TOOLKIT

FOR DELIVERING PARTICIPATORY BUDGETING FOR YOUTH IN CITIES

Addition to the White Paper

2019

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COM'ON EUROPE

Created in the framework of the Network of European Youth Capitals.

NETWORK EUROPEAN YOUTH CAPITALS

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Mladinski kulturni center, Maribor, Slovenia
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INTRODUCTION

WHAT IS THIS TOOLKIT?

The Toolkit for Delivering Participatory Budgeting for Youth in Cities is a collection of practical tools and methods which enforce different stages of a participatory budgeting process. Each of the tools can be used separately, but most importantly it can be adapted to any local process based on the current need of that endeavour.

While each tool can be of use individually, combining various tools and using them in an integrated manner can provide a significant enhancement of any local PBY process. Tools are either self-developed ones during the implementation of local processes in the 7 cities which partnered for Com'ON Europe, our already renown ones but which also enforce a local participatory effort.

WHAT IS COM'ON EUROPE?

The **GOAL** of COM'ON Europe is to create an open source framework for European cities in implementing participatory budgeting processes, which target young people not just as creators and initiators but also as decision makers themselves It also aims to create a platform for cooperation between cities which applied or are willing to apply similar processes in the near future. The project aims to reach these goals until June 2019.

The **GENERAL OBJECTIVE** of COM'ON Europe is to contribute to the improvement of civic participation of young people in local life through local level participatory budgeting mechanisms. The project will contribute to the increase of young people's spirit of creativity, associativity, entrepreneurship, and community development by providing a safe environment for planning and coming forward as informal groups with small-scale initiatives, while providing funding on behalf of the municipalities or other donors and sources of funding, and delegating decisions towards the local community about initiatives which should to be supported through this process.

Specific objectives are:

- O1: to create a clear general policy framework in order to increase civic participation of young people through dedicated participatory budgeting processes for youth in urban communities based on theory and practice which connects European policies with local level practical implementation, while also bringing up local experience to the European playfield (LOCAL-EUROPEAN),

- O2: to provide participatory urban environments for young people and for public authorities based on trust, assistance and easy access and with the active contribution of the civil society (DECISION, VOTE), and to reach out to young people and to enable their creativity in the service of the urban quality of life of cities (IDEA, INITIATIVE),
- O3: to enable other cities in adopting similar participatory processes and consolidating the cooperation of European cities (and especially cities involved in the Network of European Youth Capitals) regarding youth participation through the creation of the European Platform of Participatory Budgeting for Youth (consisting first of the European Centre for Youth Participation, the European Youth Participatory Registry and an open source methodology and toolkit (NETWORK, FRAMEWORK).

COM'ON Europe connects two specific aspects: youth participation and participatory budgeting, and this way it becomes original, unique. The reason for this is that it keeps the principle of participatory budgeting (deciding on public money's faith) but it provides a double-sided platform through the engagement with organised but also unorganised young people willing to organise themselves but not through legally established organisations. This enables untapped energies of young people brought to surface in shaping community life in cities.

All partners are representing European Youth Capital title-bearer cities like Torino 2010, Braga 2012, Maribor 2013, Thessaloniki 2014, Cluj-Napoca 2015, Varna 2017 and Cascais 2018. These are all currently active cities in the Network of European Youth Capitals, all of them coming from member states of the European Union.

COM'ON Europe will create a general theory framework enhanced by practical examples of seven European cities regarding participatory budgeting for youth, comprising of the following:

- **Methodology:** White Paper on Participatory Budgeting for Youth;
- **Toolkit** for youth participation and public decision making in participatory budgeting processes for youth;
- **Pool of Facilitators,** with specific competences and skills in engaging young people at grassroots level;
- **Local Action Plans** for youth participatory budgeting processes in partner cities during 2019;
- **European Platform of Participatory Budgeting for Youth,** through the framework for the creation of the Citizen Y Resource Centre, and the technical solution for delivering a participatory budgeting for youth through an online motor.

1. The Spectrum of Public Participation of the International Association for Public Participation) (*)

When to use it?
The Spectrum of Public Participation is one of the easiest tools in understanding different levels of participation. The Spectrum is a vital reference point whenever working on managing or developing participatory mechanisms in a city. Its use is always relevant when creating a quality assessment of a participatory process. It helps understand where one really is regarding a participatory process. Its use is absolutely relevant when conceiving or revising the architecture (clockwork) of a participatory budgeting for youth, or any participatory mechanism, as a matter of fact.
What resources do you need to use it?
Having persons, experts or practitioners who understand the Spectrum is essential in setting up, improving and evaluating participatory processes in urban level, such as a participatory budgeting for youth.
Who is this tool addressed for?
This tool is addressed especially for practitioners who aim to create or are already involved in implementing various participatory mechanisms at any level in the society. It is also addressed for experts who can conduct a proper analysis of participatory processes and efforts in which the Spectrum provides a globally accepted theoretical approach.

DESCRIPTION[1]

The Spectrum of Public Participation[2] was developed by the International Association of Public Participation (IAP2) to help clarify the role of the public (or community) in planning and decision-making, and how much influence the community has over

[1] https://sustainingcommunity.wordpress.com/2017/02/14/spectrum-of-public-participation/
[2] The Spectrum of Public Participation can be reached here. https://www.iap2.org/page/pillars

planning or decision-making processes. It identifies five levels of public participation (or community engagement).

IAP2 Spectrum of Public Participation

IAP2's Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public's role in any public participation process. The Spectrum is used internationally, and it is found in public participation plans around the world.

INCREASING IMPACT ON THE DECISION

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

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The further to the right on the Spectrum, the more influence the community has over decisions, and each level can be appropriate depending on the context. It is important to recognise they are levels; not steps. For each level it articulates the public participation goal and the promise to the public.

Inform

Public participation goal*: To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.*

Promise to the public*: We will keep you informed.*

Community engagement is a two-way process[3][4][5], which means that the first level of the Spectrum, Inform, is not really community engagement because it only involves

[3] International Conference on Engaging Communities. (2005). Brisbane declaration on community engagement. Retrieved 5/2/2011, from https://www.lcsansw.org.au/documents/item/330

[4] Carson, L. (2008). Community Engagement – Beyond Tokenism. *Incite, 29*(3), 10.

[5] Wallis, R. (2006). *What do we mean by "community engagement"?* Paper presented at the Knowledge Transfer and Engagement Forum, Sydney. Available from http://www.ncsu.edu/extension/news/documents

a one-way flow of information. The US Environment Protection Agency[6] suggests that:

> *The Inform level of public participation does not actually provide the opportunity for public participation at all, but rather provides the public with the information they need to understand the agency decision-making process. This level is on the Spectrum to remind agencies that sometimes there is no opportunity for the public to influence decision-making and simply informing them is the appropriate activity. When you conduct the "inform" level of public participation, it is important to recognize that you are not trying to persuade or manipulate the public in any way. As such, the inform level is not the same as a public relations campaign. Rather, the inform level of public participation requires the agency to serve as an honest broker of information, giving the public what they need to fully understand the project and decision and to reach their own conclusions as to the appropriateness and adequacy of the decision.*

In some ways it would be better if Inform was not a separate level of the Spectrum[7,8] but its inclusion serves as a reminder that information is an important foundation for community engagement. Some practitioners and writers suggest that the Inform level should be placed across the Spectrum (e.g., above or below it) to demonstrate that "effective engagement with stakeholders at all levels on the Spectrum requires a strategic flow of information" (p. 3)[9].

Despite it not being community engagement, the Inform level can be quite appropriate in many situations including letting people know about changes to legislation, health promotion messages (e.g., this great video likening sexual consent to drinking tea) or informing people about benefits they might be entitled to.

Consult

Public participation goal*: To obtain public feedback on analysis, alternatives and/or decisions.*

Promise to the public*: We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals.*

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[6] United States Environmental Protection Agency. (2017). Public participation guide: Selecting the right level of public participation. Retrieved 13 February, 2017, from https://www.epa.gov/international-cooperation/public-participation-guide-selecting-right-level-public-participation

[7] Susskind, L., & Carson, L. (2008). The IAP2 Spectrum: Larry Susskind, in Conversation with IAP2 Members. *International Journal of Public Participation, 2*(2), 67-84. Available from http://www.activedemocracy.net/articles/Journal_08December_Carson.pdf

[8] Chappell, B. (2016). *Community engagement handbook: A model framework for leading practice in local government in South Australia*. Adelaide: Local Government Association of South Australia. Available from https://www.lga.sa.gov.au/webdata/resources/project

[9] Idem

Consult is quite a low level of community engagement being "the basic minimum opportunity for public input to a decision"[10]. Essentially it involves obtaining feedback about plans, ideas, options or issues, but with little interaction. The promise is to "listen and acknowledge" issues raised, but not necessarily to act on them.

At this level it is particularly important to be quite clear about the focus of the consultation and what is not negotiable. Consult can involve little interaction (e.g., surveys or written submissions) or it can be more interactive (e.g., focus groups, public meetings). Consult largely involves one-way communication – feedback from the community – although there is still an element of two-way communication through the promise to "provide feedback on how public input influenced the decision".

Consult is particularly appropriate when there is little passion or complexity in relation to an issue[11] and can be useful for obtaining feedback about a draft plan or for canvasing a range of views early in a longer planning process. For example, Newcastle Regional Libraries are beginning a strategic planning process and are consulting with a range of stake holders. The purpose of this stage of the process is to identify potential issues needing to be considered in order to guide the next stages of the planning (which will involve more collaborative processes).

Involve

Public participation goal: *To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.*

Promise to the public: *We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.*

At the Involve level, the community is invited into the process to a greater extent than with Consult. As can be seen, the goal is to work with the public throughout the process: it is not a one-off. While the promise implies that issues raised should be taken into account, decisions at this level are generally made by the organisation or department rather than the public.

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[10] United States Environmental Protection Agency. (2017). Public participation guide: Selecting the right level of public participation. Retrieved 13 February, 2017, from https://www.epa.gov/international-cooperation/public-participation-guide-selecting-right-level-public-participation

[11] Hardy, M. (2015). Reflections on the IAP2 Spectrum [Blog post]. Retrieved 13 February, 2017 from http://maxhardy.com.au/reflections-on-the-iap2-spectrum/

Again, it is important to be clear about what is negotiable and that the decision-making will not be made by the community. The higher level of participation required by the public, means this level can be appropriate when people are having some investment in an issue, but it is not very controversial nor has major implications for other people.

Collaborate

> ***Public participation goal**: To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.*
>
> ***Promise to the public**: We will work together with you to formulate solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.*

The Collaborate level is about partnership and sharing power[12]. The promise sets high expectations as it promises to incorporate advice and recommendations "to the maximum extent possible." It implies an interactive process with an emphasis on two-way processes.

While decision-making still lies with the organisation or department, there is much greater input from the community. Creating the trust needed and ensuring there is genuine engagement can be costly and time-consuming.

Because of the high level of participation, it is particularly useful for controversial issues and complex problems. There can be risks involved in processes at this level. If the promise is seen as being broken (e.g., if members of a community cannot agree of ways forward, or if some sections of the community feel their views were not taken into account), trust can be broken and future relationships with key stakeholders can be significantly damaged[13].

Collaborate requires interactive processes where there can be opportunities to explore issues in some depth. For example, a design charrette:

> *Is an intensive planning session where citizens, designers and others collaborate on a vision for development. It provides a forum for ideas and offers the unique advantage of giving immediate feedback to the designers. More importantly, it allows everyone who participates to be a mutual author of the plan. (The Town Paper)*

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[12] Idem

[13] United States Environmental Protection Agency. (2017). Public participation guide: Selecting the right level of public participation. Retrieved 13 February, 2017, from https://www.epa.gov/international-cooperation/public-participation-guide-selecting-right-level-public-participation

Empower

> ***Public participation goal**: To place final decision-making in the hands of the public.*
>
> ***Promise to the public**: We will implement what you decide.*

The Empower level places the final decision-making in the hands of the public. It does not necessarily mean it is the highest level of community engagement. Whereas Collaborate requires a high level of community engagement, Empower does not necessarily require the same degree of community engagement. At this level, a decision could be made by the community through a process that requires little interaction or engagement (e.g., a referendum).

If we adopt bottom up approaches to working with communities and are committed to social justice, however, the Empower level still implies interaction and engagement. It also requires us to ensure that those effected by decisions can have input into the process.

Government bodies can be reluctant to establish processes at this level because of a perception that they "are not permitted to delegate their decision-making authority to the public" [4]. For example, the City of Newcastle[14] states:

> *In local government the elected Council is responsible for making policy, strategic and budget decisions. As such, empower has limited application and refers to community development and community capacity building initiatives whereby Council provides opportunities and resources for communities to contribute their skills and talents.*

Likewise, the Local Government Association of South Australia[15] explains:

Under the Local Government Act 1999, the only decision-making power which is likely to be placed in the hands of the public is that of electing Council Members every 4 years. The Act empowers an elected Council in South Australia to make policy, strategic and budget decision except where delegated to staff, a committee, or a subsidiary, but delegations for decision-making cannot be made to the public. (p. 2)

[14] City of Newcastle. (2011). *Community engagement framework: 2013-208*. Newcastle: The City of Newcastle. Available from http://www.newcastle.nsw.gov.au/Newcastle/media/Documents/Engagements/Comm_Engagement_framework_Final_2.pdf

[15] Chappell, B. (2016). *Community engagement handbook: A model framework for leading practice in local government in South Australia*. Adelaide: Local Government Association of South Australia. Available from https://www.lga.sa.gov.au/webdata/resources/project

As Carson[16] argues, however, that the promise of the Empower level is not about statutory authority but a promise to "implement what you decide". Responsibility for the decision can still lie with the elected body while honouring the promise. She gives the example of "a state government minister who has allowed the affected community to make controversial land-use planning decisions and promised to implement their decision" (p. 69).

Empower implies that this process is in relationship to significant issues. Providing people with the opportunity to make decisions about minor issues is not necessarily an example of operating at this level (e.g., giving people the power to decide whether they pay with cash or a credit card is not operating at the Empower level).

It is also important to recognise the Empower is used in a specific way in the Spectrum and is not the same as empowerment. Empowerment, in the broader sense, is the "ongoing capacity of individuals or groups to act on their own behalf to achieve a greater measure of control over their lives and destinies" (pp. 92-93)[17]. Empowerment (helping people to take control of their lives), can occur in many different ways and in many different contexts, and thus has a much richer meaning than the manner in which Empower (placing the final decision in the hands of the public) is used in the Spectrum.

[16] Susskind, L., & Carson, L. (2008). The IAP2 Spectrum: Larry Susskind, in Conversation with IAP2 Members. *International Journal of Public Participation, 2*(2), 67-84. Available from http://www.activedemocracy.net/articles/Journal_08December_Carson.pdf

[17] Sullivan, W. P., & Rapp, C. (1994). Breaking away: The potential and promise of a strengths-based approach to social work practice. In R. Meinert, J. Pardeck, & W. Sullivan (Eds.), *Issues in social work*. Westport, CT, USA: Auburn House.

2. Setting up an urban youth strategy - a general framework proposal

When to use it?

Think of developing a youth strategy when:

- there is an old one which expired, or which does not inspire action,
- there are changes in the European and national environment which also need change at local level (like new regulations, strategies)
- whenever young people request it,
- when there is an open approach towards the topic of youth and there were no prior strategies in place,
- when some major activity, event, programme happened with the active participation of young people which can be transformed into a long-term cooperation.

What resources do you need to use it?

In order to be largely accepted and endorsed, the following actors need to be involved:

- the entity which assumes responsibility for approving and taking ownership of the strategy,
- youth organisations and organisations and institutions working for youth in the envisaged geographic unit,
- young people, especially in consultation processes,
- professionals and experts in the field of youth with comprehensive knowledge of the broader context on regional, national, European or even global level.
- youth workers active in the city.

There is a need for a time-resource. Drafting the strategy needs time for data gathering, consultations, co-creating work and drafting and finalising.

Additionally, one can involve external expertise in creating a youth strategy, but leadership in creating the content of the policy document does needs to stay in the hands of the initiators and/or decision-makers ratifying the final document.

Who is this tool addressed for?

Public administrations of districts, cities, urban areas or metropolitan areas, or youth umbrella organisations working on the level of such geographic units.

DESCRIPTION

Creating a strategic framework can align the efforts of young people and of various stakeholders in reaching common goals and in shaping common visions for the city, a shared spaced and feeling of its inhabitants. A strategy sets a common agenda, a work plan to which all relevant actors can align reinforcing the vision, mission and objectives. With strategies, there is always the danger of the lack of applicability, lack of relevance or no practical functionality. In all these cases the strategy can remain a simple document without any real legitimacy or ownership within the community.

MAIN COMPONENTS OF A STRATEGY

Analysis and context: situation analysis - other strategies - visions, missions in the city, region, country, Europe, globe – complementary strategies and plans – data and statistics about the city and its youth.

Projection of the future: vision – mission – objectives.

Priorities and approaches: key pillars and domains – horizontal priorities – strategic focus on key issues – key resources.

Key initiatives and measures: key measures and actions – cycle of key initiatives and actions – key stakeholders and partners.

Governance and management: key decision-making during implementation – co-management and participation of young people in the process – key success factors in implementation – putting strategy in practice (detailed action plans).

Monitoring and evaluation: key indicators – tools for monitoring – responsibilities regarding monitoring – risks and mitigation – mechanisms for correction.

Additional elements:

- an **Executive Summary** of the strategy can serve well in pitching it to various stakeholders.
- Various **Annexes** can support the core of the strategy. Furthermore, annexes can help simplifying the strategy but also supporting it with additional information.

STRATEGY-CREATION PROCESS

Position paper. When launching a strategy development, explaining the context and reasoning behind it helps understanding the need by stakeholders and partners who need to be part of the creative process. Without being too long, it is more like a declaration of intent from the main entity (or group of entities) behind launching the idea. It serves as the *Inform* level on the Spectrum of Public Participation.

Data gathering and primary analysis. Collecting information about existing initiatives, complementary analyses, strategies and plans sets the baseline for further analysis through a direct engagement with various target groups.

Consultation with young people and stakeholders. Based on some conclusions of the primary analysis, a broad outreach towards key target groups is essential to have a better understanding of a situation. This serves as the *Consultation* level on the Spectrum of Public Participation.

Situation analysis. After collecting and concluding on all available data and information, a general radiography of a current situation can be drawn. This analysis will be the reference point, the main element of comparison for future results generated and followed by the implementation of the strategy.

Setting initial vision, mission and objectives. Although a more theoretic aspect, these aspects can serve as a serious motivational tool in developing specific aspects later in the process. It is also a declaration from the initiators regarding a projected future which can be debated and explorer further.

Setting priorities and main lines of action. This is a stage when the original projection starts to get specific shapes. Setting priorities can also witness a participatory approach, but in this case conclusions of prior analysis need to be explained in a very clear fashion in order to avoid any discrepancies between the current situation and prospects of the future.

Developing actions further. At this stage, work become even more operational. People and organisations behind the process need to detail specific measures and need to imagine how that measure, action will unfold in time. Ownership of initiative might be also established. This stage allows to instate *activate* and *Collaborate* levels on the Spectrum of Public Participation.

Setting up aspects related to awareness and community engagement. This aspect is vital in building legitimacy for actions during the implementation of the strategy. Outreach is essential for getting support and engaging various stakeholders and young people into implementation. It is, if you like, an essential combination of branding, PR and communication which can lead into effective co-management. However, co-management will not work if prior awareness and engagement is not reached beforehand.

Setting up implementation, including governance and management structures, responsibilities. The clockwork behind putting every plan in action depends essentially on the provisions formulated here. If these aspects will not deliver, strategic implementation will suffer most, putting all efforts and intentions with the strategy in jeopardy.

Shaping aspects of monitoring, evaluation and corrections. Rather technical aspects, but these components will be vital to have a proper understanding and interpretation of progress compared to the reference point set in the stage of the situation analysis.

Revising the vision, mission and objectives. There are cases when during the detailed development of a strategy one understands a situation and context in a more thorough way. This allows also a reflection of the vision, mission, and objectives set in a first place. This stage can also mean a collaborative approach through which young people and stakeholders might decide together the projection of the future. This can serve as a *Collaborate* or *Empower* level on the Spectrum of Public Participation.

RECOMMENDATIONS REGARDING QUALITY ASPECTS OF THE STRATEGY

Modularity. Although usually a single document, structuring can mean that pieces of a strategy can also be understood and interpreted individually. For example, a single line of action of priority can provide a young person or organisation enough information in a process of aligning efforts and activities, as that activity or priority is the one of relevance for that person/organisation.

Simplicity. If hard to explain and to understand, a strategy will never be able to empower young people, informal groups or even youth organisations to align their efforts to its vision, mission and objectives. Hence, a special effort needs to be invested on the branding and awareness regarding the strategy, with easy-to-understand messages and participation with easy access for young people.

Complexity. Although it needs to have the quality of being simple to explain and oversee, a strategy needs to have a thorough analysis in the background for the right priorities and objectives to be set. This complexity needs to be understood especially by persons, organisations, governance and management structures with overall responsibilities regarding the implementation of the strategy.

Accessibility. Accessibility to all steps of creating and implementing a strategy are also a vital aspect of creating trust of the process and ownership of its results. Accessibility could be address through various consultation mechanisms, however, co-management of implementation together with young people can mean a much higher level of participation up to even the Empower level of the Spectrum of Public Participation.

Trackability. After adopting the strategy, having easy access to information about what has been done to implement that strategic framework is paramount. This way, it will not remain just a document in a drawer, but it will become a critical pillar of the alignment of efforts in reaching common goals towards a long-term vision of the city.

Adaptability. While strategies are usually defined for medium-term, changes in the political, social, economic, technologic environment can mean a need to adapt ongoing processes. Adaptability and corrections could occur on the level of practical implementation of certain actions, measures, or at more fundamental level, such as certain specific objectives followed, or priorities in the strategy. Ultimately in some cases there might be also a need for reconsidering fundamental aspects such as the vision or mission statement. Also, management issues could be revised. Adaptability means that strategy itself is shaped in a way that corrections are easy to be made involving the relevant actors for that change. One can never foresee the future completely, hence strategies are also meant to be adapted without a necessary lost of legitimacy or trust in the strategic effort itself. Ultimately it is not just experience and expertise, but also trial-and-error that stands at the basis of eventual success.

3. Understand your situation: SWOT Analysis (*)
When to use it?
SWOT can be used whenever there is a need for a situation analysis on an organisation, project or process. SWOT can provide a quick radiography of a series of positive and negative categorised based on internal and external factors of influence. The recurrent use of a SWOT analysis provides also a good track of various situations of the same subject of analysis in time.
What resources do you need to use it?
If done individually, a simple paper or a computer can help draw the necessary matrix which can be completed. If a group works on creating an analysis, flipchart paper, markers and stickers can help the individual and collective reflection process.
Who is this tool addressed for?
For any organisation, group, institution or company which aims to have a clearer picture of a specific situation in time. Informal groups of young people might also use it when doing an analysis for their idea in the process of transforming it into an initiative.

DESCRIPTION

SWOT analysis[18] (or SWOT matrix) is a strategic planning technique used to help a person or organization identify strengths, weaknesses, opportunities, and threats related to business competition or project planning.[19] It is intended to specify the objectives of the business venture or project and identify the internal and external factors that are favourable and unfavourable to achieving those objectives. Users of a SWOT analysis often ask and answer questions to generate meaningful information for each category to make the tool useful and identify their competitive advantage.

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[18] SWOT analysis, from Wikipedia, the free encyclopedia, https://en.wikipedia.org/wiki/SWOT_analysis, retrieved on 19 November 2018.
[19] *"SWOT Analysis: Discover New Opportunities, Manage and Eliminate Threats"*. *www.mindtools.com. 1006. Retrieved 24 February 2018.*

SWOT has been described as the tried-and-true tool of strategic analysis[20], but has also been criticized for its limitations.

Strengths and weakness are frequently internally-related, while opportunities and threats commonly focus on the external environment. The name is an acronym for the four parameters the technique examines:

> ***Strengths****: characteristics of the business or project that give it an advantage over others.*
>
> ***Weaknesses****: characteristics of the business that place the business or project at a disadvantage relative to others.*
>
> ***Opportunities****: elements in the environment that the business or project could exploit to its advantage.*
>
> ***Threats****: elements in the environment that could cause trouble for the business or project.*

The degree to which the internal environment of the firm matches with the external environment is expressed by the concept of strategic fit. Identification of SWOTs is important because they can inform later steps in planning to achieve the objective. First, decision-makers should consider whether the objective is attainable, given the SWOTs. If the objective is not attainable, they must select a different objective and repeat the process.

Some authors credit SWOT to Albert Humphrey, who led a convention at the Stanford Research Institute (now SRI International) in the 1960s and 1970s using data from Fortune 500 companies.[21][22] However, Humphrey himself did not claim the creation of SWOT, and the origins remain obscure.

INTERNAL AND EXTERNAL FACTORS

SWOT analysis aims to identify the key internal and external factors seen as important to achieving an objective. SWOT analysis groups key pieces of information into two main categories:

> ***Internal factors*** *— the strengths and weaknesses internal to the organization*
>
> ***External factors*** *— the opportunities and threats presented by the environment external to the organization*

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[20] *Dess, Gregory (2018). Strategic Management. United States: McGraw-Hill. p. 73. ISBN 9781259927621.*

[21] *Humphrey, Albert* (December 2005). *"SWOT Analysis for Management Consulting"* (PDF). *SRI Alumni Newsletter. SRI International.*

[22] *"Albert Humphrey The "Father" of TAM". TAM UK. Retrieved 2012-06-03.*

Analysis may view the internal factors as strengths or as weaknesses depending upon their effect on the organization's objectives. What may represent strengths with respect to one objective may be weaknesses (distractions, competition) for another objective. The factors may include all of the 4Ps as well as personnel, finance, manufacturing capabilities, and so on.

The external factors may include macroeconomic matters, technological change, legislation, and sociocultural changes, as well as changes in the marketplace or in competitive position. The results are often presented in the form of a matrix.

SWOT analysis is just one method of categorization and has its own weaknesses. For example, it may tend to persuade its users to compile lists rather than to think about actual important factors in achieving objectives. It also presents the resulting lists uncritically and without clear prioritization so that, for example, weak opportunities may appear to balance strong threats.

It is prudent not to eliminate any candidate SWOT entry too quickly. The importance of individual SWOTs will be revealed by the value of the strategies they generate. A SWOT item that produces valuable strategies is important. A SWOT item that generates no strategies is not important.

USE

SWOT analysis may be used in any decision-making situation when a desired end-state (objective) is defined. Examples include non-profit organisation, governmental units, and individuals. SWOT analysis may also be used in pre-crisis planning and preventive crisis management. SWOT analysis may also be used in creating a recommendation during a viability study/survey.

MODEL

	+	-
INTERNAL	**STRENGHTS (list)** • • •	**WEAKNESSES (list)** • • •
EXTERNAL	**OPPORTUNITIES (list)** • • •	**THREATS (list)** • • •

RECOMMENDATIONS

1. Start with internal factors and then continue to external ones.
2. Try to focus first on positive aspects and then list negative factors in view of the positive ones.
3. Try to observe trends, such as transforming opportunities in strengths, weaknesses in strengths.
4. Try to eliminate threats completely. If impossible, have a plan to address them (usually risks regarding your project or organisation).

4. Understand your situation: PEST Analysis (*)

When to use it?
As an additional tool to SWOT, a PEST Analysis can provide a deeper understanding of a current situation for any organisation or project which address to tackle more complex issues.
What resources do you need to use it?
There is not a need of a great variety of resources. In this case however, more research and data gathering can serve a better understanding of each component. The whole team involved in a special organisation, project or group can have relevant contributions in forming such an analysis. Inclusion of all relevant actors will result in a similar understanding of a certain situation by all relevant actors of that organisation, group or project.
Who is this tool addressed for?
A PEST analysis is useful for stakeholders involved in creating or consolidating a participatory budgeting process for youth. A detailed PEST analysis can serve the preparation of major decision regarding the participatory process, its format and can foresee certain behaviours of key decision makers, young people and their groups, but also society in general. For example, if there is an ongoing political turmoil in a city or country, launching a PBY process can be damaging. But if a new cycle of progress and development is just unfolding in a city, the growing trend of trust towards this can be enforce by a call to engagement in the city's life.

DESCRIPTION

PEST analysis[23] (political, economic, socio-cultural and technological) describes a framework of macro-environmental factors used in the environmental scanning component of strategic management. It is part of an external analysis when conducting a strategic analysis or doing market research and gives an overview of the different macro-environmental factors to be taken into consideration. It is a strategic tool for understanding market growth or decline, business position, potential and direction for operations.

Variants that build on the PEST framework include:

[23] PEST Analysis, from Wikipedia, the free encyclopedia, https://en.wikipedia.org/wiki/PEST_analysis, retrieved on 18 November 2018

- PESTEL or PESTLE, which adds legal and environmental factors. Popular in the United Kingdom.[24]
- SLEPT, adding legal factors.
- STEPE, adding ecological factors.[25]
- STEEPLE and STEEPLED, adding ethics and demographic factors (occasionally rendered as PESTLEE).[26]
- DESTEP, adding demographic and ecological factors.
- SPELIT, adding legal and intercultural factors, popular in the United States since the mid-2000s.[27]
- PMESII-PT, a form of environmental analysis which looks at the aspects of political, military, economic, social, information, infrastructure, physical environment and time aspects in a military context.[28]

There is also STEER, which considers sociocultural, technological, economic, ecological, and regulatory factors, but does not specifically include political factors.[29]

COMPOSITION

The basic PEST analysis includes four factors:

> ***Political factors*** *relate to how the government intervenes in the economy. Specifically, political factors have areas including tax policy, labour law, environmental law, trade restrictions, tariffs, and political stability. Political factors may also include goods and services which the government aims to provide or be provided (merit goods) and those that the government does not want to be provided (demerit goods or merit bads). Furthermore, governments have a high impact on the health, education, and infrastructure of a nation.*
>
> ***Economic factors*** *include economic growth, exchange rates, inflation rate, and interest rates. These factors greatly affect how businesses operate and make decisions. For example, interest rates affect a firm's cost of capital and therefore to what extent a business grows and expands. Exchange rates can affect the costs of exporting goods and the supply and price of imported goods in an economy.*

[24] PESTLE analysis history and application, CIPD. Retrieved 2009-10-21.
[25] Richardson, J. A Brief Intellectual History of the STEPE Model or Framework (i.e., the Social, Technical, Economic, Political, and Ecological), accessed 6 May 2019
[26] Mason, L. (2018), *Contract Administration*, Chartered Institute of Procurement & Supply, p. 116
[27] SPELIT Power Matrix, retrieved 2015-08-21.
[28] Walden J. (2011), Comparison of the STEEPLE Strategy Methodology and the Department of Defense's PMESII-PT Methodology, Supply Chain Leadership Institute, accessed 10 February 2019
[29] *Lawrence P. Carr; Alfred J. Nanni Jr. (28 July 2009). Delivering Results: Managing What Matters. Springer Science & Business Media. p. 44. ISBN 978-1-4419-0621-2.*

__Social factors__ include the cultural aspects and health consciousness, population growth rate, age distribution, career attitudes and emphasis on safety. High trends in social factors affect the demand for a company's products and how that company operates. For example, the ageing population may imply a smaller and less-willing workforce (thus increasing the cost of labour). Furthermore, companies may change various management strategies to adapt to social trends caused from this (such as recruiting older workers).

__Technological factors__ include technological aspects like R&D activity, automation, technology incentives and the rate of technological change. These can determine barriers to entry, minimum efficient production level and influence the outsourcing decisions. Furthermore, technological shifts would affect costs, quality, and lead to innovation.

Expanding the analysis to PESTLE or PESTEL adds:

__Legal factors__ include discrimination law, consumer law, antitrust law, employment law, and health and safety law. These factors can affect how a company operates, its costs, and the demand for its products.

__Environmental factors__ include ecological and environmental aspects such as weather, climate, and climate change, which may especially affect industries such as tourism, farming, and insurance. Furthermore, growing awareness of the potential impacts of climate change is affecting how companies operate and the products they offer, both creating new markets and diminishing or destroying existing ones.

Other factors for the various offshoots include:

__Demographic factors__ include gender, age, ethnicity, knowledge of languages, disabilities, mobility, home ownership, employment status, religious belief or practice, culture and tradition, living standards and income level.

__Regulatory factors__ include acts of parliament and associated regulations, international and national standards, local government by-laws, and mechanisms to monitor and ensure compliance with these.

More factors discussed in the SPELIT Power Matrix include:

__Inter-cultural factors__ consider collaboration in a global setting.

__Other specialized factors__ discussed in chapter 10 of the SPELIT Power Matrix include the Ethical, Educational, Physical, Religious, and Security environments. The security environment may include either personal, company, or national security.

__Other business-related factors__ that might be considered in an environmental analysis include Competition, Demographics, Ecological, Geographical, Historical, Organizational, and Temporal (schedule).

5. Design Thinking (*)

When to use it?
Design Thinking is a problem solving and product development tool which took a massive foothold in the business sector all over the world in the past years. It aims to start from an unsolved need in society and aims to provide the best solutions through newly developed products and services. However, Design Thinking is not useful just for the development of business type of products but also to social innovation and solutions delivered by cities, public institutions or non-governmental organisation. Not the least, Design Thinking is a valuable practical learning tool for young people.
What resources do you need to use it?
An expert on Design Thinking is handy for supervising any process based on this method. In the case of participatory budgeting, training a pool of facilitators, community developers in this method helps them support groups of young people who have a basic idea but who need to consider that idea further and developing it to a full-proof plan for an initiative. When supporting various groups of (young) people going through the process, a set of training tools and places (like flipchart papers, post-its, markers and proper space for brainstorming and ideation activities) enables a creative process resulting in better adapted solutions for needs in the community.
Who is this tool addressed for?
This tool is useful for any group of people or public and private organisations who aim to get a better emphasis of needs and problems of a community or society in general and want to provide solutions based on a thorough process of understanding, defining ideating and testing new solutions for various target groups. It a participatory budgeting process, it can be used by groups of young people but also by organisations and institutions involved in creating and consolidating PBY processes.

DESCRIPTION

Design thinking refers to the cognitive, strategic and practical processes by which design concepts (proposals for new products, buildings, machines, etc.) are developed by designers and/or design teams. Many of the key concepts and aspects of design thinking have been identified through studies, across different design domains, of design cognition and design activity in both laboratory and natural contexts.

Design thinking is also associated with prescriptions for the innovation of products and services within business and social contexts. Some of these prescriptions have been criticized for oversimplifying the design process and trivializing the role of technical knowledge and skills.

As a process for designing

Design thinking encompasses processes such as context analysis, problem finding and framing, ideation and solution generating, creative thinking, sketching and drawing, modelling and prototyping, testing and evaluating.[7] Core features of design thinking include abilities to:

- resolve ill-defined or 'wicked' problems
- adopt solution-focused strategies
- use abductive and productive reasoning
- employ non-verbal, graphic/spatial modelling media, for example, sketching and prototyping.

Wicked problems

Design thinking is especially useful when addressing what Horst Rittel and Melvin Webber referred to as wicked problems, which are ill-defined or tricky (as opposed to wicked in the sense of malicious). Whereas for "tame" or "well-defined" problems the problem is clear, and the solution is available through applying rules or technical knowledge.

Problem framing

Rather than accept the problem as given, designers explore the given problem and its context and may re-interpret or restructure the given problem in order to reach a particular framing of the problem that suggests a route to a solution.

Solution-focused thinking

In empirical studies of three-dimensional problem solving, Bryan Lawson found architects employed solution-focused cognitive strategies, distinct from the problem-focused strategies of scientists. Nigel Cross suggests that 'Designers tend to use solution conjectures as the means of developing their understanding of the problem'.

Abductive reasoning

The creative mode of reasoning in design thinking is abductive reasoning, rather than the more familiar forms of inductive and deductive reasoning.

Co-evolution of problem and solution

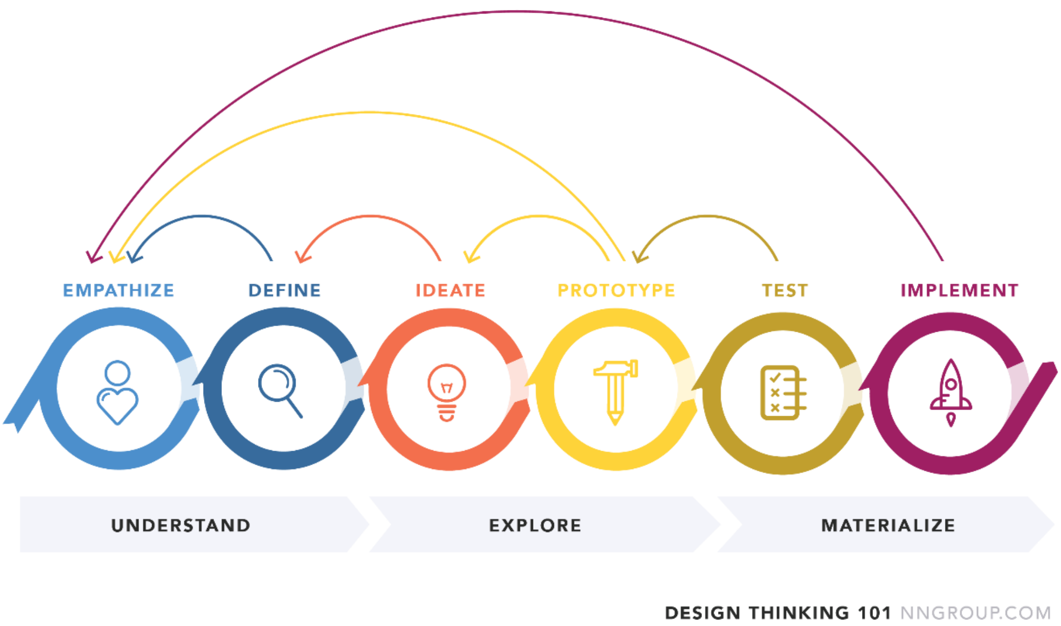
In the process of designing the designer's attention typically oscillates between their understanding of the problematic context and their ideas for a solution in a process of co-evolution of problem and solution. New solution ideas can lead to a deeper or alternative understanding of the problematic context, which in turn triggers more solution ideas.

Representations and modelling

Conventionally, designers communicate mostly in visual or object languages to translate abstract requirements into concrete objects. These 'languages' include traditional sketches and drawings but also extend to computer models and physical prototypes. The use of representations and models is closely associated with features of design thinking such as the generation and exploration of tentative solution concepts, the identification of what needs to be known about the developing concept, and the recognition of emergent features and properties within the representations.

As a process for innovation

A five-phase description of the design innovation process is described by Plattner, Meinel, and Leifer as: (re)defining the problem, need-finding and benchmarking, ideating, building, testing. Plattner, Meinel, and Leifer state: "While the stages are simple enough, the adaptive expertise required to choose the right inflection points and appropriate next stage is a high order intellectual activity that requires practice and is learnable."



The process may also be thought of as a system of overlapping spaces rather than a sequence of orderly steps: inspiration, ideation, and implementation. Projects may loop back through inspiration, ideation, and implementation more than once as the team refines its ideas and explores new directions.

Inspiration

Generally, the design innovation process starts with the inspiration phase: understanding the problem or the opportunity. This understanding can be documented in a brief which includes constraints that gives the project team a framework from which to begin, benchmarks by which they can measure progress, and a set of objectives to be realized—such as price point, available technology, and market segment.

Empathy

In their book Creative Confidence, Tom and David Kelley note the importance of empathy with clients, users, and customers as a basis for innovative design. Designers approach users with the goal of understanding their wants and needs, what might make their life easier and more enjoyable and how technology can be useful for them. Empathic design transcends physical ergonomics to include understanding the psychological and emotional needs of people—the way they do things, why and how they think and feel about the world, and what is meaningful to them.

Ideation: Divergent and convergent thinking

Ideation is idea generation. The process is characterized by the alternation of divergent and convergent thinking, typical of design thinking process.

To achieve divergent thinking, it may be important to have a diverse group of people involved in the process. Design teams typically begin with a structured brainstorming process of "thinking outside the box." Convergent thinking, on the other hand, aims for zooming and focusing on the different proposals to select the best choice, which permits continuation of the design thinking process to achieve the final goals.

After collecting and sorting lots of ideas, a team goes through a process of pattern finding and synthesis in which it has to translate ideas into insights that can lead to solutions or opportunities for change. These might be either visions of new product offerings, or choices among various ways of creating new experiences.

Implementation and prototyping

The third space of the design thinking innovation process is implementation, when the best ideas generated during ideation are turned into something concrete.

At the core of the implementation process is prototyping: turning ideas into actual products and services that are then tested, evaluated, iterated, and refined. A prototype, or even a rough mock-up helps to gather feedback and improve the idea. Prototypes can speed up the process of innovation because they allow quick identification of strengths and weaknesses of proposed solutions and can prompt new ideas.

Application

In business

Historically, designers tended to be involved only in the later parts of the process of new product development, focusing their attention on the aesthetics and functionality of products. Many businesses and other organisations now realise the utility of embedding design as a productive asset throughout organisational policies and practices, and design thinking has been used to help many different types of business and social organisations to be more constructive and innovative. In the

2000s there was a significant growth of interest in design thinking as a catalyst for gaining competitive advantage within business but doubts around design thinking as a panacea for success have also been expressed. Designers bring their methods into business either by taking part themselves from the earliest stages of product and service development processes or by training others to use design methods and to build innovative thinking capabilities within organisations.

In education

All forms of professional design education can be assumed to be developing design thinking in students, even if only implicitly, but design thinking is also now explicitly taught in general as well as professional education, across all sectors of education. Design as a subject was introduced into secondary schools' educational curricula in the UK in the 1970s, gradually replacing and/or developing from some of the traditional art and craft subjects, and increasingly linked with technology studies. This development sparked related research studies in both education and design.

New courses in design thinking have also been introduced at the university level, especially when linked with business and innovation studies. A notable early course of this type was introduced at Stanford University in 2003, the Hasso Plattner Institute of Design, known as the d.school.

In the K-12 education sector, design thinking is used to enhance learning and promote creative thinking, teamwork, and student responsibility for learning. A design-based approach to teaching and learning has also developed more widely throughout education.

In computer science

Design thinking has been central to user-centred design and human-centred design—the dominant methods of designing human-computer interfaces—for over 40 years. Design thinking is also central to recent conceptions of software development in general.

6. Deciding on the launch of a participatory budgeting process for young people

When to use it?
Use this tool when you are considering planning the launch of a participatory budgeting process for young people or when you already had previous editions of participatory budgeting for youth in your urban area, but you consider an improvement or a large overhaul of your local process.
What resources do you need to use it?
In order to prepare a process which prepares larger scale decisions, one • Data and other evidences of past editions of participatory budgeting for youth, if there were already implemented. • General statistics about youth participation in a country, region, or city. • Preliminary information about what young people expect from a city and its management and what they consider they could contribute to the life in the city/urban area. • A project team which has specific experience and expertise in the field of community management with a preference in experience working with young people. Additional human resources regarding mass communication and facilitation of the work of groups of young people is also useful in the process.
Who is this tool addressed for?
Possible city level coordinators of participatory budgeting process for young people, including municipalities, professional organisations, youth organisations or other public institutions with specific responsibilities at local level regarding young people.

DESCRIPTION

A decision regarding the launch of a participatory budgeting for youth means a commitment for medium and even long term. Taking the decision becomes easier if some basic questions receive answers.

A. When you consider taking a set of more strategic decisions regarding a PBY process, go through the following key questions:

B. Is there an untapped resource in young people willing to propose ideas and activities in the city which are not yet channelled towards existing processes and organisations in the city?
C. Is participation of young people at a lower intensity than the urban area would like to have it? What evidences are there in this aspect?
D. What is the level of trust of young people towards the municipality? If trust is high, how can a PBY process nurture this trust or how can bring further quality improvements? If trust is low, what improvements is the PBY process aiming for?
E. Do you want to implement investment-based or initiative-based initiatives through the PBY process?
F. Who will be taking part in general decision making regarding the process during its planning and implementation? Who will partner to host the full process?
G. Who will provide the general technical coordination of the process?
H. Who do you want to be responsible for implementing initiatives? How do you want to involve young people in implementation?
I. Who do you want to take part in decision-making regarding the allocation of the budget within the participatory budgeting process?
J. What will be the financial source for supporting the full participatory budgeting process? Who will support all the different stages? (generating the portfolio, evaluating initiatives from a technical point of view.

If these questions have clear answers, one can start to build an action plan for implementing a participatory budgeting process for youth.

7. What do you need to have in place in order to launch a participatory budgeting process?
When to use it?
This tool is useful as a validation for launching a participatory budgeting for youth in a city.
What resources do you need to use it?
Al available public decisions regarding the topic, prior reports, preliminary plans and auxiliary documents serve as sources of information in formulating questions regarding the launch of PBY.
Who is this tool addressed for?
This tool is addressed for governing bodies of a PBY process completed by people and groups responsible for its management.

DESCRIPTION

Launching a participatory budgeting process for youth needs a set of preliminary aspects to be in place in order to serve the process well. Let's see the basic aspects which need to be in place in order to be ready for launching. If questions listed below have already clean answers and explanations, one is ready to launch the process.

Rationale

Is it clear why PBY is launched? Is it clear which purposes and priorities does PBY serve in the city?

Three key actors: financial supporters, initiators and decision makers

Is it clear who does initiate the process, who supports it and who decides in the financial allocation of the process?

Governing body

Is the governing body for the process clearly defined? Are management roles and responsibilities clearly stated? Are working relations with or within the municipality clearly established?

The Municipality

Is the role of the municipality clearly defined? Are they the financial source for funding initiatives? What will be its role in the project cycle of the PBY?

The mechanism of the PBY itself

Is there a guidebook ready which explains in detail how PBY will work in the city? Are calls for initiatives and calls for voting ready?

Initiators and initiatives

Is it clear how and in which form can propose initiatives? Is it clearly defined who can propose initiatives in the process? Is it clear how an initiative should look like (content, duration, budget threshold)? Are all technical aspects ready for receiving initiatives? Is the submission process for initiatives clearly described?

Financial sources of a participatory budgeting process for young people

Is it clear how funding will work in practice? Is the minimum number of initiatives to be funded defined?

The process' decision makers

Is it decided who will decided in the empowering stage (or the public vote?) Is it clear how and when voting will happen?

Geographic area

Is it clearly defined which geographic area could initiatives cover? How will physical and virtual boundaries be handled?

The youth NGO sector

Is the role of youth organisations clearly defined in the process? How will they be engaged in different stages of the PBY? Will they be also eligible for proposing initiatives? What will be their relationship with initiative groups?

Facilitators (or mentors)

Will there be a pool of facilitators be created or is there already an existing one available? What will be their exact role in the process?

8. Setting priorities for the participatory budgeting for youth
When to use it?
The priorities of a participatory budgeting for youth will define the types of proposals which will be received and implemented in the process. Setting priorities is a speciality of a planning phase for a PBY, these priorities need to remain unchanged during the whole process.
What resources do you need to use it?
One needs to collect any relevant supporting information which address the issues of needs of young people, but also priorities and needs of the city. One can reach out to primary information from policy documents, strategies from local, regional, national or European level or can address secondary sources of information through consultations and other types of direct engagement with target groups (especially young people).
Who is this tool addressed for?
This tool is addressed for governing structures of a participatory budgeting for youth although drafting a proposal for initiatives usually lies with the management team involved in the technical delivery of the whole process.

DESCRIPTION

Priorities of a participatory budgeting for youth will define the baseline for what kind of initiatives will be proposed and implemented during its full cycle. The complexity of the matter needs to be put in balance with the simplicity of messages which need to be received by young people and other stakeholders who we want to involve in various stages of the process.

TRIGGERING QUESTIONS FOR DEFINING PRIORITIES

- What is the need of young people in the city?
- What does the city need from young people?
- What are other complementary priorities set in policy papers, strategies at various levels?
- What are the own views of the governing structure of a PBY regarding the city, its future and young people?

STAGES OF DEFINING PRIORITIES

Stage	To-do
Starting point	Set an initial proposal for priorities and an overarching concept.
Data gathering	Decide what information you can already access directly. Decide on additional consultations you need to trigger in order to have a better picture
Notes and remarks	Analyse received feedbacks. Form topic clusters which can lead then to main priority chapters.
Conclusions	Decide on your final set of priorities.
Proposals for improvement	Rewrite your initial proposal and have a final concept and priorities for your upcoming edition of the participatory budgeting for youth.

SOME COMMENTS…

Repeating priorities of a past edition do not represent a problem. Some real change in society can happen on a longer time perspective only…

Getting inspiration from other cities' priorities in participatory budgeting creates the possibility of connecting efforts of various urban areas in the same direction…

Not having specific priorities is also a choice, creating a vide pool creativity for young people to address whatever THEY consider important in the city…

Priorities define an overarching concept which then are a key resource in developing the communication campaigns and materials for the process. There needs to be simplicity in complexity in order to engage young people…

9. Model for an action plan on participatory budgeting for youth

When to use it?
Create a plan, at the end of a calendar year or at the very beginning of a new year.
What resources do you need to use it?
The following aspects and information are of certain help in shaping an action plan: • Information on the prior history of participatory budgeting in general and of participatory budgeting for youth. • An inventory of other participatory processes, projects and initiatives in the city which might be provide additionality but also possible overlaps that could be avoided. • A general overview about the local authority's view on participatory processes. • A decision of principle from stakeholders and the local authority that the idea of participatory budgeting should and could be pursued.
Who is this tool addressed for?
This tool is addressed for organisations and institutions working on / partnering for delivering a PBY process. In shaping the plan, it is also useful to involve other stakeholders

PARTICIPATORY BUDGETING FOR YOUTH ANNUAL ACTION PLAN

City, Country	

THE GENERAL MODEL OF THE PBY PROCESS

Name of the participatory budgeting	

process for youth at local level	
Who is the main target group of the participatory budgeting for youth?	
What is the prior history of the participatory budgeting process at local level	
Who is involved in the coordination of the PBY process?	
What is the prior allocation for PBY in the past years?	

How are the 5 main steps of the PBY implemented in the local model? (according to the Spectrum of Participation of IAP2)?	
INFORM	
CONSULT	
INVOLVE	
COLLABORATE	
EMPOWER	

MEDIUM-TERM PERSPECTIVES FOR 2019-2024

General Objectives	
Expected results (quantity and quality based)	
What process innovation would you consider applying in the medium-term future?	
Do you plan to implement additional participatory processes for youth in the near future?	

ACTIVITY PLAN

Specific objectives for 2019	
Expected results (quantity and quality based)	

Activity (measure) 1	
Short description	

Activity (measure) 2	
Short description	

Activity (measure) ...	
Short description	

(add as many activity tables as you need)

TIMELINE OF ACTIVITIES

Activity/Month	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Activity 1	X											
Activity 2												
...												
Activity N												

(add as many activity rows as you need)

MONITORING THE ACTION PLAN

What will be monitored? (indicators)	**How will it be monitored? (monitoring tools, sources of data)**	**Who will monitor? (responsible institution, organization)**
Indicator 1	Tool 1.1 Tool 1.2...	Responsible 1
Indicator 2	Tool 2.1 Tool 2.2...	Responsible 2

KNOWLEDGE MARKET

What can we provide for	**Language**
Document 1	

FURTHER REFERENCES

Name of document	**Language**

Document 1	
Document 2	
Document n	

Name of reference	Link, URL	Language
Reference 1	Link	
Reference 2	Link	
Reference n	Data	

Action plan creation completed by	Name, Role, Organisation
Other contributors	Name, Role, Organisation Name, Role, Organisation Name, Role, Organisation
City, Country	
Date	

10. Guidelines for creating a regulation on participatory budgeting for youth

When to use it?
The Regulation is the epicentre of the participatory process. Any action, complementary document, forms, platform, work of supporting groups, initiators, meetings, promotion and events start from this document. If not the first PBY process, the Regulation can build on one of its past versions. This helps understanding the upcoming new cycle, especially for people who were already engaged in past editions.
What resources do you need to use it?
One needs to collect any relevant supporting information behind the regulation. One also needs to develop additional support material and resources, like websites, calls for action, forms, pool of facilitators, promotion material, campaigns etc. But for these additional aspects the Regulation also gives a baseline.
Who is this tool addressed for?
This is addressed for those entities who are responsible for the general governance of such a participatory process but especially the entities who manage the process directly and who interact with target groups in various stages directly.

DESCRIPTION

The Regulation of a participatory budgeting for youth is the basic document to which all other aspects of the process relate to. This document can also rely on other public policy decisions such as local strategies, municipal regulations and decisions. Aligning the Regulation with these aspects gives a good rationale about why the participatory process is launched in the first place.

About the process

- What is the goal of the process?
- What greater mission does the process follow?
- What is participatory budgeting in the city?
- What are longer term objectives, goals to which this process connects to?

- Who are the main target groups of the process?

Framework

- What are broader local initiatives and strategies to which the process relates to?
- What regional and national strategies and processes are also followed via PBY?
- How does the process serve European policies, strategies, programmes, measures?

Concept

- What is the main concept, overarching theme of the current process?
- What are some key principles followed by the process (like awareness about public budgets, trust within the population, etc)?
- What are the main priorities, topics of the current process?
- Who can take part directly in the process with proposals for initiatives?

Technical aspects

- Who can propose initiatives in the participatory budgeting for youth?
- What kind of categories need proposals to be fitted into?
- What is the timeline of different stages in the PBY process? (including proposals, technical check, final portfolio, voting, contracting and implementation)
- What conditions of principle need to respect all proposed initiatives?
- What technical conditions need to be respected by proposals?
- What kind of initiatives cannot be supported?

Special conditions

- Are there any special categories to which proposals can be submitted? (like disadvantaged group, special target groups, etc)
- How is the special aspect taken into account in various stages of the participatory process?

Stages of the process - proposals

- How can one submit a proposal?
- How many proposals could be submitted and by whom?

- Where could be proposals be submitted?
- What support is available for individuals, groups or organisations who decide to develop and propose initiatives?
- In what languages can proposal be submitted?
- What is the format of the proposal? What other conditions need to be respected?

Stages of the process – eligibility check and final portfolio

- What conditions are verified from an eligibility point of view?
- Who does the eligibility check?
- Is there an opportunity to correct any aspects of ineligibility? If yes, how?
- What other complementary measures are enabled to improve proposals? (like connecting similar ones, facilitating cooperation between groups)
- How is the final list of proposal determined which go to the following stage?

Stages of the process – decision-making, voting

- Who can vote?
- How can one vote?
- When is the vote happening?
- Where can one vote? On what support is voting happening? (offline, online, combined, etc)
- When are the final results published?

Financial aspects

- How many initiatives, proposals get support?
- What is the overall budget of the process?
- How many resources can a proposed initiative us? (money or other resources, focus being on the value of the resource and not the necessarily the currency)
- Is there a possibility for extra contributions for an initiative?
- What kind of resources aren't covered by the process? (ineligible costs)

Stages of the process – implementation

- Who implements initiatives?
- How does the support reach the initiators/implementers/initiatives?
- What conditions are in place for the implementation of initiatives? (specific role of the proposers

- How is monitoring, evaluation and reporting happen?
- What aspects of transparency and communication need to be respected by those who implement initiatives?

Other information

- How and where to get further support in various stages
- Links to further content related to the process (calls, other information)
- Contact information (offline, online, contact person(s)
- Application form or other annexes, optionally

11. Guidelines for creating a call for proposals and a call for voting in a participatory budgeting for youth

When to use it?
The Regulation is the epicentre of the participatory process. Any action, complementary document, forms, platform, work of supporting groups, initiators, meetings, promotion and events start from this document. If there is a
What resources do you need to use it?
One needs to collect any relevant supporting information behind the regulation. One also needs to develop additional support material and resources, like websites, calls for action, forms, pool of facilitators, promotion material, campaigns etc. But for these additional aspects the Regulation also gives a baseline.
Who is this tool addressed for?
This is addressed for those entities who are responsible for the general governance of such a participatory process but especially the entities who manage the process directly and who interact with target groups in various stages directly.

DESCRIPTION

Calls for actions in various stages of the participatory budgeting process are the most important content interface towards target groups. Calls for actions put different aspects of a regulation into a specific message addressed for specific target groups. Calls contain less information but are more specific on aspects specific for the moment, such as deadlines and the urge for action.

Calls for actions usually refer to proposing initiatives and taking decisions in the participatory budgeting process. They are not created in the same time as the Regulation but are a mirror reflection of that baseline document. A specificity of a call is a deadline which sets the last moment when the certain action for which the call was published, can be still taken by the target group.

A call for action shall contain at least the following information:

About the process

- What is the goal of the process?
- What greater mission does the process follow?
- What is participatory budgeting in the city?
- Who is the target group of the call?

Concept

- What is the main concept, overarching theme of the current process?
- What are some key principles followed by the process (like awareness about public budgets, trust within the population, etc)?
- What are the main priorities, topics of the current process?

Technical aspects

- Who can be involved in the action for which the call was proposed?
- What conditions need to be respected by those who answer to the call and take action?
- What are the specific deadlines for the action by the target group?
- How can one take action? What tools and instruments does one need to take action?
- Are there any special measures for special categories in taking action?

Other information

- Where can one find out more about conditions and the broader context? (like the regulation behind the call)
- How and where can one get further support and assistance in taking action?
- Links to further content related to the process (websites, social media)
- Contact information (offline, online, contact person(s)
- Forms, tools or other annexes, optionally

12. Process innovation in a participatory budgeting process for youth

When to use it?
This tool is useful whenever a management team observes a problem or a challenge in an ongoing or finished participatory budgeting for youth. The addressed topic can lead to a solution either during the implementation of a PBY cycle or in-between two cycles, depending on the nature of the problem. The innovation process can lead to no innovation at all, if it is included that no innovation is needed, or it can lead to major overhauls of the whole process. Depending on the nature of the issue addressed, conclusions can lead to management level decisions regarding PBY or specific proposal towards the governance of the process (like higher level decision makers).
What resources do you need to use it?
Resources needed for the tool will be defined by the dedicated team created to address the identified issue. Depending on the complexity of the issue, resources could imply financial, intellectual, physical and human resources, too.
Who is this tool addressed for?
This is addressed especially for teams involved in the technical management of a participatory budgeting for youth.

DESCRIPTION

An innovation path is a constant assessment of certain conditions and hypotheses which need to be verified in order to receive confirmation and to improve accuracy of certain aspects during a participatory process.

Identifying and taking an innovation path resumes to a set of very simple stages which end in conclusions which are starting point for improvements in the process. Depending on the nature of the issue addressed, decision can be taken by different levels. The timeline of the innovations also need to be considered from the point of view of the project cycle and current stage of a participatory budgeting for youth.

PROCESS INNOVATION PATH

Starting point	What is the starting assumption we have regarding a certain aspect of the process? What is the aspect we consider it is worth to be analysed and improved? What are worrying signs which made as open this process?
Information and data gathering	What kind of information can we gather? What kind of sources can we use? What resources do we need in order to do a proper collection? What consultations do we need to organise and with whom?
Notes and remarks	What observations did we make during the data gathering process? What kind of feedback did we received by various stakeholders in the subject?
Conclusions	What is the final conclusion regarding the initial assumption?
Proposals for improvement	What innovation can be made in the process? When could this innovation be implemented? Who should take decisions regarding the innovation?

Proposed timeline for the process innovation

Action/Time unit	I	II	...	N
Formulating the starting point				
Information and data gathering				
Notes and remarks,				
Drawing conclusions				
Proposing improvement				

A time unit can be measured in hours, days, weeks, months or any other understandable time unit which team members involved will understand in an identical way. The process can last from one day to several months of even a year, depending on the nature and complexity of an identified issue, problem.

Team involved in the process innovation

Team member name	Role in PBY	Task

Depending on the nature and complexity of the addressed topic the size of the team and the profile of the team members can be vary significantly.

13. Was your participatory budgeting for youth a successful process?
When to use it?
Do this assessment when you finish a full cycle of participatory budgeting for youth. You might consider two specific stages to do this. One critical moment is when all five stages of the participatory process is delivered, and a final decision of the people is taken on the matter. If you do an assessment at this stage, it will reflect on how much engagement was created. However, participatory budgeting gains trust if the most voted initiatives, project, investment are also delivered. Hence, a full-scale evaluation can be conducted if following the public decision initiatives are delivered.
What resources do you need to use it?
A good evaluation will be conducted if the following are available: • Data about the number of initiatives, type of initiatives per priority, number of engaged young people in the consultation and activation phase, number of people engaged in decision making and data on their options • Quality feedbacks from people involved in proposing initiatives and people involved in helping other form ideas and initiatives • Perception of the media and press about the process • Summary reports on implemented projects and initiatives and a short • General perception of people (the local community, youth and non-youth included)
Who is this tool addressed for?
This tool is addressed for entities involved in the governance and the management of a PBY process and for other stakeholders who benefit from the results of the participatory process.

DESCRIPTION

When assessing the successfulness of a participatory budgeting process, one can deliver a successful evaluation if one starts from what purposes is this process following. The list of questions organised in categories can serve well in addressing all relevant aspects for an evaluation.

A. **Happier, stronger communities:**
    a. Did the process contribute in any way to the improvement of the quality of life of citizens and of young people?
    b. Is there a more positive perception of young people about their city and the public administration?
    c. Did the process generate creative ideas and solutions for local challenges and what results did these creative ideas produce?
    d. Does the community and especially the communities of young people approve the process, and do they wish for a new edition?

B. **More empowered & self-reliant youth communities:**
    a. Did the number of young people involved in youth activities and youth organisations increase?
    b. Did some informal groups transform into legally registered entities or is there any intent for such a step?
    c. Is there an increase in needs regarding soft skills such as entrepreneurship or community engagement?
    d. Is there a growing demand in the city from young people regarding the participation in other decision-making processes?

C. **Increased mutual trust & appreciation between young citizens & local government:**
    a. Did new kind of approaches from young people towards the municipality emerge following the implementation of the PBY?
    b. How was the effective cooperation between the municipality and groups of young people in the implementation phase of initiatives?
    c. Is there an increased budget and funding for youth initiatives or an intent for such an increase in the following years within the city budget?
    d. Did other new initiatives, ideas emerged also outside the PBY process itself?

D. **Increased mutual trust & appreciation between young citizens & other citizens:**
    a. Did the perception of the local community improve regarding the capacity and responsibility of young people in proposing and implementing initiatives which serve the happiness and well-being of the local community?

b. Did some of the proposed initiatives become recognised and demanded as a permanent presence in the city?
c. Is there a general increase in the sense of initiative among citizens in general and especially among young people?
d. Were there successful stories when young people and other citizens cooperated or co-created some of the initiatives?

E. Shared vision & shared responsibility:

a. Did the PBY process contribute to form or shape the long-term vision for the city?
b. Is there an increased need to talk about the future of the city coming from young people following the implementation of the PBY process?
c. Did the process itself and the implementation of initiatives raise new topics and questions which young people consider as of utmost importance in their and the city's current affairs?
d. Are there old or new topics relevant for the city regarding which young people are willing to take up the challenge and get involved directly?

F. Increased social cohesion & inclusiveness among young people:

a. Is there a general perception that young people involved in the process are aware about various social challenges of their peers?
b. Were specific initiatives addressing social cohesion and inclusion among young people or of young people in the community?
c. Were there initiatives proposed by young people which are parts of various groups with fewer opportunities?
d. Was there a tendency in proposal and delivery of initiatives which allowed young people to get out of their usual social circles and to engage with other "bubbles" within the city?

G. Developed skills & knowledge for active citizenship and an entrepreneurial attitude:

a. Do young people involved in ideating and proposing initiatives consider that they gained new knowledge, skills and attitudes during the PBY process?
b. Do people involved in decision-making (young people or the community in general) consider that they learned from the process?
c. Do key actors from the municipality and other stakeholder consider that the process is useful and that there is a need for more innovation in community development?

d. Is there a general increase in awareness regarding the current needs of the community in general and of young people in special?

H. Sense of pride & accomplishment:

a. Were young people satisfied of what they created during the full process, including at the level of idea proposals but also the implementation of initiatives?
b. Was the decision-making process and the final outcome of the decision accepted by young people involved in it?
c. Did the self-trust of young people involved in the process increase?
d. Were young people involved in the process looking around and acknowledging other good ideas and initiatives proposed by other groups of young people?

I. Participatory governance, participatory democracy:

a. Was the effort of the municipality and/or the organisations involved in the governance of the process acknowledged by the community?
b. Did the general trust in policy, politics and polity increase? Do young people feel that elected people in various organisations and institutions represent them well?
c. Is there an increase in the participation of young people in local elections or is there a prospect for such an increase following the PBY process?
d. Is there a growing or unsatisfied need within the community in general but also among young people specifically regarding the deployment of further participatory processes?

J. More accountable & transparent decision-making:

a. Is there a growing interest among young people towards the agenda of the local council and towards issues handled by the City Hall?
b. Is there a growing participation of young people at various other consultation mechanisms deployed by the municipality?
c. Are there new mechanisms and initiatives from the municipality and other local public institutions in providing more transparency regarding decision-making and public affairs management?
d. Are there other new participatory democracy processes emerging at local level where participatory budgeting for youth also had an influence?

K. More deliberative culture and sense of partnership and ownership among young people:

a. Do young people feel happier, safer, smarter, more innovative in the city?
b. Are there newly emerging initiatives and projects from young people aiming to address and debate current issues of concern for their life in the city?
c. Among young people is there an increase in the intention to stay and build a long-term life in the city?
d. Are there new cooperation emerging starting from individual initiatives which get connected through the participatory process?

L. Sustainable decisions & policies, better awareness and approval of public policy decisions among young people:

a. Is there an increased percentage of youth participation in the city in local, regional, national or European elections?
b. Is there an increased percentage of youth participation in other forms of direct democracy at local level (consultations, general PB, etc)?
c. Is there an increase in the quantity and complexity of local public policy proposal regarding city or urban area matters?
d. Is there a increasing trust in the municipality among young people?

M. Collaborative community development:

a. Are there positive outcomes and examples regarding collaborations in proposing and implementing initiatives which were not present before?
b. Was the decision-making process accepted by the community and by young people as such?
c. Was the outcome of decision-making accepted by young people and the general population? Was the community aware about the decision-making process itself?
d. Were there any critical approaches and proactive proposals regarding how to generate more collaboration in the process?

14. Basic communication questions to be addressed in PBY processes

When to use it?
Use this tool when you have already decided to implement a PBY process and you are planning the communication strategy for the process. You may also use this tool through the whole communication process, from the announcement of the PBY until the implementation of the initiatives.
What resources do you need to use it?
Human resources: • a PR and Communication Specialist • a Community Manager • a Copywriter • a Designer or a group of designers Please note that more than one of these roles can be fulfilled by a single person, however, if your budget permits, involving multiple persons leads to a more thorough and diverse communication.
Who is this tool addressed for?
The management team who conceives, develops and implements the PBY process.

DESCRIPTION

In order to have an efficient and successful communication about the PBY process as whole, and its elements such as steps, stakeholders, calendar, rules, results, etc., you need to define specific target groups and communication plans (or chapters of the plan) for each step. You will also need to define the channels that you will be using for communication about the PBY process.

Whatever methods, channels and materials you choose, a general guideline would be that greater visibility means greater success. The more people have the opportunity to hear and read about the PBY, the larger the pool of initiators get. Therefore, it is indicated to define a substantial budget for communication purposes right from the beginning.

Target groups

You will need to identify the target group of the PBY process as a whole but occasionally those of different stages of the process. For example, the call for initiatives can be addressed to young people aged 18-35 and the call for votes to the whole population of the city. In this case, a different communication and maybe different channels will be suitable for each of the calls.

Channels

You will need to consider which channels will be the most appropriate for reaching your target groups. These channels can be, but are not limited to:

- website,
- social media accounts (Facebook, Instagram, Twitter, WhatsApp, etc.),
- printed press,
- online press,
- radio,
- television,
- offline materials
- face to face meetings.

If you know your target group's behaviour, choosing the appropriate channel is easier. If this is not already measured, you can try out different channels and establish what works best for them.

Materials

One should consider a set of materials with differentiated messages:

In the call for initiatives phase:

Printed materials:

- **Posters, banners and city-lights** with an eye-catching design and a clear call to action and brief basic information regarding the methods of participation
- **Flyers** with a call to action and a more detailed description of the process, optionally with an **infographic**
- **Brochures** which optionally can contain every detail of the process
- **Stickers** with the main visuals (logo, colours) of the PBY

Printed materials can be distributed at face-to-face meetings, too.

Note: if the initiatives must be submitted online, it is essential that the offline materials contain the link and/or a QR code to the website where the young people or groups of young people can upload their initiatives.

Online materials

- A **website** containing all the information about the process, updated regularly.
- **Short animations** explaining the essence of the PBY and presenting the means of participation and a call to action
- **Videos** presenting good examples of initiatives from cities where PBY processes have already been implemented
- **Infographics** presenting the means of participation
- **Picture messages** with call to action and short, basic information
- **Photos** depicting good examples of initiatives from cities where PBY processes have already been implemented
- **Regular posts** in social media with various information
- **Paid ads** in social media using either of the materials above, targeted to your specific target group

Press materials

- **Press releases** explaining the essence of the PBY, a clear call to action and a short description of the process
- **Banner ads** with an eye-catching visual and a clear call to action
- **Advertorials** explaining the essence of the PBY, a clear call to action and a short description of the process
- **Radio commercials** with a clear call to action and brief basic information regarding the methods of participation

These materials should be used combined for a broader reach, but always chosen based on the media consumption of your target group.

In the voting phase:

Printed materials:

- **Posters, banners and city lights** with an eye-catching design and a clear call for voting and brief basic information regarding the methods of voting.
- **Flyers** with a call for voting and a more detailed description of the voting process, optionally with an **infographic.**
- **Brochures** which optionally can contain every initiative submitted.

Note: if the votes are delivered online, it is essential that the offline materials contain the link and/or a QR code to the website where the voting takes place.

Online materials

- A **website** containing all the information about the process, updated regularly.
- **Short animations** explaining the essence of the PBY and the voting process
- **Infographics** presenting the means of voting
- **Picture messages** with call for votes and short, basic information
- **Regular posts** in social media with various information
- **Paid ads** in social media using either of the materials above, targeted to your specific target group

Press materials

- **Press releases** explaining the essence of the PBY, a clear call for votes and a short description of the process
- **Banner ads** with an eye-catching visual and a clear call for votes
- **Advertorials** explaining the essence of the PBY, a clear call for votes and a short description of the process
- **Radio commercials** with a clear call for votes and brief basic information regarding the methods of voting

These materials should be used combined for a broader reach, but always chosen based on the media consumption of your target group.

Communicating results

The results of the voting process should be communicated as follows:

- Directly to the initiators or groups of initiators via e-mail
- On the PBY website
- On the social media accounts of the PBY
- In the press

The results of the whole PBY process should also be communicated on as many platforms as possible, providing the monitoring of the implementation of the initiatives. Photo and video materials should be used as much as possible.

15. Build a pool of facilitators at local level to support PBY
When to use it?
A local pool of facilitators is a group of people who can be involved in working directly with young people in order to engage them in various participatory mechanisms but also in supporting them in various stages of a participatory process. Their role is to inform and support young people and to be available for groups of young people, providing a sense of safety
What resources do you need to use it?
You need especially the facilitators who can take part in the pool. Also, there is a need for partial financial support for their work in order to motivate their engagement with young people. The pool can be also managed voluntarily, but it might not produce the same efficiency. Also, there is a need for a coordinator of the pool of facilitators who can track various specific tasks and can work together with the facilitator in planning and delivering their activities.
Who is this tool addressed for?
This tool is addressed for organisations and institutions who take part in the technical management of a participatory budgeting process for youth. It is also addressed for supporting organisations who have relevance experience in delivering non-formal education project and who have experts and workers with knowledge in how to engage young people directly.

DESCRIPTION

The Pool of Facilitators has a vital supporting role in delivering a participatory budgeting for youth in the city. Member of the pool provide valuable help especially for young people involved in the process when providing general information about PBY but also when supporting young people and their groups in developing ideas and proposal for the process. Not the least, facilitators can also have a vital role during the implementation of initiatives, if young people ask for any kind of support and guidance during implementation.

PROFILE OF A FACILITATOR

- People aged 18-40 are ideal to deliver this kind of work. It is ideal for facilitators to have a permanent residence in the city because it has a wider knowledge and experience of city dynamics.
- Prior experience in delivering trainings and consultation mechanisms is an advantage for a member in the pool of facilitators.

- There is a high chance that good facilitators can be found within existing youth organisations, people who have a profile of supporting and training work also in these organisations.

TASKS OF FACILITATORS

- Co-developing a local integrated training and facilitation plan on participatory budgeting for youth with a cross-sectorial approach and focused on youth needs analysis through local civic participation;
- promoting non-formal education and provide methodologies and tools to develop or improve participatory budgeting for youth in the city;
- providing stakeholders and target groups in the city with information, tools and methods on how to implement various stages of the PBY process, including knowledge and experience on how to work with youngsters;
- creating an open space for development and sharing of best practices, tools and methods in urban environments;
- getting to know more about Erasmus+ Programme opportunities for young people, especially in the Framework of Erasmus+ Key Action 2 and Key action 3;
- promoting youth dialogue concepts in the framework of current European Union strategies and programmes.

COORDINATION OF FACILITATORS

In the spirit of efficiency, there is a need for a proper coordination of the pool of facilitators, which addresses the following aspects:

- setting specific tasks for facilitators with specific timelines and deadlines,
- working together in developing the best tools and methods to engage young people locally,
- discussing and disseminating individual experiences of facilitators within the pool in order to improve working methods,
- collecting and reporting on the experience of the facilitators towards the governance and management of the PBY process to consider possible corrections or improvement either in the running edition or for further editions.

TIMEFRAME

A pool of facilitators can be created for a temporary or can be transformed into an ongoing supporting mechanism if there is a commitment to deliver PBY on medium and long-term. Although having a more-or-less active periods in the work of facilitators, having a more permanent pool allows also to improve the group dynamics of the facilitators themselves, and it also allows a constant improvement of tools and methods used for information, consultation and activation purposes.

16. The Public Coffeeshop: open space meetings for understanding and addressing youth issues at urban level
When to use it?
Engage in public coffeeshop type of events whenever you consider there is a proper moment to consult young people about various aspects of life in a city or region or country. Delivering these kind of consultation meetings might also be useful before drafting participatory budgeting models at local level or developing an annual local action plan.
What resources do you need to use it?
In order to deliver a proper consultation process, there is a need for: • A large space in the open (if weather is not too cold or too hot) but where there is sound amplification, too. Alternatively, it can also be a space in a building but where there is a possibility of frequent movement of participants. • A facilitator who can handle a larger group of young people. Additional facilitators at each table discussion might also come handy. • Big flipchart papers on which young people can write down ideas popping up during their talks. Markers and post-its of various colours might also be useful. • A timer and s device producing a special sound for reminders which allows the facilitator and participants to know when it is time to change tables/topics.
Who is this tool addressed for?
This is addressed especially for young people who are willing to engage in any kind of discussion with their peers about various questions concerning their lives in the city.

DESCRIPTION

METHOD USED IN THE PUBLIC COFFEESHOP

The public cafe is a method of active dialogue, exchange of information and finding creative action solutions. Generally-speaking, the public café is used when you want to have a relaxed debate on a certain topic, while allowing a great interaction and close relations between the participants. It is also a very good method of consulting and participating in decision making.

PARTICIPANTS

The CIVIT consultation will be attended by:

• at least 30 young people, both from organizations and young people who want to get involved freely in such forms of consultation,

• decision makers in the county concerned.

PROCESS FOR THE COFFEESHOP

As the name suggests, the debate is organized in a space as much as a café, or even in a café. The relaxed atmosphere of a café stimulates free and creative thinking, involving all participants, even the shyest in the dialogue. The opportunity to get to know those who have a say on a particular subject, the opportunity to interact with all of them, and the generation of new ideas are obvious advantages of using this method.

The participants in the cafe are seated at tables of 4-5 people, each table discussing an aspect of the problem in question and, obviously, coffee or tea and refreshments are served. The topics of discussion at each table remain the same throughout the café.

At each table one of the participants is the "host" of the table. After a first round of 15 minutes, the participants move to other tables, where they will discuss the topics of the respective tables, while the hosts remain at the initial tables throughout the cafe. The host introduces the newcomers to the conversation and ensures that the dialogue is conducted in a logical and constructive manner. The number of rounds depends on the size of the group, but so that the whole process does not last more than 3-4 hours. Finally, a session is presented to present the conclusions and possibly a brief debate with the whole group.

COFFEESHOP THEME AND DISCUSSION ISSUES

The theme of the cafe is the NEEDS OF YOUTH IN THE COUNTY (based on which the County Youth Action Plans for 2019 will be elaborated)

Table discussion topics:

- What would you like / want to learn and do not know where or how?

- What would make you stay in your city?
  - What would make you leave your city?
  - What problems do you face when you want to start a family?
  - What kind of activities / events would you like to happen in your community?
  - What would you like to organize in your community and do not know how?

Additional questions if you have more than one participant:

  - If you had any resources at your disposal, what would you build in your community?
  - If you had the power to decide, what would your community look like in over 20 years?
  - If you were in a decision-making role, let's say a mayor, what would be the first decisions you would make for young people? (What would you change? What would you improve? What would you introduce?)

ORGANIZATION OF THE DISCUSSION SPACE

The organization of the space should be as similar as the organization of a cafe. Create a warm and welcoming atmosphere, choose a natural light space with comfortable chairs. You can even put music in the background.

Put tables on the tables, but also flipchart paper so that the host can write down the ideas. We do not recommend taking notes on a notebook because the informal atmosphere is lost.

A recommendation is to use sheets of paper that the host (and guests) can write with markers. In this case, at the final presentations it is useful to prepare a rope and pliers so you can present them. Make sure you have soft drinks, coffee, sweets.

SCENARIO OF THE PUBLIC COFFEE (OPERATOR)

30 minutes before start time

RECEIPT OF PARTICIPANTS

Have a reception desk where you also record the contact details of the participants and you can distribute the agenda or other materials.

STARTING TIME

10 minutes

OPENING

The host of the cafe opens the event and explains why we gathered and how the discussions will take place (probably many participants are not familiar with the format). Eventually, other short interventions take place (1-2, no more than 2-3 minutes each, in order not to become a debate). These speeches have the role of inspiring the discussions, so they should provide the context of the café, which is followed by discussions and what is to happen with the results. A brief overview of the participants can be made.

DEVELOPMENT OF DEBATE SESSIONS

90 minutes

Participants discuss 15 minutes on each topic. The general facilitator of the event gives the signal when the 15 minutes pass and the participants move to another table. Only the host stays put and briefs the next group of arriving participants and introduces them to the topic, remains at each table, and then helps with questions if the discussion stops. During this time the hosts invite the participants to write their opinions on the flipchart / table (if it is paper) or write down the participants' opinions.

CLOSURE OF THE COFFEESHOP

30 minutes

The cafeteria facilitator invites the table hosts to present the summary of what has been discussed. This is a very important time to unify the disparate results from the tables and create an overview. Therefore, it is important that the host of the café not only be familiar with the topic under discussion, but also have the ability to synthesize and integrate the results from the tables to enhance the ideas collected. The host must also show what will happen after the coffee with these ideas.

WHAT HAPPENS AFTER COFFEESHOP?

As successful as it is, a public cafe does not mean anything unless it results in something. The actions following the coffee are generated by the purpose it had, in our case identifying the needs of young people. After the completion of the event, the collected data will be put into a report, based on which the County Action Plan will be built.

17. Consultation of young people on their city – the World Café method
When to use it?
The World Café is a useful method if one wants to engage a higher number of people in debating simple questions. In the case of participatory budgeting for youth, a World Café can be a source of harvesting information before setting up priorities for the process. It can also be a source of inspiration for young people and groups formed by them in ideating and coming forward with actionable solutions for their cities.
What resources do you need to use it?
In order to deliver this method, create a "special" environment, most often modelled after a café, i.e. small round tables covered with a chequered or white linen tablecloth, butcher block paper, coloured pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table (optimally) – and no more than five. There is also a need for a professional host. There is also a need for a group of harvesters
Who is this tool addressed for?
This is addressed especially for young people who are willing to engage in any kind of discussion with their peers about various questions concerning their lives in the city.

DESCRIPTION

THE WORLD CAFE METHOD[30]

Using seven design principles and a simple method, the World Café is a powerful social technology for engaging people in conversations that matter, offering an effective antidote to the fast-paced fragmentation and lack of connection in today's world. Based on the understanding that conversation is the core process that drives personal, business, and organizational life, the World Café is more than a method, a process, or technique – it's a way of thinking and being together sourced in a philosophy of conversational leadership.

[30] Source of information: The World Café, http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/.

Drawing on seven integrated design principles, the World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

1) **Setting**: Create a "special" environment, most often modelled after a café, i.e. small round tables covered with a chequered or white linen tablecloth, butcher block paper, coloured pens, a vase of flowers, and optional "talking stick" item. There should be four chairs at each table (optimally) – and no more than five.

2) **Welcome and Introduction**: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

3) **Small Group Rounds**: The process begins with the first of three or more twenty-minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4) **Questions**: each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.

5) **Harvest**: After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording in the front of the room.

The basic process is simple and simple to learn, but complexities and nuances of context, numbers, question crafting and purpose can make it optimal to bring in an experienced host to help. Should that be the case, professional consulting services and senior hosts are available through World Café Services and we would be happy to talk with you about your needs.

In addition, there are many resources available for new World Café hosts, including a free hosting tool kit, an online community of practice, and World Café Signature Learning Programs.

The public cafe is a method of active dialogue, exchange of information and finding creative action solutions. Generally speaking, the public café is used when you want to have a relaxed debate on a certain topic, while allowing a great interaction and close relations between the participants. It is also a very good method of consulting and participating in decision making.

IDEAS FOR MAKING WORLD CAFÉ WORK IN A PARTICIPATORY BUDGETING FOR YOUTH – KEY QUESTIONS

A. What should a city provide for young people?
B. What is currently missing from the city?
C. What change would have to happen for me as a young person to stay in the city?
D. What should young people to for their city? In what could they be involved in a better way?
E. What are the key aspects on which young people could work directly with municipalities?
F. What could young people co-manage in the city with public authorities or other stakeholders?

18. Happy City: mood map of youth people and the perception of young people about their cities

When to use it?
Applying this survey is always useful for understanding a current mood of young people in the city. Depending on the profile of the city, specific periods when young people are home in a bigger proportion might be an advantage. For example, an academic city should conduct a survey during an academic year while cities with a high percentage of young people going away for studies or work could deploy this survey during vacations, holidays or specific city celebrations.
What resources do you need to use it?
A simple Google form can also provide a proper technical platform for conducting the survey. However, there are also other platforms and free solutions which provide a better user experience and customisation in delivering the questionnaire towards young people. In order to have a high number of young people answering the questionnaire, including a high proportion of non-organised young people, there is a need for promotion and advertising especially on social media. Additional promotion through the local media org through various networks of youth organisations serves as a good addition to the main campaign. For the purpose of social media campaigns there is a need for a clear identification of the entity/entities which are conducting the survey. This is not so much important from the point of view of young people, but it is highly relevant when presenting the effort in the media or towards stakeholders and partners which can also help in promoting the survey.
Who is this tool addressed for?
This tool is addressed for young people which are permanent residents of a certain city. They are the ones who are targeted with the questionnaire.

DESCRIPTION

The Happy City questionnaire aims to get a general sense on the perception of young people regarding the city. It is not a sociological research, it aims more for raw answers regarding the mood of young people in general. The format of the survey allows a respondent to complete the answers rather quickly without losing interest in the completion. The survey has three main elements. The first one asks for feedback on general notions regarding the city through a scale from 1 to 10. The second one opens the challenge and asks about expectations from the city and contributions to the life of the city. A short list of final questions aims to provide information about various characteristics of the respondent such as gender, age, current status, etc.

A short critical success factor: when promoting the survey writing down and promoting the name of the city is vital for a high number of completed forms. Experience shows that if a young person is asked about her/his city, an emotional connection is not created. However, if the city is named explicitly, this emotional reaction is created the motivation to answer the questions increases significantly.

In the questionnaire it is important to address the questions of GDPR in the case of an incentive (like rewards) used for successful completions, where there is also a need for basic contact information (like an e-mail address or a phone/WhatsApp/ Viber contact number.

An indicative list of questions is as follows:

How HAPPY are you in your city?									
1	2	3	4	5	6	7	8	9	10
How HAPPY is your city?									
1	2	3	4	5	6	7	8	9	10
How SAFE is your city?									
1	2	3	4	5	6	7	8	9	10
How HEALTHY is your city?									
1	2	3	4	5	6	7	8	9	10
How INCLUSIVE is your city?									
1	2	3	4	5	6	7	8	9	10
How OPEN is your city?									
1	2	3	4	5	6	7	8	9	10
How INNOVATIVE is your city?									
1	2	3	4	5	6	7	8	9	10

<table>
<tr><td colspan="10">How SMART is your city?</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td colspan="10">How CLEAN is your city?</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td colspan="10">How SAFE is your city?</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td colspan="10">How MOBILE is your city?</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td colspan="10">How SAFE is your city?</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td colspan="10">How FAIR is your city?</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td colspan="10">How YOUNG is your city?</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td colspan="10">What am I missing from my city?</td></tr>
<tr><td colspan="10">Open-ended answers</td></tr>
<tr><td colspan="10">What would I do for my city?</td></tr>
<tr><td colspan="10">Open-ended answers</td></tr>
<tr><td colspan="10">What is my age?</td></tr>
<tr><td colspan="2"><14</td><td colspan="2">14-18</td><td colspan="2">19-24</td><td colspan="2">25-29</td><td colspan="2">>30</td></tr>
<tr><td colspan="10">What is my gender?</td></tr>
<tr><td colspan="2">Male</td><td colspan="3">Female</td><td colspan="3">Other</td><td colspan="2">I don’t answer</td></tr>
<tr><td colspan="10">What is my current status in the city?</td></tr>
<tr><td colspan="2">I live here.</td><td colspan="3">I study here.</td><td colspan="3">I work here.</td><td colspan="2">I am only passing through</td></tr>
</table>

19. Building an effective informal group for your initiatives

When to use it?	
Take this tool whenever you want to launch an initiative and you need to have a strong team to go with your vision in delivering that initiative.	
What resources do you need to use it?	
You need the people, who are the most valuable assets in implementing your initiative.	
Who is this tool addressed for?	
For any group of individuals who want to achieve higher results then the summary of all individual results	

DESCRIPTION[31]

Do you have a very god idea which could be funded through participatory budgeting for youth? Do you already have the group of friends and colleagues who could be involved in delivering this idea? Most teams rush into the work of the team without getting clear agreements in the beginning about where they are going or how they want to get there. They wait until they hit a bump in the road, and then are forced to work out agreements in the middle of frustration and confusion. Much team conflict is due to confusion and lack of agreement on expectations. Clarifying your expectations upfront will set up your team for success.

HAVE YOU WORKED TOGETHER IN THE PAST?

It's a big mistake to assume that since people have worked together in the past, they are already a team. Each time a group of people come together around a new project, regardless of their past experiences together, they need to clarify their expectations. Even ongoing workgroups need to clarify expectations when they approach a new major initiative.

[31] Material adapted from the Seapoint Center for Collaborative Leadership, https://seapointcenter.com/setup-team-success/

Clarify Expectations for These Six Aspects

Create a "team charter" that clarifies each of these six aspects of team work. As a team, discuss the questions listed and write your agreements down. Many of these questions can be answered immediately. Others will need to be answered or modified as you get on-the-go. This analysis is also good for reviewing after certain periods of time.

Vision and Values

- What is the purpose of this team? Why does it exist? Why is it worth investing this time and effort?
- What shared values are needed to guide how we approach our work and how we work with each other?
- What would we see that would indicate we have been successful?

Team Work

- How will we organize to accomplish the work? What is the best structure? What roles are needed?
- What planning and problem-solving process are we going to use?
- How will we make decisions?

Goals

- What are the deliverables?
- How will we measure success?
- What are the timeframes?

Communications and Coordination

- What information needs to be shared?
- When will we meet, how frequently, where etc.
- How will we keep up to date on the team's progress? How will we communicate between meetings? How often?

Authority and Accountability

- To whom is the team accountable?
- What is the team's decision-making authority? Do any decisions require outside approval? If so, how will approval be obtained?

- What decisions can be made by subgroups and what decisions need to be made by the whole team?
- How will we track and report progress on commitments and action items?

Resources

- Who are the members of the team and what are their primary areas of expertise? Is any other expertise needed? Are there any other groups or individuals that need to be represented or consulted?
- How is the team financially supported? Do we have the materials and technology needed?
- Are the time demands on team members understood and considered reasonable?
- What information do we need? Do we have access to all the information we need?
- Do our team members need any special training? (i.e. Working as a team, problem-solving, listening skills, etc.)

Unfortunately, many teams never clarify their expectations. They get bogged down in details and never reach their full potential. If your team is struggling, use this list to determine if it's because of lack of agreement on your expectations.

20. Model on planning youth initiatives

When to use it?
This tool can be put to best use in the consultation and activation stages of a participatory budgeting process for young people. It serves as a guideline and a model for drafting initiatives from young individuals or groups of young people.
What resource do you need to use it?
The best way to use this tool is to have it in a printed form during activities which aim to provide initial information about participatory budgeting for youth or when promoters or facilitators of the process engage with young people directly through various brainstorming and ideation activities. The electronic form of the model also helps young people who consider drafting any initial ideas and proposal individually for the process.
What kind of people do you need to use it?
This tool is aimed mostly for young people who are willing to propose specific initiatives for their communities within or outside a participatory budgeting process for youth.

DESCRIPTION

This short model for planning youth initiatives serves in the work with young people in developing their ideas into full-proof plans. The model was developed for Com'ON Europe and was used in several cities which developed and improved their own participatory budgeting processes for young people. It was tailored especially for informal groups of young people. The representation of the informal group is made by one person, the leader of the group.

INFORMAL GROUP REPRESENTATIVE

Please provide the representative's name, age, phone number, e-mail address

Name	
Age	
E-mail	
Phone	

TEAM MEMBERS

Please List the other member of your group (name and age included)

Name	Age

DESCRIBE YOUR INITIATIVE

Please answer the following questions regarding your initiative:

1. Name of your group

2. Describe your group, please. Why did you establish yourselves as a group? What was the purpose of forming your group?

3. Is your group formed by young people with fewer opportunities? (YES or NO)

YES	**NO**

3a. If YES, what is the nature of reduced opportunity? (This aspect is considered if there is a special category for initiatives proposed by young people with fewer opportunities. Fewer opportunities could be related to social, economic, health, cultural, language or any other barriers.)

4. What is the title of your initiative?

5. What is the proposed venue for your initiative? (You can name one or several). Why did you choose these venues?

6. If the case, please provide us short descriptions of your initiative in additional languages, too!

7. To what needs of your local community does your initiative give answers or solutions?

8. Where and towards which target group would you like to promote your initiatives? Who would you like to attract to your activity?

9. In your opinion, what will be the effect of your initiative if it gets implemented?

10. Do you need additional persons to enlrage your group? (YES or NO)

YES	NO

11. If YES, how many and what kind of complementary young people would you need? Please give us a figure and a description.

TOPICS ADDRESSED BY YOUR INITIATIVES

12. What priorities, topics do your initiative serve? (Description of priorities can be found in general rules/call for initiatives.) You can mark several priorities if you consider your initiative serves several ones.

PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY ...	PRIORITY n

15. In your opinion, how will your initiative contribute to the topics/priorities marked before?

THE BUDGET OF YOUR INITIATIVE

16. What kind of costs will your initiative incur? Add as many rows as necessary and try to be as explicit as possible even if your budget is just an estimation and you need further info to finalise it.

Type of cost	*Units*	*Unit price*	*TOTAL*
GRAND TOTAL			

21. Deliver on your tasks. The To-Do List

When to use it?
The To-Do List a perfect tool in the process of implementing any kind of project, initiative, or a complex set of activities of any kind. It is
What resources do you need to use it?
If done individually, a simple paper or a computer can help draw the list of tasks. In case of group activities, joint planning is made the best way using flipchart and markers. Additional sharing or co-creating tools can also help to set and deliver on a complex set of tasks
Who is this tool addressed for?
For any organisation or group which is in the process of implementing a complex set of activities. However, the tool is also useful for any individual who aims to deliver on her/his own duties in due time.

DESCRIPTION

The To-Do List is one of the simplest tools in planning on what one needs to deliver in order to achieve a result. During the planning and implementation of an initiative the to-do list allows to break down more complex activities into simple actions which can be also allocated to different persons from the group formed by young people.

Task (to do)	Deadline	Responsible	Additional info
Task no. 1			
Task no. 2			
…			
Task no. N			

The To-Do List can be constantly updated in order to reflect de real-time duties of the group. The group leader has usually the task to supervise the achievement of tasks within initially set deadlines or to work on people responsible of tasks on rescheduling if the original timeframe is not enough to deliver.

As an addition to the basic to-do-list, one can categorise tasks based on the ABC method. A, B and C stand for different priorities of a specific task depending on how important or urgent they are.

Task type	Task (to-do)
A	Urgent and important
B	Important and not urgent
C	Urgent but not important

It is often told that having only B-type tasks makes individual and group activity the most efficient because it provides a focus on important issues without having the pressure of time all over it.

There are set of online tools and apps which support the management of a task list, but a simple paper and pen can also do the trick. Online tools allow also to set priorities and reminders for certain tasks or to cluster them in specific groups of activities.

22. Model on reporting for youth initiatives
When to use it?
This tool is useful when drawing a line at the end of an initiative which was planned, voted and then implemented by an informal group of young people or an organisation.
What resource do you need to use it?
It can be completed individually or through a group activity. It can also be completed on paper or electronically. A group evaluation is recommended as going through the various topics of the reporting form provides a good moment of reflection about what has been achieved and what the group involved in implementation has learned from the process.
What kind of people do you need to use it?
This reporting form is recommended for informal groups of young people or small organisations who implemented simple, on-spot initiatives within a participatory budgeting process for youth.

DESCRIPTION

This short model about reporting on youth initiatives is a completion to the planning form and it aims to complete the project management cycle of a simple initiative. It is a tool to reflect on what has been done and what have been the results and the impact of the work of the informal group.

REPORTING FORM

A. GENERAL INFORMATION

Name of the initiative group	
Title of the initiative	

Contact person (project manager)	
Partners involved in the initiative (if the case)	
Agreement number (with the donor)	
Received funding through PBY	

B. DETAILS ABOUT THE IMPLEMENTED INITIATIVE

Please underline some specific aspects on how you implemented your initiative:

- Please give us a short description on how you implemented the initiative.
- Please give us details about when and where was the initiative implemented.
- Please give us some details about who was involved in your initiative (people who organised but also people who attended your activities)
- What results do you consider you achieved through your initiative?

C. BENEFICIARIES, TYPE AND NUMBER

Direct beneficiaries (like participants, or people directly involved implementation)	
Indirect beneficiaries (other people who benefit from your initiative	
What kind of direct or indirect beneficiaries did you target?	

D. RESULTS, IN SHORT

What results do you consider you achieved through your initiative?

E. THE INITIATIVE GROUP'S CONTRIBUTION

Financial contribution	
In-kind contribution	
Partner contribution	
Number of involved volunteers	

OTHER DOCUMENTS

Please attach the following to this short report:

- any PR and promotion materials created during implementation,
- photos from different stages of your initiative,
- photocopies of documents regarding your payments (bills, invoices)
- any other additional material you consider is relevant for your report

NAME OF THE PROJECT MANAGER

____

SIGNATURE

____

23. Key ideas and tools for promoting a youth initiative

When to use it?
Use this tool when you want to promote your initiative in the voting phase in order to make it more visible and to gather votes and in the implementation phase, when you want to attract public or make it more visible.
What resources do you need to use it?
• Photos that are in some way speaking about you and/or your initiative. You can take your own photos or use existing ones but be sure that the copyright is in order. • Social media accounts. • -Optionally prizes if you choose to make a contest out of the voting.
Who is this tool addressed for?
Groups of young people or small organisations who aim to promote their initiatives.

DESCRIPTION

Any creative or conventional method for promoting your initiative is good as long as you can reach as many people as possible. The following tools have been tested and proved functional in previous PBYs, but you can come up with your own ideas.

- Promote your initiative to potential supporters using its unique link on the PBY website - on social media - Facebook, Instagram and other ways you find useful / efficient.
- To reach as many people as possible, your mobilization posts in social media should be accompanied by images - static or dynamic.
- Tag friends and acquaintances for a greater reach.
- Invite your friends to get involved in more dynamic ways, create games, various contests.
- Create a Facebook event for the initiative. An event can attract increased visibility to your initiatives and create a community of followers and supporters for you. However, draw the attention of people who have been interested or going to the platform where the voting takes place.

- Create and use a frame on your profile image by creating a temporary image, mentioning in the description the reason for using this frame.
- If you create a Facebook event for your action and you would really like to see your possible attendance, connect it with Eventbrite (it is for free) and set the possibility to buy free tickets. This way you will know who intends to come to your event or activity.

24. Transition from an informal group to an organisation (validation)

When to use it?
This tool is vital when informal groups of young people consider making a transition and become a formally registered organisation.
What resources do you need to use it?
• people with good knowledge on the legal framework of your country regarding conditions for registering and managing a non-governmental organisation (including forms or registration, technical obligation, registration process and timeline, • legal consultancy which might support informal groups with the registration process, • Members and leaders of youth and other NGOs who can give advice and could share their experience in managing such a legal entity.
Who is this tool addressed for?
Groups of young people who developed a good initiative with growing potential or which answers a need of a larger community in the city.

DESCRIPTION

Participatory budgeting for youth has the potential to create and enforce micro-communities and informal groups of young people based of common interest, hobbies or scopes. In some cases, the process can also create a potential for these informal groups to migrate towards existing organisations. However, there might be also another outcome through a possible path of establishing a new organisation.

IS "YES" THE ANWER TO ALL THESE QUESTIONS? CHECKLIST

Is it clear what you want to do as a group behind an organisation?

Do you consider that what your team does, could be also done at a much broader level for a much longer period?

Do you have a group whose members are committed to work together for at least three years?

Do you have people in your group who are willing to take the leadership and management roles of your organisation?

Are you ready to deal within your group with issues like organising accounting, reporting and a more bureaucratic administration?

Do you have a place where to register your organisation?

Do your potential founding member commit to putting together a social capital and a launching fund for a future or organisation?

WHTAT ARE IMPORTANT STEPS TO CREATE AN ORGANISATION?

Define scope. Consider the role of the organisation in the community or society in general: what goals or mission do you pursue, how do you imagine to

Decide on the founding members. There is always a person or mostly a group of people who create a certain organisation. Decide on who will be the founding members. Consider two aspects. One is a matter of principle or gesture: who should be given the honour to be a founding member. Second is

Look for a name. Every NGO has a name which might be something it represents as a core value or something which connects to some aspect of inception. Whatever the origin of the name, consider this as one of the basic elements of your public relations and branding, too.

Find a place. In most of the countries one needs to provide an official address for an organisation. If your founding members do not have a place of their own, find a host which gives ok to register the organisation there. This doesn't necessarily mean having an office there, but it means that address will be your official contact point towards authorities.

Decide on basic working mechanisms. In order to have an organisation running, you need to decide on basic questions of leadership and management, such as nominating a legal representative (president, director) and other basic roles in the organisation. Sometimes national laws regulating NGOs define the minimum requirements regarding these aspects.

Put together the starting social capital. Depending on each country's legislation, there is a need for an initial social capital (starting fund od the organisation). This fund needs to be deposited for legally establish the organisation. This fund can be then used for operational costs

Make yourself a 6-month plan. Establishing an organisation is not just about this moment, but also about stating a process through which one builds and develops the new legal entity. Try to make a 6-month plan about how you imagine starting your work, projects and how you would raise additional initial funds for your activities.

Write your initial statutory documents. With all previous things at your disposal, you can put in writing. Most probably you will need legal advice on some language specificities, but it is you who should be in control of what content these legal documents have. You will create a statutory document and a document establishing the organisations itself.