicate together, it will cause that neighbors will not know each other; therefore nobody cares about anybody and because of that there will be higher risk of robberies. If people do not feel like home in their block of flats, they will not care about their building together and the building will decay. If people do not communicate together, they will not want and know how to help each other in hard times.

5.) Main aim, objectives, needs (20 minutes)

In this part we will stop talking about problems and negatives and start to talk about solutions. We will continue to work with our tree. Again, we will use sticky notes and pens. We will transform all causes, consequences and also the main problem to a positive version.

In case of our example it would look like in Annex no. 15.

When we have it done, it is time to identify the main aim, objectives and needs of our project.

The positive variation of your main problem becomes your main aim. All activities and actions of your project should always focus on the fulfillment of this main aim.

In order to identify your objectives, have a look at your positive variations of the causes. Choose 2 - 5 of them which are the most achievable for you regarding your time, people and financial capacities as well as qualities, skills and knowledge of the people from your team. These causes will become your objectives. While deciding, keep in mind two rules: "Small is beautiful" and "KISS - Keep It Simple, Stupid". It is always better and more effective to focus on smaller and maybe easier objectives which are more possible to be achieved. These smaller victories will be of a great empowerment for the whole team and will inspire you for the future projects which may be bigger and bring even bigger success and satisfaction.

In case of our example it will look like in Annex no. 16.

In case of our example the main aim and objectives will be following:

The main aim - Young people in our block of flats contact each other and communicate.

Objectives:

- to create an opportunity for young people for getting to know each other
- to reach that young people will know each other's names and hobbies
- to open communication of young people about their hobbies

If you want to control the quality of your objectives, all your objectives have to be SMART:

- Specific – targeted at specific group/community and area (the least general as it can be)
- Measurable – to be able to measure the progress brought by your project
- Accurate – achievable with regard to capacity and skills of your team
- Realistic – state what results can realistically be achieved given available resources
- Time-related – specify when the result(s) can be achieved/when your aim will be fulfilled

The most important aspect of your objectives is that they have to be 100% achievable, feasible and at the end of the project they have to be implemented in reality.

If your objectives pass this test, concentrate on the upper part of the flipchart.

The consequences changed into positive variation have become the needs which you are going to improve by your project.

When we read it now in the positive version, it says: "If young people in our block of flats communicate together, people will help each other in hard times and neighbors will know each other."

This does not fit, does it? And this is the exact difference between objectives and needs.

What are the needs of our project? Those are reasons for the implementation of our project. Unlike objectives, these needs are not 100% achievable. It is needs which are going to be improved but not solved or 100% fulfilled by our project. For example, if we reach that people will know each other, we do not ensure that people will help each other in hard times. But we can improve this situation and at least contribute to that.

For example, if your project was about cleaning of a water spring in your village, your aim would be cleaning the spring (it can be 100% fulfilled), but your need will be the improvement of the environment (this will not be 100% fulfilled by cleaning of water spring).

There is a saying that the one who understands the difference between needs and objectives, is a project expert. Please try to work hard with your team to be able to identify in the best way: what you are going to do (aim, objectives) and why you are going to do it (needs).

6.) Project proposal (homework)

Now it is time to summarize what we have developed during this first workshop. Therefore, your homework will be to meet with your team and summarize all the information that you already have about your project (title, main aim, objectives), into a document Project proposal, which is available in annexes as Annex no. 18.

2. Activities, timeline, team, resources

Duration: 90 minutes

Number of participants in one workshop: max. one class (approx. 30 students)

Leaders/facilitators of the workshop: 1 youth worker and/or teacher

Set of class: teams sit on chairs around separate tables

Preparation: send invitation to contact a person from all students teams, set date and time of the workshop (adjust it to students needs if it is necessary), book the class or other space for the workshop, check whether this room has all technical equipment which you need for the workshop, ensure to have (at least) one table for each team and one chair for each student, remind all project teams the homework from previous workshop (give them support if it is necessary)

Material: white board and marker/green or black board and chalk, flip chart papers, pens and markers, colorful (two different colors) sticky notes papers, printed elevator pitch for all teams, each team have to bring their 5W+1H schema, tree of problem and project proposal which they have started to fulfill; printed tables of activities (preparation + implementation) for all teams

5W+1H questions to be answered: What? How? When? Who? Where? Why?

Activity description:

1.) Presentation of the homework in front of other teams (30 minutes)

Each team presents its tree of the problem and the project proposal - title, main aim and objectives.

Time for presentation can be extended, according to the number of teams. Each team should be able to present it in max. 3 minutes. After each presentation there should be some space for feedback and improvement suggestions from a leader and/or students.

2.) Activities of the project (20 minutes)

- Questions to be answered from 5W+1H schema - What? How?

Coming from the process of project development it is already also obvious, who will be your target group. Will it be all the students of the school, students with specific needs, all students and teachers or also some youngsters from the city? Don't forget to set your target group firstly and then start to design activities in order to fulfill the needs of your target group.

Activities are a summarization of all steps which are necessary to undergo to reach the main aim of the project. While explaining the activities, put the emphasis on a detailed description of all of them, not excluding the preparation phase.

Write it down to tables which can be found in Annex no.4 - in the column WHAT?

3.) Timeline of the activities (10 minutes)

- Question to be answered from 5W+1H schema - When?

In this level of the project preparation, it is enough if you plan at least the month when the activities will start. However, later it would be necessary to plan all separate activities in detail. When your project would be implemented in shorter period of time, you can even plan daily activities with detailed hourly schedules.

Write it down to the tables which can be found in Annex no.4 - in the column WHEN?

4.) Team structure (10 minutes)

- Question to be answered from 5W+1H schema - Who?

In order to be able to determine people responsible for the activities, firstly it is necessary to divide the tasks and responsibilities inside your team. There are more possible ways how to do that. You can set roles in your team and build a structure of your team on that - for example, you would choose one project manager (flow of whole project, controlling), one communication manager (responsible for internal communication and propagation of the project), one financial manager (accounting, finances) and two people responsible for technical tasks and practical help (audio, video, sound system, infrastructure...). Or you can just write down a list of activities and assign more various tasks and responsibilities to one person according to her/his interest.

Write it down to tables which can found in Annex no. 4 - in the column WHO?

5.) Human and material resources (20 minutes)

When you have the list of all activities which you want to organize in your project, you have to think about resources which you need for it. Resources can be human (members of your team, external experts, external technical support), material (material for some construction work, material for workshops and lectures, technical support, etc.) and financial (how much money do you need for particular activities).

We started to summarize human resources when we were thinking about the members of the team and their qualities and according to that also their roles. Human resources can be also other people who we need to involve in order to reach our aim and objectives. It can be for example external experts (researches, speakers, musicians, technicians etc.). Usually, you need to pay them a fee for their services. Sometimes they are open to deliver a service for free. Especially in the situation when the event is a student project.

Detailed plan for the material needed for your activities is essential. When planning the activity, you have to think about every detail you need to arrange.

For example: chairs, tables, data projector, glasses, papers or technical things such as nails, wooden parts etc.

The best is to create a separate table where you include all materials, or external experts that you need for your project. You can also mark it according to the way you are going to ensure it (Buy, borrow, as donation, rent etc.).

Example of the table which you can use for it is in Annex no. 7.

Example of a filled table can be found in Annex no. 8.

6.) Elevator pitch preparation (Homework)

When you a good service/product but you cannot present it, you will never sell it. Therefore, the key to your success is to know how to summarize all necessary information about it to a short and effective speech. You will use it not only during the presentation event in front of the whole school, but also during the promotion period of your project. Every day you will be in a situation when you will have to explain to your classmates, schoolmates, friends, parents, teachers and other people, what your project is about.

The best way of imagining what to talk about in the presentation of your project is an elevator pitch.

Imagine that you are in an elevator and on one floor Bill Gates joins your elevator. You need one million dollars for your project. You have one minute until the elevator is on the ground floor where Bill Gates leaves it. If you are able to present your project to attract his attention, he can donate your project.

Prepare your elevator pitch with your team and present it in the next workshop.

If you do not know what to focus on in your elevator pitch, you can use the template from Annex no. 5.

Do not forget to add new information which you have developed into your 5W+1H schema and project proposal.

3. Finance, accounting, elevator pitch

Duration: 90 minutes

Number of participants in one workshop: max. one class (approx. 30 students)

Leaders/facilitators of the workshop: 1 youth worker and/or teacher

Set of class: teams sit on chairs around separate tables

Preparation: send invitation to a contact person from all students teams, set date and time of the workshop (adjust it to students needs if it is necessary), book the class or other space for the workshop, check whether this room has all technical equipment which you need for the workshop, ensure to have (at least) one table for each team and one chair for each student, before the workshop starts, check whether all the teams have prepared the homework (support them if they need it)

Material: white board and marker/green or black board and chalk, flip chart papers, pens and markers, colorful (two different colors) sticky notes papers, printed financial structure table for each team, each team has to bring their

5W+1H schema, the tree of problem and project proposal which they started to fill in; filled tables of activities (preparation + implementation),

5W+1H questions to be answered: How?, What?

Activity description:

1.) Elevator pitch presentation (50 minutes)

The workshop will start with the presentations of the elevator pitch of each team. All presentations can be recorded on camera. Videos will not be used, they will be only sent to the particular teams in order to help them to see their own presentation from the perception of the audience, to be able to see what needs to be improved.

Each team should have a one minute presentation and then there should be some space for feedback and suggestions for improvements from the leader and the rest of teams. The feedback can be focused on the content of the elevator pitch and also on its form.

2.) Basic financial structure (20 minutes)

In this part we will work on the financial structure of your projects. We are going to build a simple table divided into categories containing the items and services which you need to purchase. Suggested categories are: Material, External experts, Travel costs, Food and refreshments, Rent. You can add other necessary categories or delete those which you do not need to use.

Price of the items can be just approximate. You can find it on the internet or make additional research.

An example of this simple financial structure can be found in Annex no. 6.

3.) Explaining accounting and final report from the project (10 minutes)

After a successful finalization of your project, you are obliged to make proper accounting and write a final report from your project.

The accounting can be based on your financial structure table but it has to be supported by relevant bills, invoices and other necessary documents. These documents have to have a relevant date, sum of money and it has to be clear, which document refers to which item in the table. For accounting, consultation with a school economist is always welcome in order to prepare documents in a way school usually does it.

Your accountancy has to be closed until the end of school year of project implementation the latest.

Accountancy has to be supported by a Final report from your project. This report shows what you reached in your project, how you fulfilled the objectives, what went well and what has to be changed and why.

A template which you can use for the Final report can be found in Annex no. 17.

4.) Next steps, propagation plan (10 minutes)

In this stage, you should be ready to start to promote your project in public.

Be creative and try to use the channels which are used by the highest number of people of your school community.

You can use for example:

- school FB page (article, status, pictures, videos)

- school Instagram
- article in local media
- school newspapers
- posters in school hall, classes, corridors
- oral presentation
- info panels

3. 8. Presentation of students projects in front of the whole school and propagation

During these phases more space will be needed. Such spaces as court yard, sports hall, theater room, auditorium, library, classrooms, etc., may be needed to run information meetings regarding School participatory budget itself and for the projects submitted to School participatory budget presentation and propagation. Furthermore, this space may need some extra interior design, for example, a library may be turned into a civic café, etc. and resources for that may be needed.

The projects presentation and propagation depends on the idea itself and also on the project team ideas for the presentation and propagation. This can include spots on school's radio/TV, promotion films on school's YouTube channels and other social media, information on school's website, posters and flyers inside school, etc. Other creative events, such as flash mobs and happenings could be also used. Depending on the project teams ideas, certain resources may be needed and the teams should keep in mind that not always all the resources can be provided by the school.

It is important to set an exact period for promotion, which is usually not much longer than 1 month.

At the end of the promotion period there should be a school event where all the teams would present their projects in front of the whole school. The form of presentation, tools and methods which they will use are up to them. In such an event it is important to set exact and the same time for a presentation of each team, usually it is max. 10 minutes for each team presentation. It is also very effective when this event has a moderator who explains what School participatory budget is about and introduces each team at the beginning. It is also possible to have a jury consisting of a headmaster, representative of school management, representative of teachers and representative of students (for example the president of the student council). They will not have the right to choose which project will be supported but they have the right to comment and evaluate their projects and ask questions as the first ones. After the jury asks questions, anybody from the audience can also ask a question. At the end of the event, it is important to announce when the voting for their favorite will take place and explain the system of voting.

3. 9. Elections

As there are various versions of how the elections of the projects to School participatory budget can be carried out, different resources may be needed. Voting can take place as a traditional voting, using voting cards and ballot boxes or in a more modern version, using for example: special Internet platforms, voting applications or with the use of e-school systems. Apart from the voting instruments, a space either for elections or/and for votes counting will be needed, too. Elections can be held in one set space or you can use a classroom to a classroom system using voting cards and ballot boxes. Apart from resources you should also consider the logistics. In all versions of voting a way to verify the voters is needed. Further, you need to provide access to voting possibilities to all students.

Voting cards, forms for votes counting, etc. need to be developed and prepared for elections.

Election has to be anonymous, transparent and fair. These three aspects are the most important.

If you are able to ensure all these three aspects in the form of electronic voting, you can also use this form. If not, we suggest to use election boxes and voting tokens. Boxes can be for example made from old cardboard boxes or if you want to make it transparent, it can be made from plastic tubes. Boxes or tubes have to be marked by the name of a project and its short description. Tokens can be made from hard paper, cardboard or plastic, ideally stamped with the logo of school to make it impossible to copy it.

Each student and each teacher should receive one token with which they can support their favorite project. The period of voting should not be longer than one week. During this period students and teachers can come to election boxes anytime and vote for their favorite project.

At the end there will be a responsible person (a youth worker, the president of student council, a teacher) for counting the votes. Projects with the highest number of votes will be supported and will gain the financial grant.

Each school implementing School participatory budget can choose how many projects will be supported from the budget. The ideal number is three or four in order not be overwhelmed by the projects during the second half of a school year and to keep the competitive environment in the school participatory budget.

In order to support competitiveness and motivate students to increase their effort in promotion period, the project with the highest number of votes can receive the highest financial support and the project with the lowest number of votes can receive the lowest financial support. The difference between the grant which they needed and requested and the budget they receive (in case of those with lower number of votes) can be ensured by means of other resources (private companies, small city grants, ask for material donations etc.) so that the students will also gain useful fundraising skills.

Of course, if you see it more valuable to support all the winning projects by the same amount of money, give the same grant to all teams.

3. 10. Winners announcement and granting

Winning ideas should be announced on the day of votes counting or the day after the latest. The results of voting should be announced by email to all the project teams. Other way of announcing the results to the project teams is that the teams wait in a separate room while votes are being counted and then the responsible person comes to this room and announces the results.

Then the results should be printed and put to the entrance hall of school or other visible place, uploaded to school FB and also school webpage.

On the next day grants should be delivered to the winning teams. The grants should be delivered by a headmaster or a deputy to highlight the importance and value of School participatory budget and motivate students to implement their projects in a perfect quality.

We recommend to give away the grant to students by signing an agreement between the school and the project team or a representative of project team (Annex no. 19). In the agreement there is an exact sum which the team receives and terms and conditions of accounting and reporting of the project. By signing this agreement they commit themselves to render an accountancy of the project properly, to have all the expenditure supported by evidence and if not, to return the sum which they cannot support by evidence.

3. 11. Support for the winners

After the project teams receive the grants, we recommend to organize an additional workshop with voluntary attendance. This workshop would be helpful for those who need some support with the first steps in their projects and with the organization of details of their first activities.

This workshop should have the form of individual consultations in combination with a feedback from other project teams.

Project teams can prepare a proposal of their first steps in the project, present them in front of the leader and other project teams, then the leader can comment on it and give advice and at the end also the participants from other teams can comment and give suggestions to them.

3. 12. Project implementation

In this phase the project teams working on their project ideas implementation should be provided some space on the school premises. This should be a room with tables, chairs and access to computers/laptops, printers, scanner. Usually project ideas implementation calls for more advanced resources, such as: interactive whiteboards, multimedia projectors, flip-charts, sound equipment,

etc. These resources may not be the “content” of the project, so they must be used as tools by the project teams to achieve their project aims. In such a case, those resources should be provided by the school or arranged by other people/institutions or maybe rented using the School participatory budget money.

Project management workshops are vital part of SPB. These workshops are organized after ideas being sent to a responsible teacher/youth worker by the students who want to participate in SPB. The majority of young people cannot imagine how much organizing and work is hidden behind a simple idea. That is why it is very important to teach the students via these workshops how to transform their ideas to form complex project proposals, how to meet needs of local community and also support qualities of members of their team and how to plan financial management of a project and its promotion.

Workshops should be mandatory for all project teams and at least one member from each team should be always present.

Each workshop should start with an energizer or a group building game.

We recommend to organize the minimum of three project management workshops.

One workshop should focus on a personal profile of the members of project teams and local community needs analysis for which the data gathered from the workshops done in each class can be used. The second workshop should be oriented on the project development and content designing. The third project should focus on the financial structure and promotion of the project. Detailed description of these three workshops can be found in the next chapters and suggestions for energizers and group building games can be found in Annex no. 1.

Implementation of the projects can start directly after the project teams receive the grants, ideally the latest start of the projects should be on the date which they has been stated in their project proposal. Projects should be implemented until the end of the particular school year.

One very important aspect, which should be always included in the implementation process, is the involvement of a school community. Students from the teams should try to involve their classmates, schoolmates, parents, school management or teachers into the process of implementation. It will teach them to cooperate, also strengthen relationships in the community and help to build the sense of belonging among students, teachers and other involved groups.

3. 13. Project financial accounting and project reporting

After the implementation of the project it has to be closed by the financial accounting and the project report.

Financial accounting is the table where students will record all their expenditures and support it by evidence. All the evidence has to be also scanned (to prolong its function) and assigned to a particular expenditure. Accounting should be controlled on two levels. The first level control is done by the leader and the second level control is done by an economist from school.

As we have mentioned in the previous parts, all the expenditures which they do not have supported by evidence, have to be returned to school.

The project report is very important tool for summarizing the project, its results, and comparison of the project plan and reality, learning from one's own mistakes and strengthen by successes. The project report summarizes the flow of the project, activities which have been done, involvement of a local community, comparing reality with the plan, recommendation for future projects. Document for a project report can be found in Annex no. 16.

4 Examples of School participatory budget and students' projects implementation in project partners countries

4.1. Example from Poland

The project "School of participation" developed in a partnership among Centre for Social Initiatives CRIS (Poland) and Association Education by the Internet (Poland) and 10 upper-secondary schools from towns of Rybnik and Kielce in Poland, it is an example of School participatory budget implementation in Poland. The project involved testing the mechanism of participatory budgeting as a form of student participation in decision-making about school spending. All upper-secondary education schools from Rybnik and Kielce could apply to take part in this project. The 10 upper-secondary schools from towns of Rybnik and Kielce selected to the project, presented the most promising concepts to implement participatory budgeting. Students from selected schools were able to submit proposals for initiatives that they believe best serve the development of the school. Those initiatives could be educational activities, cultural events, purchase of educational materials, etc. Ideas were created by project teams consisting of students, teachers and parents. The most interesting and most valuable ideas were selected during the negotiations and common understanding among the teaching staff, parents and students. The final selection of ideas which should be subsidized was made by students in voting. Each of the participating schools received extra 20 000 PLN for the selected projects⁷.

Further, we can give examples of students' projects implementations from the project "School of participation".

One of the winning projects in II Liceum Ogólnokształcącym. Jana Śniadeckiego in Kielce was a project called "School's refuge". The project idea was submitted and implemented together by 2 teachers and 3 students. The project aimed at providing a space serving the whole school community. The project team prepared a space with seats, tables, flowers and wall decor. The space is used for example by students who need a secure and comfortable place to wait before/after classes⁸.

Another winning project that can be a good example, is a project from IV Liceum Ogólnokształcącym. Hanki Sawickiej in Kielce, where students decided on the needed sport equipment for the sports hall⁹.

⁷ Evaluation of legislation, policy and practice on child participation in the European Union (EU). Country Report: Poland (2015), European Commission, p. 83-84
http://publications.europa.eu/resource/cellar/b9f319a6-93d4-4f30-8536-aa5a59317289.0001.01/DOC_1

⁸ <http://www.szkolapartycypacji.pl/pomysly/kielce/10>, access 02.05.2018

⁹ <http://www.szkolapartycypacji.pl/pomysly/kielce/12>, access 02.05.2018

Let's give also an example from VII Liceum Ogólnokształcące im. Józefa Piłsudskiego in Kielce, where one of the winning projects was an initiative to improve the students' attendance in classes. The class with the best attendance receives a prize in the form of a school trip¹⁰.

The last example from the project "School of participation" is a photography workshop room made in Zespół Szkół Ekonomicznych im. Mikołaja Kopernika in Kielce, as the school also has a profile of teaching related to media and advertising¹¹.

4.2. Example from Slovakia

In Slovakia we implemented SPB methodology in high school Evanjelické gymnázium from September 2017. Total budget allocated by the school management for School participatory budget was 1000 Eur.

Through workshops held in the last school year in all the classes of Evanjelické gymnázium, students identified some problems which should be solved in their school. In order to involve the students more actively to the life in school and build them stronger in the sense of belonging, we motivate them to create their own projects which would bring a positive change to their school. We have allocated the money to support the projects from a newly created school participatory budget. In the first stage, the students came with 13 great ideas for improvements in their school. In order to transform those ideas into projects we organized 4 thematic workshops (project plan development, financial structure, marketing and presentation in public). 6 teams proceeded to the final stage - presentation of the projects and voting for the projects - from which 4 projects were supported. Students promoted their ideas in school, via internet and also on the big ceremony in front of the whole school and international project partners. After this ceremony each student and teacher received one vote with which they supported their favorite project. Project with the largest number of votes was EVGx - students' conference which aims to inspire students to further education and self-development by real life examples and role models - speakers. The second project is School garden - the aim is to support better and more effective use of the garden by its reconstruction and development. The third project - R.U.B.I.S.H. tackles environmental problems - its aim is to raise awareness about environmental problems and involve students actively to the process of its solving. The fourth supported project is Carnival. The aim of this project is to create a funny event which will strengthen relationships among people, support school "spirit" and could possibly become a nice new school tradition.

The students organized EVGx in April. They invited 6 inspirational speakers from IT, techniques, languages, international projects and self-development programs.

¹⁰ <http://www.szkolapartycypacji.pl/pomysly/kielce/11>, access 02.05.2018

¹¹ <http://www.szkolapartycypacji.pl/pomysly/kielce/13>, access 02.05.2018

Whole school community was present at the conference. The conference was organized, facilitated and moderated by students. They also managed to have the presence of local newspapers and regional TV. Feedback from their schoolmates and school management was more than good and EVGx seems to be a new tradition for their school.

Carnival was organized in April. There were more than 50 students and teachers participating in beautiful and also handmade costumes. The students decided to donate the entrance fee to a charity. Thanks to this lovely event all students had a chance to meet other people from the school in different environment and a lot of new friendships were built. The students team from the project Carnival plan to repeat it the next school year but probably in different time of the year.

Project R.U.B.B.I.S.H. started in April with ecological workshops in school led by external experts. It continued by competition in garbage collection in the city and photo exhibition from places which were cleaned thanks to this competition. Last phase of this project was the implementation of recycled trash cans with info panels.

School garden project started in May when students built new benches from euro pallets which they decorated with new pillows and implemented to new garden gazebo. New school garden was celebrated by a school picnic which again connected the whole school community.

4.3. Example from Portugal

About YUPI's experience in projects like School Participatory Budget (SPB), Student's Project Implementation, and Other participatory tools and projects with youth, we can share the following projects.

First project is School Participatory Budget under the project "School of Active Citizens". Two school years ago the Portuguese Government, through Ministry of Education, launched the SPB initiative in all the national public schools, conceding a sum of money according to the number of students (1€ per student, minimum 500€ per school). Above that, the local municipality of Vila Nova de Famalicão decided to double that amount. Due to the partnership of YUPI with one of the local schools (EBI de Gondifelos) in the project "School of Active Citizens" YUPI promoted awareness sessions about SPB, gave support to the development of student's ideas and supported the decision making process. In practice, the SPB went like a democratic process where in the first year all the school students voted, and the second year, only the students of the 7th to the 9th grade did it. The process passed through different phases. First there was a period for students to prepare and submit their proposals, then there was an analysis to find if there were equal ideas or very similar that could be merged, then the voting process, and finally the implementation of the winning idea (till the end of the civil year).

Other project was Youth Participatory Budget (YPB). Between 2012 and 2013, YUPI promoted together with the Municipality of Vila Nova de Famalicão, through Youth Department, the first edition of a YPB. The implementation of this project passed through the next five steps: First - “What would you do for your city with 5000€?” where the youth should brainstorm and be aware of the participatory process; Second - “Where is the potential of this idea?” where there was a pre-selection of the ideas and they were grouped based on their categories of intervention in the city; Third - “From the idea into a real project” when several workshops were delivered to the most interested youngsters, developing the fourteen final ideas; Fourth - “All Famalicão citizens are informed and invited to vote and decide which idea to implement”, the three most voted ideas were invited to be implemented; and Fifth – public ceremony to announce the winning ideas and to organize their implementation and to congratulate all the participants.

5 Examples of other participatory tools and projects in project partners countries

5.1. Example from Poland

A good example of other participatory tools and projects including them, is a social revitalization project “Revitalization of Gdynia's district Chylonia”. Gdynia is a city in the north part of Poland, located on the south coast of the Baltic Sea, Chylonia is Gdynia’s largest district. The district consists of old apartment buildings and social flat buildings populated for many years by people who lost their own property due to eviction. Lack of infrastructure and almost no city investments, as well as poor relations among the district’s residents, gave this district a bad profile.

In 2007 the city authority, in cooperation with police, social care and other relevant institutions, started to collect data about the problems, unemployment rates of city’s inhabitants, as well as roads infrastructure, size and condition of flats, etc. in each city’s district. The disgraceful leader was Gdynia's district Chylonia.

This was a trigger to start the social revitalization project “Revitalization of Gdynia's district Chylonia” in 2008. It was decided that all decisions will be made together with the district’s residents using different participatory tools. This way district’s residents had a real saying about the needed investments in the district. The basic challenge of this social revitalization project was to overcome residents distrust, disbelief in the possibility of change and good intentions of the city authorities.

The implementation of the revitalization program was divided into two main phases. The first was the change of social relations among the district's residents and building their identity with the community, which should release their own

initiative. The second phase is the implementation of a development project, a comprehensive modernization (improving the condition of roads, repairs of buildings, construction of parking lots, parks, squares and replacement of sewage systems) and a positive change of the image of the district.

Such participatory tools were used in this process: diagnosis of the district's potential by means of surveys; cooperation forum of various institutions, enabling solving specific problems of the district together; thematic working groups where each problem could be described by people who are the most interested in solving it; consultation meetings regarding individual investments, with participation of architects; monitoring and evaluation.

This project is a success, among others, due to empowerment of inhabitants, with a usage of participatory tools¹².

5.2. Example from Slovakia

The National Project KomPrax - Competence for Practice has been implemented by IUVENTA - Slovak Youth Institute^{1sk} since 3.1.2011 and is aimed at promoting the quality of work with youth through non-formal education. Non-formal learning complements formal education, which takes place in a formal learning process, and mainly works on the development of skills, abilities and attitudes. The KomPrax project is supported by the European Social Fund totaling € 6,860,956.28. The aim of the project is to enable young people to acquire competences that do not provide them with the school environment enough and need them for successful employment in the labor market and in the field of youth work. Part of the project is building partnerships with employers and formal education institutions that will create a platform for collaboration between organizations and institutions and help recognize the benefits of non-formal youth work. Project activities are divided into two main parts that support each other and create a logical whole. On the one hand, activities aimed at education (i.e. gaining and strengthening competencies) of young people as well as those working with young people enable them to further develop their competencies. Each education is accredited by the Ministry of Education, Science, Research and Sport of the Slovak Republic and consists of at least two weekend training sessions. They also include preparing, realizing, and evaluating a small project in time between weekend training sessions. To implement a small project, each young person gets a financial contribution of up to € 200 on the basis of a small project. A small project is therefore a means by which young people gain and verify competencies in communication, presentation, teamwork, financial literacy, project thinking and more. On the other hand, activities are aimed at encouraging recognition of the contribution of non-formal education to

¹² <http://partycypacjaobywatelska.pl/strefa-wiedzy/przyklady-dzialan/przestrzen-publiczna/rewitalizacja-gdyskiej-chyloni-2/>, access 02.05.2018

^{1sk} <https://www.iuventa.sk/sk/KomPrax/O-narodnom-projekte.alej>, access 26.06.2018

youth work. Activities are targeted at employers' representatives, formal education institutions as well as young people themselves. Young people gain arguments about why it is important to engage in non-formal learning and what they can get into their personal and professional lives. Representatives of employers and formal education institutions have the opportunity to learn about the principles of non-formal education and how they can benefit from it. The project connects both parts of the activities through an accessible database of learners with a description of the level of competencies they have gained through their participation in educational projects. The participant will be able to decide who will make this information available and who wants to present the acquired competencies. Employers and formal education institutions will therefore gain a simple tool to verify what competencies a young person has achieved.

5.2. Example from Portugal

Very inspirational project with participatory approach focusing on business from Portugal is Entrepreneurial Ideas Contest to Our City. In the context of the European Project "Play Demo" that was promoted by YUPI, one of the initiatives was the Entrepreneurial Ideas Contest to Our City which took place in partnership with the Entrepreneurs Association of Famalicão and the Youth Department of Famalicão's Municipality. It consisted in a contest, opened to all Famalicão youngsters, who could propose their ideas to improve the living quality of the city, through their own perspective, and then there was a jury who chose three winning ideas. After that YUPI gave support to the groups of each winning idea to implement them.

Another inspirational project is Social Innovation Workshops. This initiative was promoted within a group raised from a governmental program, who aims to promote the social development at a local level. It consisted in a 5 session program with a school class, focusing at local institution needs and their proposals to solve them. Throughout this five sessions of non-formal education methodology, the students were lead to team building activities, study visits to the chosen institution and problem presentation, development of the possible solutions and final presentation to the institution representatives. This session cycle was presented to several schools of Vila Nova de Famalicão.

Very inspirational project from the area of social entrepreneurship is Lab for Social Transformation Entrepreneurship. Basically, it consisted in a two phase initiative, developed in a partnership with Famalicão Made In (local public entity to support entrepreneurship) in the context of the international project "E3". The first phase was about an informal public meeting with international entrepreneurs, who presented and debated good practices and social entrepreneurship. The second phase was a training program for a group of about 20 interested young people, that included a framework about social

entrepreneurship in more detail, an introduction to business developing tools like Canvas, Business Plan, etc., design and developing of social business ideas and finally, a pitch presentation of all the ideas to a panel of local relevant entities on the social and economic context.

In order to support youth initiatives in our city we organized project with title Micro financing of Local Youth Initiatives. It started with single sessions at schools promoting this initiative and motivating youngsters to think about their community and propose actions to improve local development and life quality. The ones who revealed themselves as being more interested, subscribed into a workshop of ideas development and project planning. The projects/actions built during those workshops, with a 300€ budget each, could be implemented with the support of a mentor from YUPI, to help them through the process.

5.3. Example from Slovenia

This example shows involvement of youth into process of local strategy and action plan development and directly into development of Kneippark and touristic Theme path. Youth and schools were animated to prepare various project proposals, which would enable better life in local environment. They particularly (together with general local public) were invited to actively participate through the bottom-up principle:

- They were invited to workshops for preparation of local strategy and action plan.
- At the workshops we determined priority areas with them and through discussion wrote down suggested project proposals.
- Next we debated about the project proposals in focus groups with young people from various fields of expertise and with different experiences and interests.
- We evaluated project ideas. Both mentioned projects were among those which were highly graded and chosen.

Young people participated at writing a project proposal, planning project activities and implementing the project. The concept and design of the Kneippark was made by two students of landscape architecture. The same goes for the theme path. We included high school and university students of nature protection sciences (nature protection technician, nature protection engineer) and teaching education programs.

Young people are actively participating at promotion of both products between various target groups. They are primarily focused on kindergartens, schools and youth. High school and university students of tourism are preparing communication plans and innovative products on both locations for the needs of other target groups. Mentoring of Youth Centre Šentjur, Adult Education Centre Šentjur and Development Agency Kozjansko stimulated self-organized groups

which implement animation, organization of events and intergenerational meetings as well as socializing of local population in Kneippark.

Both project ideas were developed among youth with mentoring of experts from schools, Youth Centre Šentjur, Adult Education Centre Šentjur, Development Agency Kozjansko, Municipality Šentjur and Tourist information Centre. Municipality Šentjur, Development Agency Kozjansko, Retirement Home Šentjur and Society Izviri Dobrina provided financial support.

6 Good practice examples in School participatory budget from other countries

A good practice example in School participatory budget, is the High School Participatory Budget in Poitou-Charentes region of France. The Poitou-Charentes Region is located in the West of France and it is one of the most rural regions in France. In January 2005, the Region Poitou-Charentes created the first regional High School Participatory Budget in France, involving the whole 93 public High School of the Region.

Every student, parents, teachers and staff, in each school are invited to debate about the projects that they think should be implemented using the School participatory budget. The total amount allocated to this budget is 10 million Euro, which represents 10% of the regional budget for all the high schools.

In 5 years, the School participatory budget led to almost 1400 funded and implemented projects, directly proposed and decided by the participants themselves¹³.

Another good practice example in School participatory budget, is probably the first case when American high school students had used a process of participatory budgeting. It was in the school year 2013/2014 and took place in public Bioscience High School in Phoenix. The work began with the design of the process itself. Each grade level elected four student representatives to a kind of a steering committee. This committee (consisting of 16 students in total) created rules for the School participatory budget and invited all students to submit their proposals. In the first school year, a total of 45 students formed project teams and prepared 30 project proposals. In the next phase, the steering committee made a list of 18 projects, eliminating incomplete projects. Later students hung posters in the school cafeteria describing the selected projects and their total costs. In the final voting 3 projects were selected and implemented. The winning projects were educational projects. "The first was a sustainability education display for the school's courtyard, the second was color ink for a student-built 3-D printer, and the third funded camera adapters for laboratory microscopes"¹⁴.

After the first pilot School participatory budget in the Bioscience High School in Phoenix, it was continued in the next school years. But in 2016 Phoenix schools are making history again. The Phoenix Union High School District launched the first School participatory budget in the USA with the use of district-wide funds. First involving five public high schools and intended to expand across the district in future years¹⁵.

¹³ <https://participedia.net/en/cases/high-school-participatory-budget-poitou-charentes-france>, access 02.05.2018

¹⁴ <http://time.com/3740510/phoenix-budgeting-experiment/>, access 02.05.2018

¹⁵ <https://www.participatorybudgeting.org/phoenix-schools-are-making-history-again-with-pb/>, access 02.05.2018

Annexes

Annex no. 1

Energizers and icebreakers

During the school activities in frames of School participatory budget, such as participatory budget workshops and project management workshops, despite working in groups on the workshops content, we suggest using some energisers and ice breaking exercises.

Teaching in a very interactive and non-formal way requires also a physical stimulation, from time to time, to feel more fresh and relaxed and ready to spend more time at the same place.

Interactive energisers can look “stupid” for the participants at the beginning, but with some gamification and competition rules, they become a real fun exercise also clearing their minds and motivating them to stay focused for a longer time.

Here are some examples of energisers and ice-breaking tools which can be used (please use the sources of the websites given below for more exercises):

Buzz circle¹⁶ - people have to stay in a circle and start counting, starting from 1 to e.g. 100 (the goal). At every number with a number 4 or a multiple of 4, that person needs to say BUZZ instead of the number (1, 2, 3, BUZZ, 5, 6, 7, BUZZ, ...). BUZZ word can be replace by “budget” or “project” etc. This is a perfect example how to do two things at the same time (ideal exercise for 10 minutes).

Don't answer¹⁷ - people have to stay in a circle and start asking questions. Person on the left has to answer the questions in the most imaginative way as possible (ideal exercise for 10 minutes).

Who are you?¹⁸ - ask one volunteer student to leave the classroom. While the person is outside, the rest of the group has to decide on an occupation for the person who is away (he or she can be a miner, a bus driver etc.). After the student comes back to the classroom, the group has to play activities, basing on which the volunteer student should guess the occupation (ideal exercise for 15 minutes).

¹⁶ <https://www.bookwidgets.com/blog/2016/10/15-fun-classroom-energizers-for-students>, access 02.05.2018

¹⁷ <https://www.bookwidgets.com/blog/2016/10/15-fun-classroom-energizers-for-students>, access 02.05.2018

¹⁸ <https://www.slideshare.net/vickthorr/100-energizers>, access 02.05.2018

Common Ground¹⁹ - divide people into 4-6 people groups. Each group has 5-10 minutes to write down everything the people within it have in common. When the time is up, ask the representative of every group to present the results (ideal exercise for 10 minutes).

Catch a Story²⁰ - you will need a ball and people have to stay in a circle. You have to start the story, like “Fortunately the school decided to begin the School participatory budget...”, throw the ball to another person who has to continue with the story. The next person has to add a sentence, changing the character of the story: “Unfortunately there was a small amount of money” and the next person continues for example: “Fortunately it was enough for the most interesting ideas” (ideal exercise for 10 minutes).

Annex no.2

Evaluation tools

The most important moment in every workshop or lesson should be an evaluation which allows participants to think about the lessons learnt from our experience and to develop a way of teaching in the future, to be more suitable for group expectations. A good preparation and frequent evaluation determines whether or not the planned goals of education are being met.

Here are some examples of evaluation games which can be used (please use the sources of the websites given below for more exercises):

Graph evaluation²¹ - prepare a flipchart graph representing the most important parts of the workshops. Each person using a different colour of pen or pencil has to draw a line from the start to the end of the graph, drawing it above or below a central line marks interest and involvement (ideal exercise for 10 minutes).

45 seconds countdown²² - good exercise to sum up the workshop. Divide people into two teams and give each of them a flipchart. The teams have to compete by writing words or sentences about what was discussed during the workshop. The team who makes a longer list in 45 seconds wins the competition (ideal exercise for 5 minutes).

¹⁹ https://sixth.ucsd.edu/_files/_home/student-life/icebreakers-teambuilding-activities-energizers.pdf, access 02.05.2018

²⁰ <http://www.primaryresources.co.uk/pshe/pdfs/dramawarmups.pdf>, access 02.05.2018

²¹ <https://seedsforchange.org.uk/tools.pdf>, access 02.05.2018

²² <https://www.trainingcoursematerial.com/free-games-activities/energizers>, access 02.05.2018

Bananas²³- give students bananas (you can use also paper bananas), ask them to curve up or down a banana to represent happy or sad faces after the session. Participants can write some comments on the banana skin and eat bananas at the end (if real).

Annex no. 3

Name games

First names

Have everyone count the number of letters in their first name. Now ask them to find someone who has the same number of letters. Those two are now partners. If a person can't find someone let him/her use another name s/he is called by (i.e., a student named Matthew may use the name Matt and then look for someone with 4 letters instead of 7.) If they still cannot find someone to pair up with, let the look for a person with the closest number of letters.

Name relation game

Get the group into a circle. Then start out by saying your name and a food that begins with the same letter.

Then the next person does theirs, plus yours. Then the third person does theirs, the second's and the first's name and food.

It then moves on down the line, so that the last person has to do everyone within the group.

Different variations of this can be played but it is great for getting the group to know one another and the names.

Name Toss

Here are the common rules:

- 1) Arrange the group in a circle.
- 2) One person starts off by saying the name of someone else in the circle, and tossing the ball to them.
- 3) That person then in turn says the name of a different person, and tosses the ball to someone else who has not yet received the ball.
- 4) That continues until everyone in the circle has received the ball once.
- 5) Generally, the objective is to pass the ball around the circle without dropping it. If the ball is dropped, the group restarts until completed without dropping.
- 6) You can add a "thank-you, (name)" from the receiving person if you like...

²³

<https://www.woodcraft.org.uk/sites/default/files/Evaluation%20and%20reflection%20activities.pdf>, access 02.05.2018

Annex no. 4
5 W + 1 H schema

<p>WHAT?</p> <ul style="list-style-type: none"> -What am I going to do? - What will be the scope of my work? - What am I going to focus on? 	<p>WHO?</p> <ul style="list-style-type: none"> -Who is going to organize and perform the activity? - Who is in the team and what are their roles? - Who will be or beneficiaries? - Who would be my competition? 	<p>WHY?</p> <ul style="list-style-type: none"> -Why do I want to focus on this issue? -What is my inner motivation? -What problem am I going to solve by this action?

<p>WHEN?</p> <ul style="list-style-type: none"> - When am I going to start with this action? -How much time do I need for it? - How much time do I need for preparation? 	<p>WHERE?</p> <ul style="list-style-type: none"> -Where am I going to perform/organize the activity? 	<p>HOW?</p> <ul style="list-style-type: none"> - How am I going to start? - How will preparation look like? - How will implementation look like? - How much money do I need for it/or any other resources?

Annex no. 5
Elevator pitch

- Name of team/members of team + title of project (who)
- What is the problem we are going to solve by the project (why)
- What solution does this project bring (what + how)
- Who is the target group of this project (for who)
- Does anybody else do something similar? What makes our project innovative and extraordinary (who?/where?)
- When are we going to implement the project (when)
- Where are we going to implement the project (where)
- How are we going to cover our expenses? Where do we have material/speakers from? How much money do we need (how) ?

Annex no. 6
Financial structure (example)

FINANCIAL STRUCTURE (example)				
WHAT	AMOUNT	PRICE PER 1 UNIT	SUM	SPB (School participatory budget), BR (borrow), D (donation), R (rent)
Material				
Data projector	1			S (school)
PC	1			S (school)
Microphone	2			S (school)
Speakers				
Michal Patarák (psychiatrist)	2 hours	25 Eur/Hour	50 Eur	SPB
Travel				
Michal Patarák (bus)			10 Eur	SPB
Rent				
Event hall				D (School)
Food				
Mineral water	5x 1liter	1 Eur	5 Eur	D (family business of member of a team)
Apples	2,5 kg	2 Eur	2 Eur	SPB
Sandwiches	50 pcs	0,50 Eur	25 Eur	SPB
Sum			92 Eur	

Annex no. 7
Material and human resources table (example)

MATERIAL AND HUMAN RESOURCES TABLE (example)				
ACTIVITY	MATERIAL	EXTERNAL EXPERT	AMOUNT	BUY(B)/BORROW(BR)/RENT (R)/DONATION (D)
Workshop	Room		1	BR - school
	Chairs		20	BR - school
	Tables		10	BR - school
	Data projector		1	BR - youth center
		Lecturer/speaker	1	B - speaker fee (approx. 50 Eur)
Propagation of workshop		Posters design	1	D - team member
	Posters print		20	B

Annex no. 8
Material and human resources table

MATERIAL AND HUMAN RESOURCES TABLE				
ACTIVITY	MATERIAL	EXTERNAL EXPERT	AMOUNT	BUY(B)/BORROW(BR)/RENT (R)/DONATION (D)

Annex no. 11
Problem identification

Young people in our block of flats don't contact each other
and don't communicate.

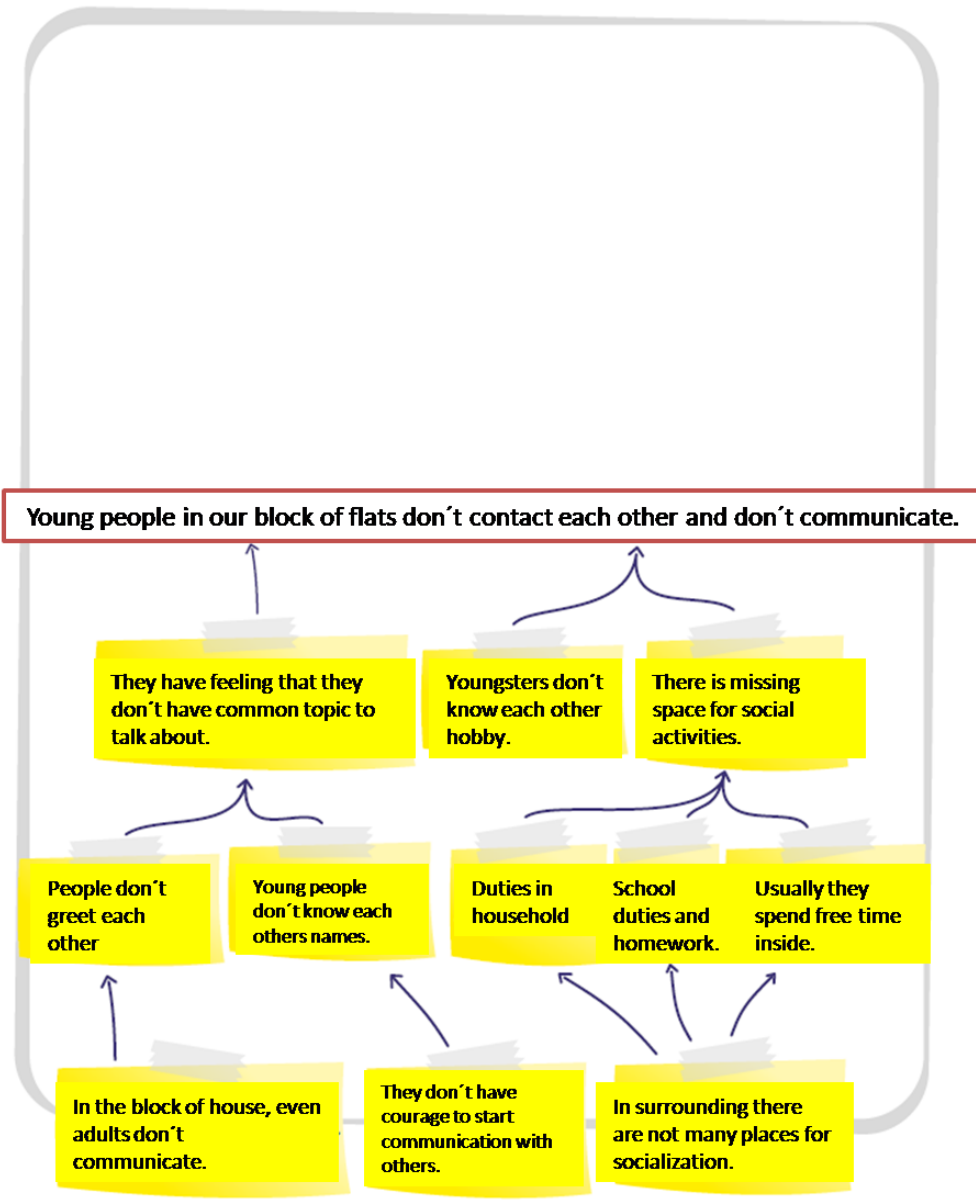
Annex no. 12
Causes of the problem ²⁴

Young people in our block of flats don't contact each other and don't communicate.



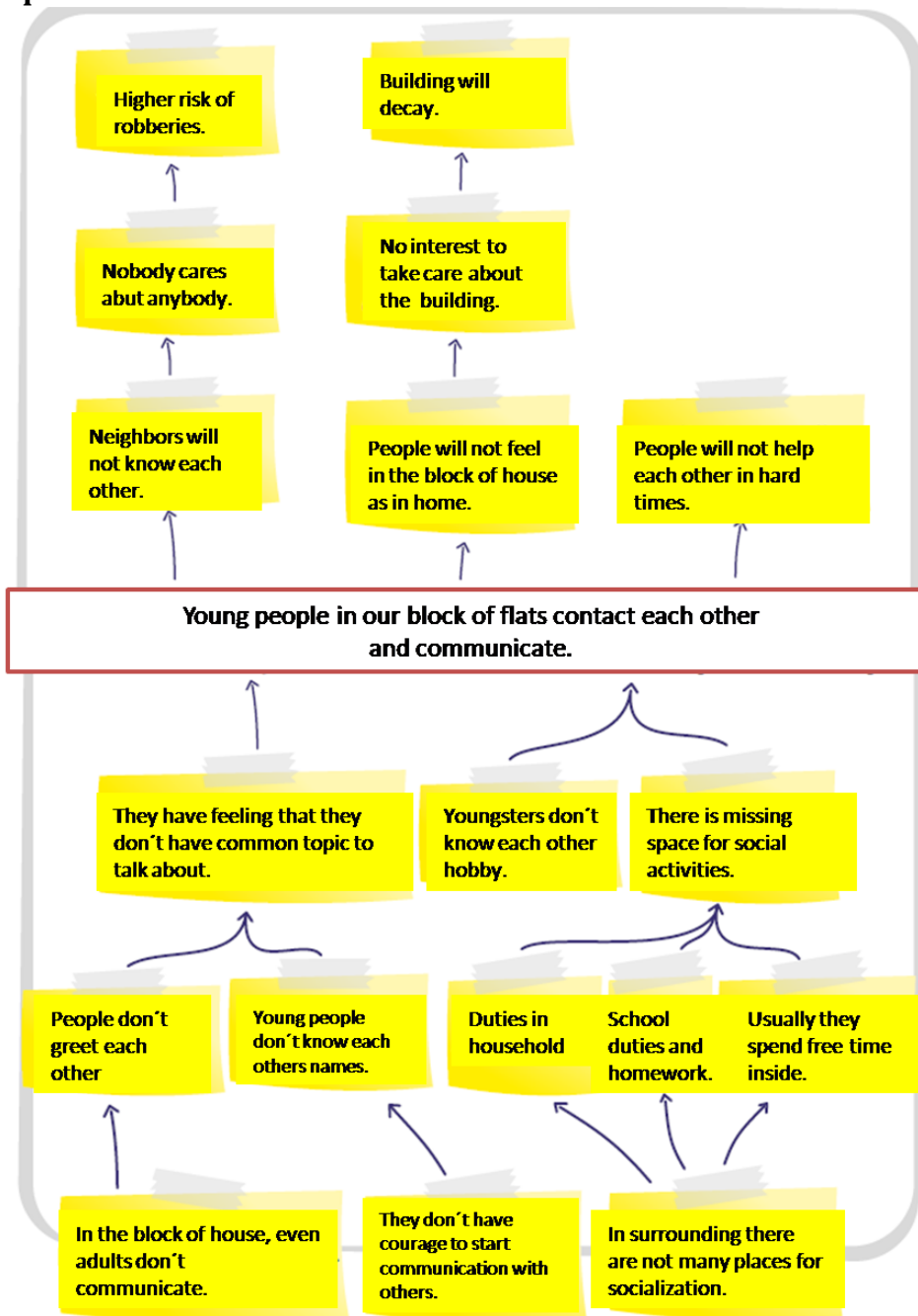
²⁴ Tibor Škrabský: Projekt je zmena, 2011

Annex no. 13
Causes in order²⁵



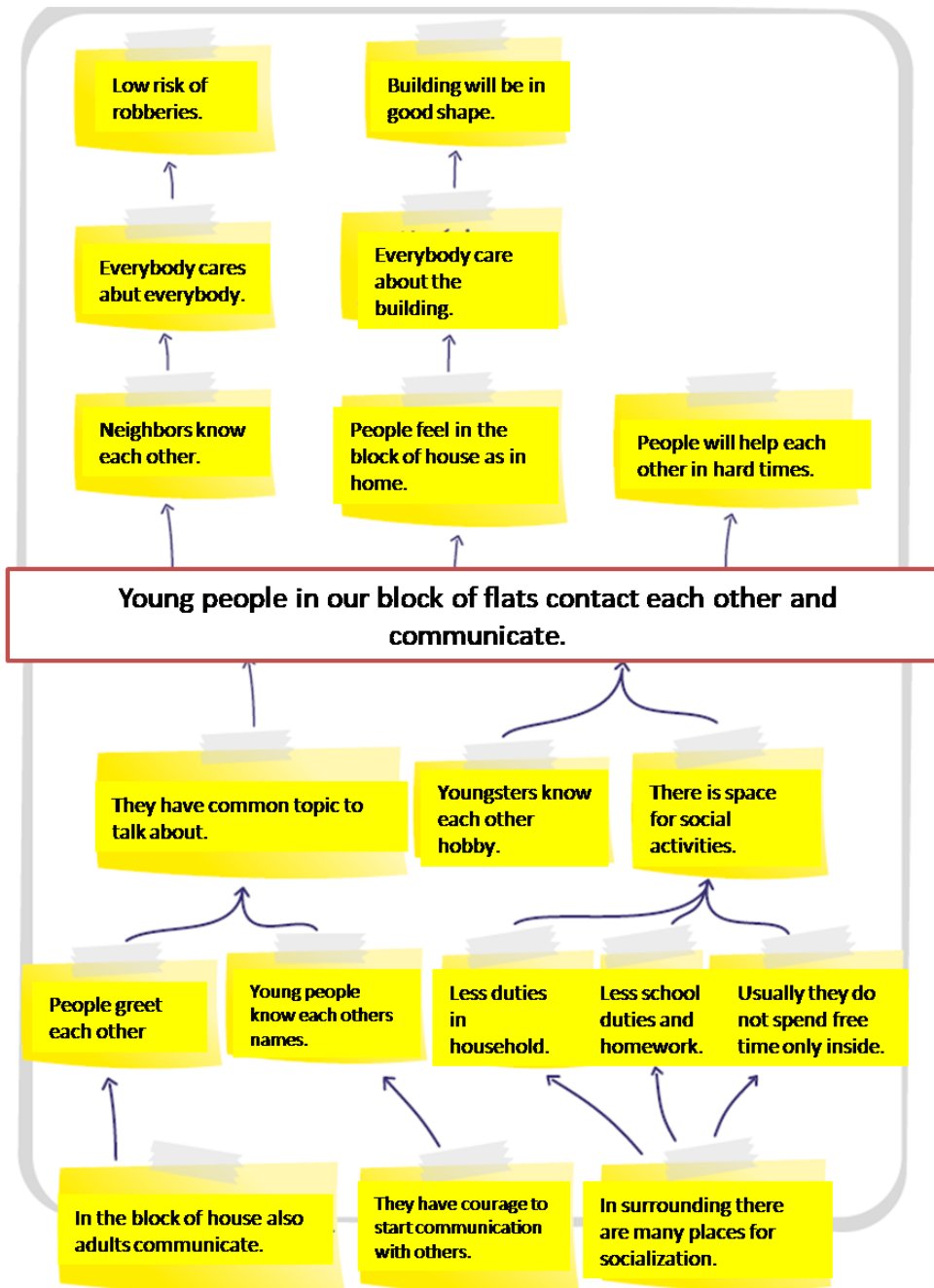
²⁵ Tibor Škrabský: Projekt je zmena, 2011

Annex no. 14
Consequences²⁶



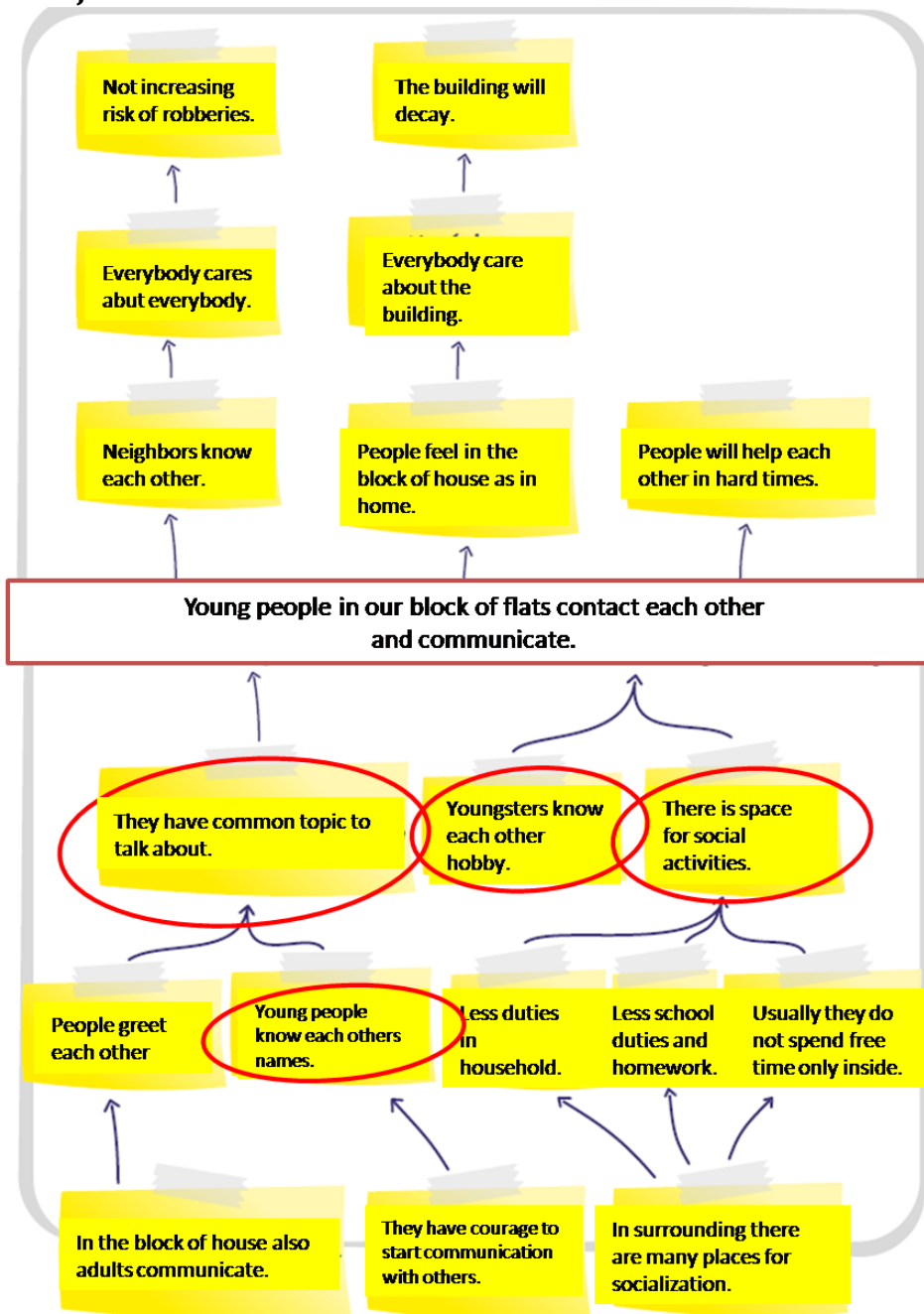
²⁶ Tibor Škrabský: Projekt je zmena, 2011

Annex no.15
Positive variations ²⁷



²⁷ Tibor Škrabský: Projekt je zmena, 2011

Annex no. 16
Chosen objectives ²⁸



²⁸ Tibor Škrabský: Projekt je zmena, 2011

Annex no. 17
Final project report

Final project report	
Title of the project	
Members of project team	
Project leader (responsible person)	
Main aim	
Objectives	
Target group	
Please describe all activities which you have carried out during your project.	
Did you managed to reach your objectives? If yes, explain how and if not, please explain why not.	
Did everything go as you planned in your project proposal (during project management workshops)? If not, please explain, what did you need to change and how did you manage it?	

If you would have a chance to change something or do differently, what would it be?

Annex no. 18
Project proposal

PROJECT PROPOSAL
Title of the project
Members of project team
Project leader (responsible person) + contact (phone and email)
Main aim of the project
Objectives
Target group
Needs

When do you plan to implement project activities?
Please explain how are you going to fulfill the project aim and how are you going to implement project activities
Please explain how are you going to involve school community to the project

Annex no. 19
Grant agreement

School participatory budget Grant agreement

School representative:

Name and surname

address

ID

and

Students project representative:

Name and surname

address

ID

enter into

Grant agreement

1.

Subject of the agreement -School participatory grant in sum ,- EUR (by words EUR), which *Name of school representative* as responsible person from *Name of school* provided to *Name of Students project representative* cash for all costs related to implementation of project *Name of the project*.

2.

Name of Students project representative by signature in this agreement confirms receipt of School participatory grant in sum ,- EUR (by words EUR) for all costs related to implementation of project *Name of the project*. *Name of Students project representative* by signature in this agreement also confirms that the grant

received will be used exclusively for costs related to preparation and implementation of project *Name of the project*, all costs will be covered by relevant bills, receipts and all these documents will provide the latest till *end of school year* to principal of the *Name of the school Name of the principal*. *Name of Students project representative* by signature in this agreement commits *Herself/himself* to return finances to *Name of school representative* which *she/he* will not cover by relevant documents the latest till *end of school year*.

3.

Name of school representative by signature in this agreement confirms money transfer - School participatory grant in sum , - EUR (by words EUR) in cash to *Name of Students project representative* for all costs related to implementation of project *Name of the project*.

In, date

Name of school representative

responsible person for *Name of school*

Name of Students project representative

responsible person for project *Name of the project*

Lead partner of the project:



Project partners - Non-formal organizations:



RAZVOJNA AGENCIJA
KOZJANSKO

Project partners - schools:

