



# How to **Buy In** to **Community Budgeting**

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**Homeless  
Network  
Scotland**  
we are all in



**EUROPE & SCOTLAND**  
European Regional Development Fund  
Investing in a Smart, Sustainable and Inclusive Future

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Registered Office: Adelphi Centre, 12 Commercial Road, Glasgow G5 0PQ. CEO: Margaret-Ann Brünjes

# What's in this toolkit?

Every bit of information in this toolkit is designed to be useful, easy to read and easy to follow. Use the key to see how best to use the information. The tools and exercises are there to copy and use again.

## Section 1: What is Community Budgeting?

Community Champions told us knowing about Community Budgeting and being able to confidently talk about it were important to any process. With a mixture of training, key information and activities we provide ways for everyone to learn.

## Section 2: Developing a Group

Developing a group is a very important part of any community activity, so this information can be used wider than community budgeting.

## Section 3: Running a Process

A simple step-by-step guide, from asking the opinions of the community to choosing the right voting process.

## Where is the toolkit available?

As a PDF document online at [www.homelessnetwork.scot](http://www.homelessnetwork.scot)

In community accessible buildings, such as housing associations, community centres, and libraries.

## Symbol Key



# Welcome

**We are All In, a wee social enterprise that assists people and communities to get involved in what matters to them.**

**We are so proud to present this toolkit - How to Buy In to Community Budgeting. It is brought to you by a team of Community Champions who worked across 9 communities in Glasgow to help each other get ready for community budgeting. That project was called 'Ready Steady Go' in partnership with Glasgow Community Planning Partnership and Glasgow City Council, funded by Aspiring Communities Fund.**

Community Budgeting is an exciting opportunity for local people to get involved in decisions on how local budgets are spent. It is not just a nice idea, it is a new policy. It is so important to us that people know this and how to get involved - that is what this toolkit is for.

Get Ready Steady to Go's 18 month journey has taken us across and around Glasgow, into the nooks and crannies of communities, where we were privileged to work alongside some true community champions, and budding leaders of our future. Our journey to this point started much earlier, and has roots in our founding principle that people who live, work and access services are the best people to shape services and communities. In 2016, we worked in three communities to support local people to deliver Community Budgeting (CB) Processes, which saw the groups in each area benefit from funding of £25,000.

Drawing on this success, we went much bigger, and received funding to work across all nine Thriving Place areas of Glasgow.

- Pupils from 10 schools, who designed, developed and delivered a CB process within their school, enabling their fellow pupils to decide how to spend £1000 to better all their school lives.
- Over 1,000 organisations, to increase their knowledge of CB.
- 57 local people who through training and mentoring became Community Champions.

It is their inspiration and our learning from the wins and challenges of the project that have shaped this toolkit. A toolkit that we know will be relevant in every community, in every setting, because it has been built by the knowledge of the people of these communities, together.

To everyone who has joined us on this journey, thank you for all you've given and know that you've made a lasting difference. To those starting out, we wish you every success with your community budgeting adventures.



# Section 1

## What is Community Budgeting?

This section lays out the facts about Community Budgeting (CB) that anyone can use to confidently talk about the subject to everyone in their local communities. We have included:

- Links to useful short videos that can be used when talking in group settings.
- Exercises that make it easy to introduce the subject in a fun way.



## Terms we use in this section explained

**Deliberation:** This is when people discuss and debate issues to reach an outcome everyone can agree on.

**Democratic process:** democracy means the people have a say in who is elected to represent them. It can also mean that people vote in decisions.

**Empowerment:** the process of individuals gaining power as they work towards becoming more confident.

**Inclusivity:** means making sure everyone can take part. Whether that's attending an event, or having a vote.

**Participation:** means people taking part or participating. In community terms, this is the most important part of services and decisions 'by the people, for the people'.

**Priorities:** when a group or a person cares about one thing over all others, that's best for the community.

**Constituted Group:** a group of people who come together for a specific purpose, such as to run a sports centre for young people. The group is run on a voluntary basis and is set up as an organisation in its own right with a management committee, constitution and its own bank account.

## If you have two minutes of someone's time

**Community Budgeting (CB) is an opportunity for local people to become involved in decisions around local budgets.** It is a shift of power, to give local people their say on how public money is spent on what matters to them and their communities. Community Budgeting (CB) is sometimes known as Participatory Budgeting (PB).

Using a democratic process, local people have an opportunity to vote for changes that will have a positive impact on the local area. Voting often happens at community events, bringing people together for a common goal. Sometimes CB happens online, allowing even more people to have their voices heard. Identifying important issues means engaging whole communities and gives local people a lead role in developing, running and checking the process.

CB started in Brazil as a way of addressing inequality and poor living standards. That was in 1988, and since then CB has spread across the globe. In the UK, CB has been developed since 2000.

By 2021, 1% of the public budget will be set aside for local communities across Scotland. CB will ensure that this money will be spent on the things that matter most to the people who live, work and volunteer in these communities.



## What are the principles of Community Budgeting?

**Local Ownership:** local people should be involved in setting budget priorities and identifying projects for public spend in their area wherever possible.

**Direct Involvement:** CB should involve as many local people as possible directly, rather than relying on one or two people to represent their entire communities.

**Support for Representative Democracy:** CB should be seen as supporting representative democracy. CB can increase local people's trust in local government and boost the role of local councillors.

**Mainstream Involvement:** over time, CB should move towards communities being involved in decisions over mainstream budgets, as well as to small grants processes.

**Accessibility:** communities must have easy access to CB processes.

**Transparency:** CB processes are designed to give local people full and clear knowledge of public budgets in their area, even those over which they do not have a direct say.

**Deliberation:** CB processes should take local people beyond personal choice and involve real, involved thinking around budget decisions.

**Empowerment:** CB events are mainly about involving local people in decisions over local services and using their vote to shape the local community.

**Shared Responsibility:** CB should build common purpose and a commitment from those involved.



## The simple steps of a Community Budgeting process

1. A group made up of local people and sometimes professionals work together to design a CB process that decides where and how an identified amount of money will be spent.
2. The group talks to the wider community to encourage their involvement in these decisions.
3. The community identifies priorities – areas of spending that local people believe will result in the outcomes they most want or need.
4. The community come up with costed proposals for projects that will address these areas of need. Third sector organisations, constituted groups and charities can also submit proposals for projects that will meet the priorities.
5. The community votes or decides on the proposals they think will benefit the whole community.
6. Each successful proposal is delivered as agreed and monitored to see if it achieves what it sets out to.
7. Together, the group and community reflect on the process and outcomes for local people, learning how to improve the process of CB for the future.

**‘Communities have the power to say what they really need rather than someone from outside guessing at what's needed.’**



## How Community Budgeting can be used

There is no best way to use CB, the model has spread worldwide and part of this success is how adaptable it is. It can be shaped by local need and context, meaning that no two CB processes look exactly alike. The steps of the process can be combined and take different forms in different places. There are models emerging in Scotland which have proven successful.

### Community Budgeting with Small Grants

A pot of money for a particular theme for example, a certain area or neighbourhood, or for older adults/children and young people, is distributed through CB. Community, voluntary and sometimes other groups (e.g. schools) propose projects for funding and then present them. Local people vote on which project should receive funding.

### Mainstream Community Budgeting

Still new in Scotland, mainstream CB involves much larger amounts of public money and aims to involve larger communities in the decision making process. Mainstream CB often works to address a particular theme or issue in a community, such as unemployment, poverty or supporting young people. While Mainstream CB still allows for lots of small proposals to be funded, the process can have a much bigger impact if the wider community work together. Good examples of Mainstream CB can be found in New York, USA.

## What are the benefits of Community Budgeting?

Once people know what the benefits can be, understanding a change or process becomes a lot easier. Here we get you ready with:

- frequently asked questions
- people involved in a community budgeting process explained the process as: 'your chance to change your community'.

People also added that CB helps to 'target our resources', and it is 'acting on community voices'. There was a feeling of responsibility, and a sense of 'taking control', referring to the balancing of power between local people and those who have historically held the decision making power.

## Getting involved in CB is beneficial for people, communities, and public bodies.

- Strengthening and renewing democracy. Sometimes people do not have faith in the power of their vote in elections, or opt out of voting altogether. When people have an opportunity to see their vote having an impact locally, it can restore faith in the power of voting. CB events can be a great opportunity for local councillors and local people to build relationships, because everyone has an equal voice in CB processes.
- Building stronger communities and empowering people. CB encourages local people to take part throughout the process to find solutions that work for the whole community. Through having conversations and understanding different perspectives, local people build a stronger sense of community and feel empowered by understanding the value of their local knowledge.
- Improving services in communities. By involving local people and making use of their local knowledge, CB can improve the services available in a community and allows the right services and facilities to be available at the right time and in the right place. CB encourages local people to use the services and facilities available in their community because they have had a say in the way these services have been funded.



### Videos, further reading, regular updates

[pbnetwork.org.uk](http://pbnetwork.org.uk)

[www.homelessnetwork.scot](http://www.homelessnetwork.scot)



### Illustrating Community Budgeting

<https://www.youtube.com/watch?v=hKdIIIIMhrA0>

[https://www.youtube.com/watch?v=SyRcbrkOf\\_Y](https://www.youtube.com/watch?v=SyRcbrkOf_Y)



## **FAQs answered:** *applying for funding*

### **Who can apply?**

Constituted community groups and organisations can apply for funding for projects that would benefit the local community.

### **What are the criteria?**

- Groups must operate in or bid to operate in the defined CB area, either at a very local level or wider.
- Groups must have access to a constitution and a bank account to draw down funding.
- Groups who have applied/been funded previously can submit an application unless otherwise stated.

### **How much can we apply for?**

While there is usually a maximum amount which can be applied for, it is ok to apply for smaller amounts.

### **What if we don't have a written constitution or bank account?**

Support can be identified for opening bank accounts and for writing constitutions; this can also be useful in applying to other sources of funding.

### **Should applications be linked to priorities for different areas?**

Local priorities are usually identified in advance, and in most cases applications should demonstrate how they support the local priorities.

### **What will not be funded?**

Ongoing costs (running costs), personal payments and funding for private businesses are examples of things that would not generally be eligible for CB funding. More detail can be provided by those running the CB process.

### **Can we apply for more than one project?**

Yes, although each project must be independent of any other applications.

### **Do we need to show you how we came up with the idea?**

Not necessarily, but it's good practice to show how an idea was created and give evidence that it would be of benefit to the community.

## **FAQs answered:** *review of applications*

### **What happens when an application is submitted?**

The CB group will confirm receipt of an application and let you know if you included all the information needed. After the closing date, applications will be reviewed.

### **Who reviews the applications?**

A panel of agreed representatives will review all applications against set criteria. They may come back to individual groups if there are any questions about the application.

### **What happens after applications are reviewed?**

After reviewing applications, the panel will confirm to each applicant whether their application is eligible to progress to the voting stage.

### **What would make an application ineligible?**

Applications may be considered ineligible if:

- the idea will duplicate already planned activity
- the group already has funding for that project
- the group requires permission from other agencies to progress the project (such as building owners).

### **When will you know about the community voting event?**

The voting should take place as part of a well-publicised community event and everyone should be given prior notice.



## **FAQs answered:** *community voting event*

### **Who can vote?**

Anyone meeting prearranged criteria for local area and age can vote.

### **How do you vote at the event?**

Projects will present information about their idea at the event and everyone will have the opportunity to vote on their favourite ideas once they've heard each one.

### **Do you need to register to vote in advance?**

No – all people need to do is turn up.

### **What if one group brings lots of supporters – will they all vote and skew the result?**

Only people who live in the area can vote. The aim is for as many local people as possible to participate in the process so if lots of people who live in the area come along to vote it's a good thing.



## **FAQs answered:** *delivery of projects*

### **What happens next?**

If successful in getting funding, written acceptance should be submitted. If unsuccessful, seek support to help you identify possible alternative funding sources.

### **How is funding awarded?**

Some paperwork and claim forms have to be completed. Depending on the size of the project, claiming the money in instalments may be an option.

### **Is there a time limit on the funding?**

All projects must claim their funding by an agreed date. In most cases, funding must also be spent by an agreed date.

### **How will you check the money has been spent?**

Providing a brief evaluation of the project is to be expected – explaining the activity and what difference it has made. Groups will be expected to account for the use of money. It is also common for funders to visit projects.

### **How will we know if a project has made a difference?**

The application form usually asks what difference this project will make and idea development – this will be a good start for reviewing success.

### **When can the project start?**

Work can start as soon as the group has had the offer of funding. For some projects, they may choose to start even before the grant is in the bank (if they have existing funds to do this).

**‘Community Budgeting is different from normal funding application process. I like it. It works because it empowers communities.’**

# Section 2

## Developing a group

Community Budgeting (CB) is 'by the people, for the people'. Without local people leading and taking part in the process, traditional systems of power continue to make decisions for us all.

So, how do we ensure community budgeting is 'by the people'? This section covers some helpful hints, tips and activities to make this happen:

- Ways to bring local people together.
- Keep the group working together.
- Recognise the importance of developing group members.



## How to get local people involved in running a process

**People need to know about the opportunity and be able to get involved**

People are likely to already be involved in some way in their community, maybe through school, a sewing group, as a member of the community council. So it's worth taking the time to contact each of these groups.

Everyone should have a chance to take part, even if this is their first time doing something in their community. Please refer to Section 3 'Running a Process' for hints and tips on successfully informing people about local opportunities.

### Everyone has different skills and support needs

- Hold meetings at times that suit people with caring responsibilities, who may be working, who may have mental health issues.
- Hold meetings in places that are accessible, and easy to reach by public transport.
- Consider providing refreshments and food.
- Keep the group a manageable size, between four and eight, enough people to share the work, not too many for a quiet voice to be drowned out.
- There are lots of support services available in every area that can help people overcome some of the issues that might stop them getting involved.
- It's worth doing a bit of research into services that can offer support around mental health, addictions, and physical health such as hearing impairment.

### Developing skills is an important reason for people to get involved

As well as wanting to make their community a better place, most people will want to develop personal skills, such as building self-confidence, working with others, presenting to groups, improve English as a second language.

Engaging with a local learning provider such as a college, community centre, library or employability service will help to make sure learning is recognised, and can offer help with skills like computing.

## **Some ways to encourage group development**

- Agreeing the purpose of the group at the start and how to develop helps ensure everyone is travelling in the same direction, and keeps to the same path. Please refer to the Community Budgeting Group Charter on the next page.
- Getting to know each other in the early stages of group development helps build good relationships, and recognise individual strengths and needs.
- Please refer to the tool on page 20 - 21 for simple exercises to encourage working together.
- Sometimes it's useful to learn from the successes and challenges of others who have been there and done it.
- There are lots of good resources aimed at supporting group development in general. One we recommend is: [www.iriss.org.uk](http://www.iriss.org.uk)

## **It's a lot of work, here's why it's worth doing**

- People bettering their wider community can be great role models. Everyone has to take part in community budgeting to have a say and make it work. And hearing this message from local people means more than hearing it from decision makers.
- There's strength in numbers. As well as having a greater range of skills to draw on, having a group ensures no one person or organisation is personally accountable for awarding money.

# **Community Budgeting**

## *Group Charter Tool*

**As members of this group, we all agree to:**

- **Be open to learning and taking part. Take a share of and be responsible for tasks and actions**
- **Use simple, plain language**
- **Have a shared understanding of community budgeting terms and meanings**
- **Use positive language**
- **Actively listen to each other and our community**
- **Actively involve group members and community members**
- **Embrace our differences and different needs**
- **Respect one another**
- **Be honest with one another**
- **Keep our meetings a safe space, with trust and confidentiality**



## Tool - Exercises to develop a group

**No matter the activity, here are some points to ensure success.**

- Activities have to be optional. Sometimes people won't feel like getting involved.
- Give consideration to accessibility. Keep writing and moving around to a minimum, people in the group may have physical disabilities.
- Having a connection to the purpose of the group and meeting where possible is important.
- No-one should be out of pocket by getting involved. Provide travel expenses and free refreshments.

### Questions in a bowl

- Write or print out some easy questions onto card. The questions should be ones that anyone can answer with their own opinion or experience. For example 'would you rather do without bread or pasta?' or 'what would you like to see develop in your community?'
- Put the questions in a bowl with enough for everyone to have a choice. The first person chooses a question, reads it out and answers. They then choose the next person to pick a question to answer.



## Pick an object



- Have a collection of different objects, e.g. an umbrella, Lego, boxing glove. Enough for everyone to have a choice.
- Ask a question, such as ‘how do you feel community budgeting is progressing?’
- Invite everyone to choose an object that represents how they feel about the question and tell the group their reasons.

## Rate your day

- Put 1—5 on the wall.
- Give everyone a different colour of sticker or post-it note.
- Ask questions that people can rate from 1—5, e.g. ‘how has your week been?’ or ‘how do you feel the community budgeting process is progressing?’
- Each person sticks their sticker from 1—negative to 5—positive.
- This allows an overview of the positive/negative feelings of the group.



## Tool - Developing a group case study

A group of eight community members came together, having heard about community budgeting for the first time at places like community breakfasts, at local groups, and on Facebook pages. They all had very different backgrounds, but were all involved in some way in their community, from running a youth group, to being a community activist.

### What helped the successes happen?

‘Having local partners to support us, like the funding organisation and housing association. These organisations gave us places to meet locally free of charge, and incentives like refreshments, lunch and travel expenses.

‘We had to challenge ourselves and each other to try new tasks, like speaking in public.’

### What were the challenges?

‘Not everyone agrees all the time, and that can be hard, especially when we were trying to move the process along.

‘It’s important to realise people have different schedules and can’t make every meeting. People have different levels of commitment too.’

### What would they do differently next time?

‘Have a group agreement that we could come back to when disagreements happen.’

‘Funding was available that set our timescales, which were tight. We could definitely have benefited from taking time to develop the group.

‘There have been some strong friendships built within the group during the process, but a focus on this at the beginning would have made the process and our experiences better.’

**‘Learning about community budgeting together was important for all of us, and being able to confidently talk about the subject, because it was new to us all. We attended local meetings together and supported one another to chat to people about community budgeting.’**



# Section 3

## Running a process

This section lays out the simple steps that will help any group to run a Community Budgeting (CB) process, from finding out what is needed in a community, through voting, to awarding funding to groups. Looking as a whole, it can be overwhelming, so follow the easy steps for simple success.

- Reaching communities
- The application process
- The voting process
- Looking back and evaluating what we've done

There are checklists throughout this section to help groups identify what information is relevant, and work through plans to get the job done. Having the information in one place will help identify roles for everyone, and keep a list of tasks (and it's really satisfying to tick them off).



## Terms we use throughout this section explained

**Proposals:** a proposal is the project to be funded clearly set out with how it will be carried out, how much it is likely to cost, who will be involved and how long it will take.

**Social media:** any online platforms that help people get information and communicate with one another. For example, Facebook and Twitter.

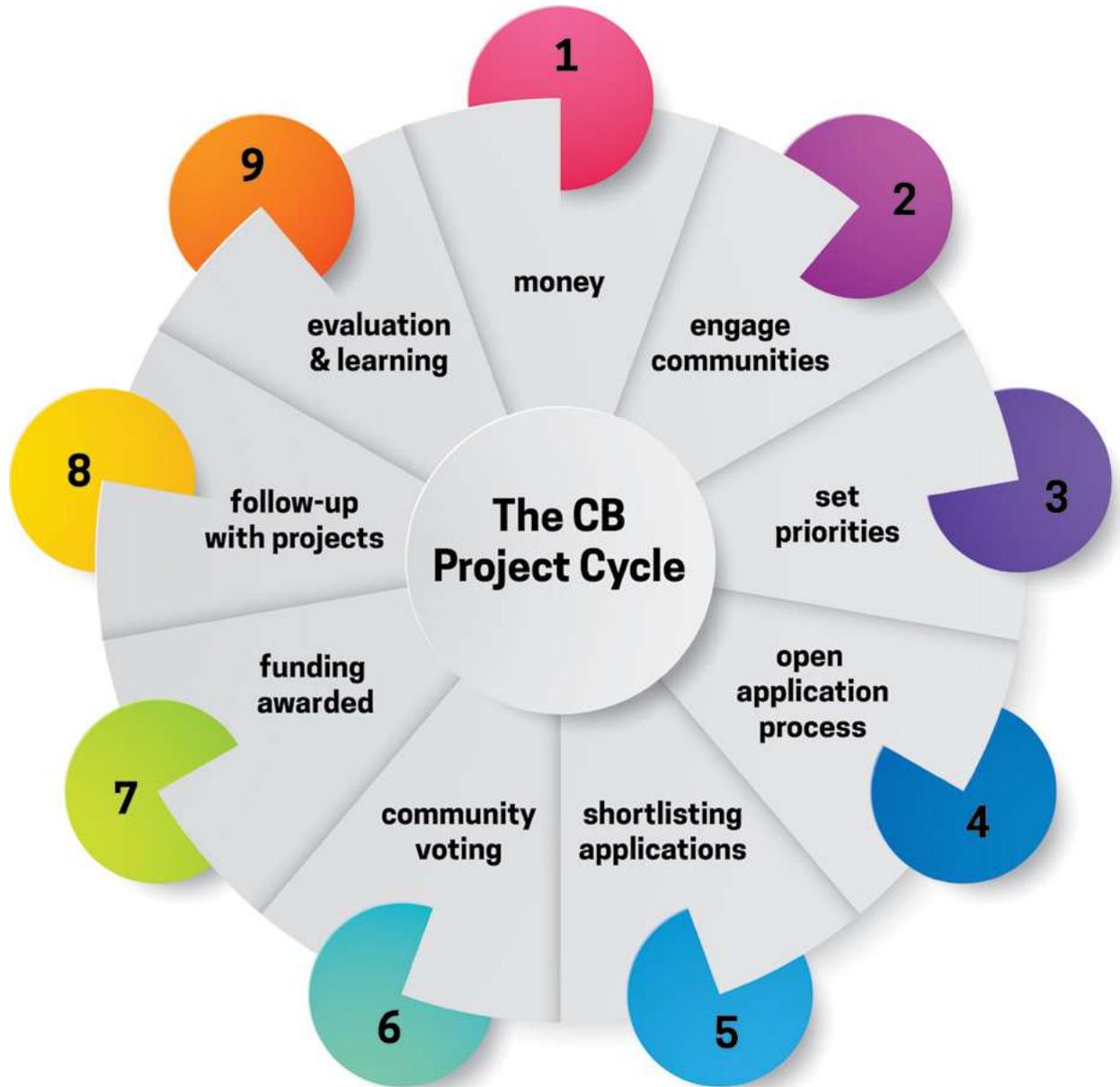
**Aggregate:** the total amount from adding all the numbers together.

**Coerced:** trying to change a person's choice or vote by force or by placing undue pressure on them to change their mind.

## Tools to use in this section

1. CB project cycle checklist
2. Making posters and leaflets accessible
3. Examples of posters and leaflets
4. Planning how to reach local people
5. Checklist to plan vote
6. Application guidance
7. Checklist for voting event
8. Voting methods

# The Community Budgeting Project Cycle





## TOOL

### *The Project Cycle Checklist*

- Funding is made available to be given out as small grants. This can also be applied for after the group that will lead the process comes together.
- Bring together the group or panel made up of local people and sometimes professionals who will lead the process.
- Engage local people to encourage their involvement in the process.
- The community identifies what's needed to benefit the local area.
- The group make up an application process that is accessible, with dates for submission and vote.
- Decide on the voting method, and whether an event will be held.
- Let the community know about the funding opportunities, how to apply and what support is available.
- The group have a plan to safely store applications, how to communicate with applicants and a process by which the group check each application meets funding needs.
- The community votes and decides on the proposals they think will benefit the community as a whole.
- Each successful proposal is delivered as agreed and monitored to review whether the outcomes are as intended.
- Together, the group and community reflect on the process and outcomes for local people, learning how to improve the process of CB for the future.



## Running a process: *reaching communities*

### Building contacts in communities

- Allow about six weeks to get to know and visit groups, places where people gather, and become known on social media.
- Engage with organisations that already engage in the local community, e.g. housing associations, community councils, local organisations. Attend community breakfasts, after school groups, etc.
- Use online newsletters, social media of local groups, screens in GP offices and notice boards in libraries and community centres.
- Be clear about the aims of the process and any limitations, as well as the support available and timescales.
- Seek out community members who are already active to become involved in the process.
- People who aren't engaged in a group might want to be involved, so post and phone calls should be an option.
- Family, friends, the local shop keeper count as local people too, so talk to them about CB when going about daily business.
- Keep going. People might not listen right away, but hearing the message two or three times will have more of an impact.

**Use the Free IRISS  
Co-Development Toolkit  
for ideas to engage with  
communities.**

**Download or request  
a copy here:**

**[www.iriss.org.uk/resources/tools/co-design-tools](http://www.iriss.org.uk/resources/tools/co-design-tools)**





## Letting local people know about your CB process

- Get all information out to the wider community as quickly as possible.
- When giving out information make it clear and understandable. Please refer to the checklist on page 30 on making all information accessible.
- Create leaflets and posters that are easy to read and don't have too much information on them. Make sure the date and time are clearly marked. Please refer to the examples of leaflets and posters.
- Make the selling points big and clear – free event, providing food, transport costs, childcare, if provided.
- Use as many different ways of reaching people as possible.
- Facebook is very effective in attracting younger members of the community. Twitter is useful in engaging with professionals and local media.
- There are many places to think about when distributing leaflets and posters. Go to shops, schools, libraries, shopping centres, GP surgeries, community centres, churches, housing associations. Always take a stock of white tac, sticky tape and drawing pins, and ask permission before putting up a poster if it's not on a noticeboard.
- Community members will respond to people who are passionate about the project and confident when speaking to others.
- Please refer to the tool for ideas on how to communicate with different audiences.
- Depending on the make-up of the local area, consider ways of providing information in different languages. This may be by engaging the help of people who speak several languages, or if funding is available, print leaflets in other languages.
- Use case studies of previous applicants who have received money (if available).
- Stand out in the crowd. Libraries for example have information from lots of groups. Stand out by having clear, colourful, attractive posters and messages.



## TOOL

### *Checklist on making information accessible*

#### Language and style

- Use 14 point text so it's easy to read.
- Use of colours, e.g. white on yellow hard to read.
- Text is short and written in plain, everyday language.
- Style is direct and captures attention (e.g. Let's Hear You).
- Use pictures and eye-catching graphics.
- Clear, simple statement of why people might be interested.

#### Practical considerations

- Clear statement that attendance is free.
- Date, venue and start and finish time clearly stated.
- Lunch is provided (with clear instruction if someone needs to advise of dietary requirements).
- Childcare costs will be paid (if applicable), or available.
- Details of entertainment and other incentives (if applicable).
- Clear statement of whether booking is necessary and accessible booking options (e.g. online, by phone).
- Clear statement of how to report any special requirements (e.g. physical access, hearing loop, large print, prayer room, etc.).
- Whom to contact for further information with contact details for text, email, phone.
- All relevant partner logos are on posters or leaflets, with permission to use these from the organisations. Ask for a proper copy of their logo where possible rather than copying it.



# TOOL

## Leaflet and Poster Examples

How would you spend **£25,000** in your neighbourhood?

# LET'S HEAR YOU...

Househillwood & Priesthill

**The Countdown!**

Monday 20<sup>th</sup> February 2017  
1.30 - 3pm Peat Road Hall

This is a pre-information event for local projects & community groups to find out more about the budget and get support to develop and grow your ideas for Househillwood and Priesthill.

The main show takes place on Saturday 18<sup>th</sup> March when Househillwood and Priesthill residents will decide. Time and venue to be confirmed.

0141 420 7272 | letshearyou@ghn.org.uk | www.ghn.org.uk

PLP Glasgow Homelessness Network (GHN) is a charity registered in Scotland (SC033823) and company limited by guarantee (SC122862). Registered Office: Ashby Centre, 32 Commercial Road, Glasgow G1 1PD, Greater Glasgow Area, Scotland.

How would you spend **£25,000** in your neighbourhood?

# LET'S HEAR YOU...

Parkhead

**VOTE!**

Registration 10.30am  
*(you have to register before 11.00am to receive a vote)*

Main Event 11.00am - 1pm

Saturday 25<sup>th</sup> March 2017  
Quarry Brae Primary School, Parkhead

You decide which local projects get a share of the budget. Voting open to people who live and work in Parkhead aged 8 and over. Free crèche, refreshments, stalls and smoothie bike!

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## Get ready, steady... to GO! with Community Budgets

**Be Upfront!**  
Scottish Government and Council leaders have agreed that 1% of local budgets will be decided by community budgeting. This means that YOU and your local community will soon have a say on how money is spent in your area.

We are getting behind people who want to help get their area ready for community budgeting.

**Could YOU be a Community Champion?**

Get ready by:

- Being trained on community budgeting
- Being part of designing & running community workshops
- Sharing a few tools & tips for switching others on to community budgeting

**DRUMCHAPEL**  
Monday 20<sup>th</sup> and Tuesday 21<sup>st</sup> August 2018  
10am-2pm

**Join Us**  
Full training & travel costs reimbursed

Drumchapel  
Find out more  
0141 420 7272

[www.ghn.org.uk/ill](http://www.ghn.org.uk/ill)

We are getting behind local people who want to help get their area ready for community budgeting.

The Scottish Government require Local Authorities to allocate at least 1% of their budgets via CB in the future. In Glasgow this could equate to approximately £23million per year.

## Get ready, steady... to GO! with Community Budgets

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## TOOL

### Map to plan reaching communities

<b>Families</b>	<ul style="list-style-type: none"><li>• Posters in local places</li><li>• Drop in information sessions</li><li>• Focus groups</li><li>• Interactive information sessions</li></ul>
<b>People working during the day</b>	<ul style="list-style-type: none"><li>• Online newsletter</li><li>• Social media, such as WhatsApp</li></ul>
<b>People isolated in own homes</b>	<ul style="list-style-type: none"><li>• Postal letter</li><li>• Social media</li></ul>
<b>Children and young people</b>	<ul style="list-style-type: none"><li>• Interactive posters</li><li>• Online survey</li><li>• Social media</li><li>• Text messages</li></ul>
<b>People with mental health issues</b>	<ul style="list-style-type: none"><li>• Print newspapers</li><li>• Text questions</li><li>• Visit groups that are established for this audience, where they feel comfortable</li></ul>
<b>Older people</b>	<ul style="list-style-type: none"><li>• Word-of-mouth, local people, talking to friends and family</li><li>• Paper survey</li></ul>
<b>People who don't engage in their community</b>	<ul style="list-style-type: none"><li>• Radio, podcast</li><li>• Social media</li><li>• Phone calls, and text messages</li></ul>
<b>Decision makers</b>	<ul style="list-style-type: none"><li>• Interactive information sessions</li><li>• Focus groups</li><li>• Social media</li></ul>



## Families

Use this tool to map where different groups of people can be found in the community. You can also use this to map the best ways to engage with these groups e.g. social media, posters, word of mouth.

Health Centre



## Children 5-12

## People working during the day

Police St

hemist

## Older people

## People with physical health issues

Bank

Library

Post Office

Social Work

Job Centre

ATM



D

The background is a colorful illustration of a city street. On the left, there's a building labeled 'The Housing Association'. In the center, a building with a dark roof is labeled 'Advocacy Service'. To its right is a building with a scale of justice icon labeled 'Court'. On the far right is a tall brown building labeled 'Scottish Government'. Below these are several white callout boxes with orange text. Further down, there's a building labeled 'Citizens Advice' and a red-roofed building labeled 'Charity'. To the right, there's a 'Local Cafe' with a red and white striped awning and a bus stop sign labeled 'BUS'. At the bottom, there's a 'Local Council' building with a dentist's office next to it, and a large building labeled 'Scottish Parliament'. A blue car is driving on the road at the bottom.

**The Housing Association**

**Ethnic minority communities**

**Young people 16-25**

**People isolated in their own homes**

**People with mental health issues**

**People who don't engage in their community!**

**Decision makers, e.g. council leaders**

**Schools**

**Local Council**

**Scottish Parliament**



## The application process

Part of running a CB process is getting the application process right that meets the needs of local groups and is accessible to all. This section of the toolkit includes hints and tips on the application process, and examples of application forms that can be used or modified for use in the community.

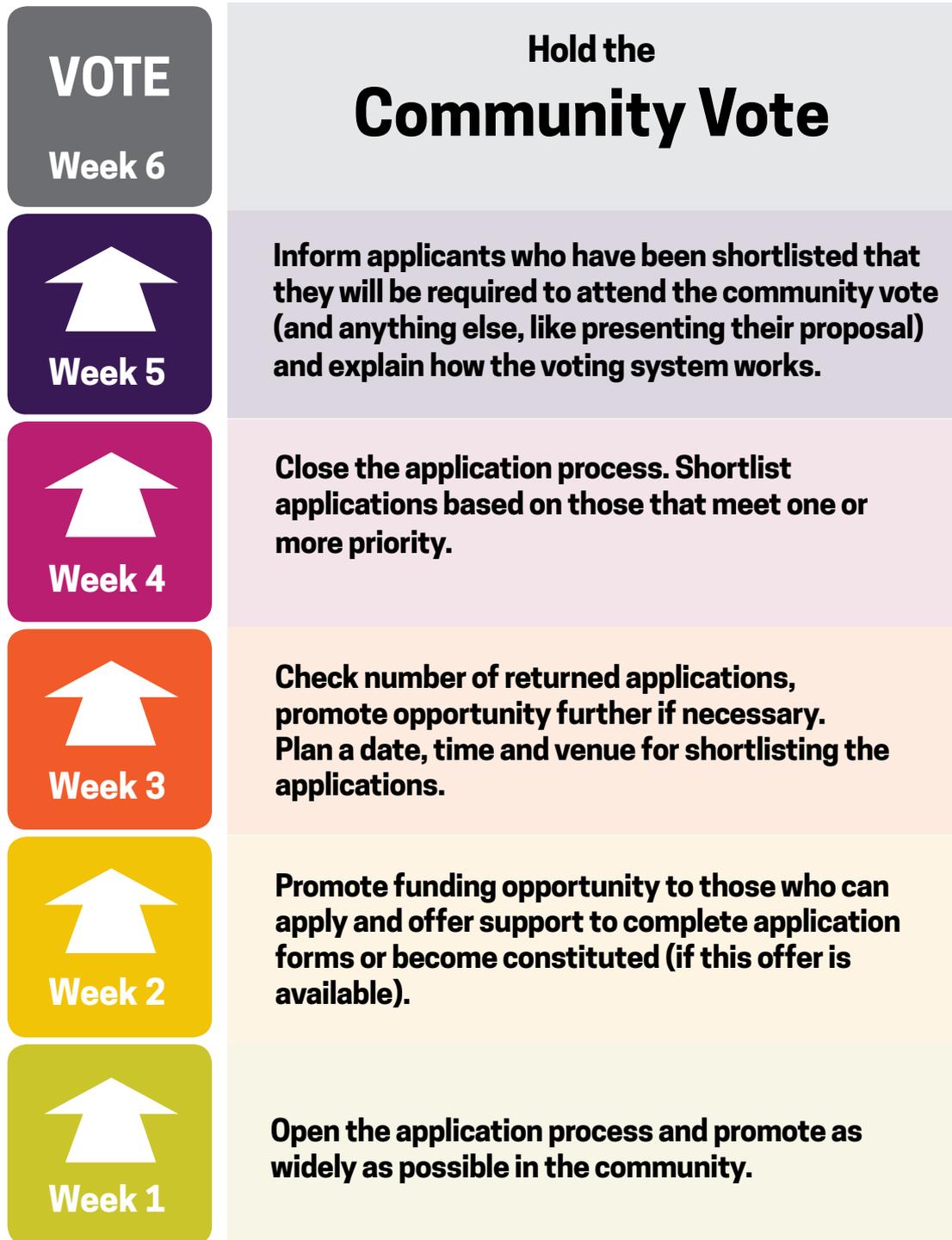
### The application form should address

- Is the form going to be available for download or will you provide paper copies to people who want to apply? Will there be copies available in the community, for example in libraries and community centres?
- How can the form be made accessible? Think about who lives in your community, does the application form need to be translated? Think about people with disabilities, is the use of colour going to make using the application form easier or harder to read?
- CB should be easy to understand, which means it's very important to use plain language as much as possible.

Each application process will be different, here are some things that need to be included in the application form.

- How much funding is available and what is the maximum amount people can apply for (if there is a maximum).
- A deadline for applications to be returned.
- The priorities set by the community.
- Details of how and when the community vote will happen and what applicants will be required to do.
- How the successful projects will be checked e.g. providing receipts for spending money, taking pictures and videos of what is happening.
- Support available for people who want to apply for funding e.g. advice on becoming a constituted group, support with completing application forms.
- Please refer to the tools for an example of an application form.

CB is a new process for lots of people, so it's a good idea to open the application process as early as possible. Six weeks is a good length of time between opening the application process and holding a vote.



The process can take longer than six weeks, the above is given as a rough guide.



Finance		
8. Amount requested:		£
9. Any other funding you have secured:		£
10. Total Cost of the Proposal:		£
11. If you have secured or requested any other funding for your proposal, please provide details.		
Funder	Amount	Confirmed or pending
	£	
12. Please provide a breakdown of the expenditure with this proposal.		
Item to be purchased or activity to be supported	Supplier	Cost
<b>Total cost of proposal:</b>		

### Your Agreement

By signing this you are confirming that you are an authorised signatory for the organisation applying for the Community Budgeting fund. You are also confirming that the statement below is accurate.

As far as I know and believe, the information in this application form about the proposal is true and accurate. I am authorised to allow this project to go ahead and include the relevant documentation as requested. I can confirm that the funder can:

- Publish details of the financial support they are giving to this project;
- Use any of the project details in news releases, publications and other publicity materials.

The funder can do these things without asking us again for our agreement and will not use any of these details for commercial purposes.

I confirm that I have read and understand the statement on Data Protection	
Signed: _____	Print name: _____
Designation: _____	Date: _____

Please return completed application form by \_\_ / \_\_ / \_\_ to \_\_\_\_\_@\_\_\_\_\_



## The vote

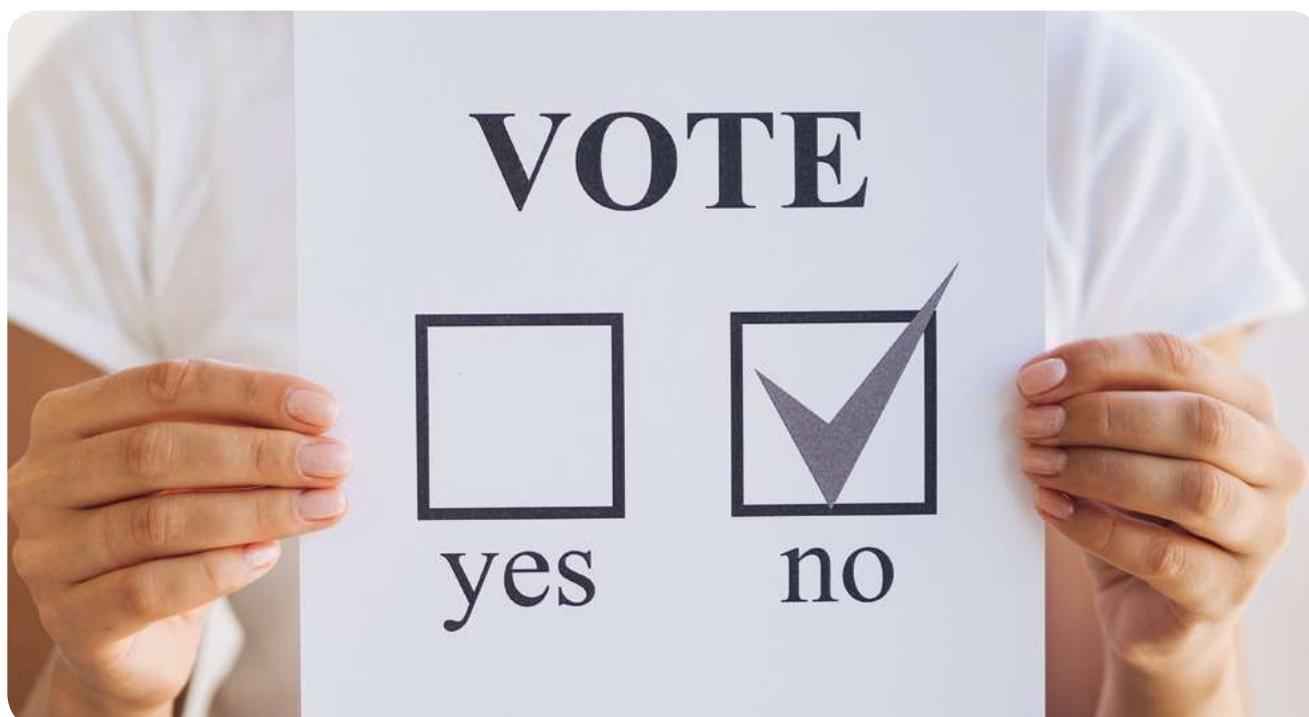
**The vote is the heart of every CB process and it is where there is a high level of community engagement, so it's important to get it right. Some common voting methods follow.**

Some methods are better suited to voting on a ballot paper, electronically or online. Different methods work for different audiences, so choose the method that community members feel works best.

Part of this planning should include deciding on an age limit for voting. Some CB processes only allow people aged 16+ to vote. In our experience, young people age 8+ are capable of voting in CB processes with very little support. We've seen children as young as five voting in CB processes in their schools, which required some support from staff and teachers, but is extremely worthwhile as it means the full school is participating.

Funding can be used towards running the process, and funding available will have an effect on the voting process. For example, if entertainment is an option or if electronic voting is an option.

Over the page is a checklist for groups to plan the different aspects of the voting process to get it right for the audience.





## Voting methods: *the yes/no vote*

**This is the simplest form of voting, the voters either select ‘yes’ or ‘no’ to a project and those with the most ‘yes’ votes are funded.**

### Benefits

- It’s easy to explain and understand, and is commonly used.
- There can be any number of projects in the running, this voting method doesn’t limit the numbers.
- Votes can be taken at a number of different places or over a period of time and there’s no penalty for opting out of voting for any single project.

### Disadvantages

- It can be seen as easy to persuade people to vote in a certain way and to ‘rig’ the votes.
- The options are limited, there is no way of expressing preference.
- The process could become problematic if more or less projects get ‘yes’ votes than the amount of money allows. It’s less of an issue if too few projects receive ‘yes’ votes as the process can be repeated, however this could be a strain on resources.

### This method works well if

- You are concerned about voters’ ability to understand more complex voting systems.
- You want a tried and tested, well known method.
- You don’t want to group projects together for voting.
- You don’t want to use an electronic voting system.
- You are not hugely concerned about block voting/rigging votes, or if this isn’t an issue in your community.

## Voting methods: *The Ranking Vote*

**The method is to rank projects - so that 5 (for example, or the highest number of the total projects) is the 'most preferred' option and 1 is the 'least preferred'.**

Numbers can only be used once (which is where this differs from preference voting) and the projects are ranked using the numbers. Voters can opt out of voting for one or more projects but then the highest 'most preferred' score is reduced by the number of projects omitted. For example, if the highest rank is 5, but I only vote for 3 projects, the highest rank I can give a project is 3. If I only vote for one project, I can only score it a '1'. This way it's always fair and avoids single or block voting.

It's also considered fair because whilst it might be easy to persuade people to vote 'yes' or '10' or to only vote for a single project for the other two methods - this method makes it more difficult to manipulate the vote as it reduces the strength of their vote. People who are trying to rig a vote may know what people will choose as their first choice but it will be harder to predict their second and third and so on.

It is generally recommended that smaller groups of projects are ranked - more than about 10 projects and it becomes difficult for voters to rank projects meaningfully. So either the number of projects should be reduced or projects should be grouped together for voting. When the scores are aggregated the total number of projects from all the groups can be ranked.

The voting scores are then added up and the combined total is applied to the projects. As with the preference vote, these are then ranked in order and money is allocated until the funds run out.

Because of the ranking system, often the choices in 2nd and 3rd preference come out as being the highest scoring because although it may only be a few or no people's first choice they may well be many people's second or third choice. This way most people get most of what they want, and why it's considered fair.

## Benefits:

- It's a very fair system and it's hard to successfully rig the vote
- It discourages single or reduced number of projects voting
- It's easy to prove that the system is fair which avoids issues of foul play or tension in the community
- Most people get most of what they want – true preferences are shown
- All the money can be allocated at once – without issues of too little or too much money

## Disadvantages:

- This is a more complex method and will need to be explained carefully to voters
- Voters must see/hear all the projects before they rank them
- If there are large numbers of projects, they will need to be grouped before voting or the number of projects must be reduced

## This method works well if:

- You want a completely fair system
- You are concerned about votes being rigged and dividing the community
- You have a potentially confrontational or conflicting community situation or are concerned that one may arise
- You are confident that voters will understand the method
- You have a small number of projects
- You want to allocate all the money in the initial vote
- You want to use an electronic voting system



## Voting methods: *the preference vote*

This vote traditionally is the preferred option for CB voting. Voters assign a number to each project based on how much they like the project. It is different from ranking as more than one project can be assigned the same number. Numbers chosen are often between 1-5 or 1-10 with 5 or 10 being 'really like it a lot' and 1 being 'don't like it at all'. The votes are then added up and the projects put in rank order depending on the total number of aggregate votes. Projects are then allocated funding in rank order until the funding runs out.



### Benefits

- Voters can express a preference rather than a single choice.
- There is no limit on the number of projects you can include in the voting process, although blocking projects together can make this voting method easier.
- All of the funds can be allocated at the initial count so there's no issue of having insufficient funds or excess funds

### Disadvantages

- Voters can be persuaded to vote the maximum number for a particular project.
- Voters may be confused by the number of preferences.
- The voting method is more complex, which takes time to explain.

### This method works well if

- You want to provide voters with maximum scoring/voting options.
- You want voters to express a preference.
- You want to ensure all the money is allocated at the initial vote.
- Your priority is that voting is seen to be simple and that everyone has equal choice rather than a system designed to be 'absolutely fair'.

## Voting methods: *paper ballot*

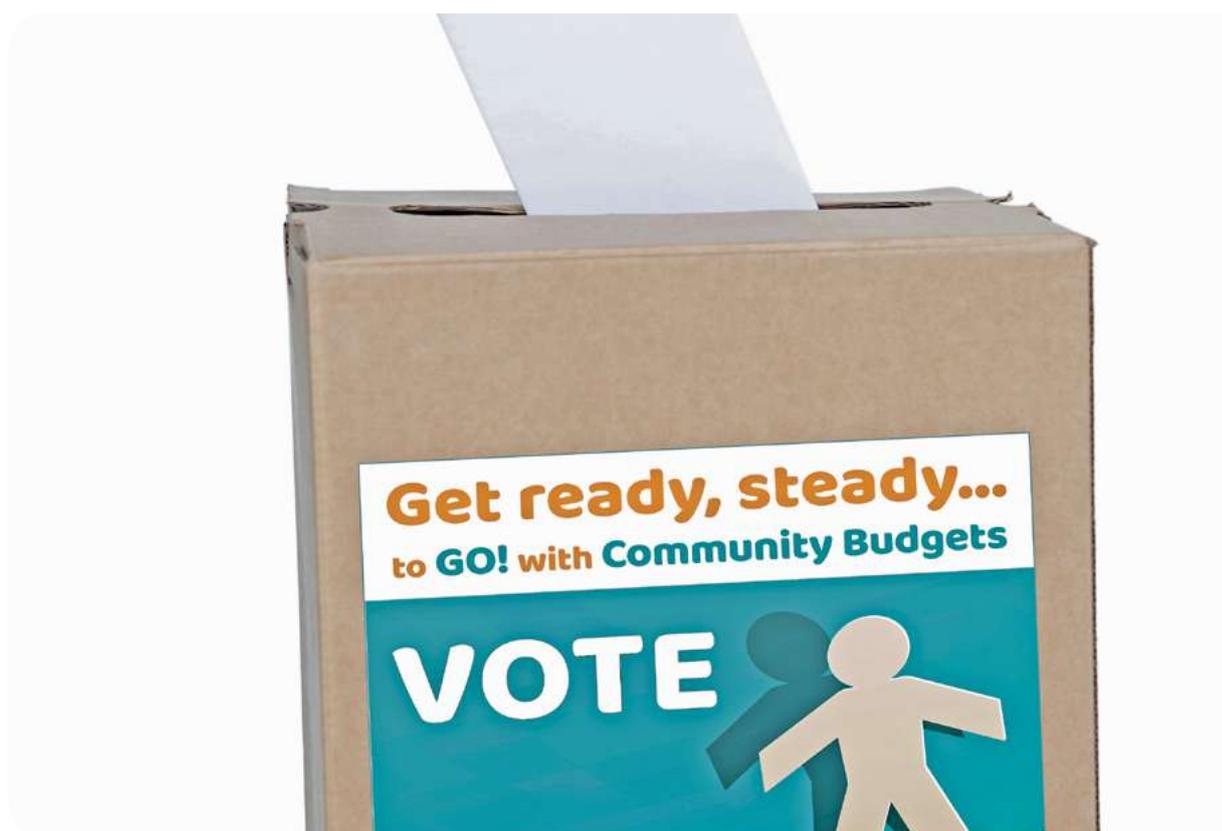
This is a simple and cost effective way of voting, and works well with yes/no voting, preference and rank voting. Similar to an election, voters are given a ballot paper with projects listed, and are required to express their choice on the ballot paper which is collected in a ballot box. After all projects have received their votes, the ballot papers are counted and the successful projects are announced.

### Benefits

- Most people of voting age are familiar with this way of voting.
- Allows use of yes/no, preference and ranking voting.
- If someone makes a mistake when voting, it's easy for them to correct the mistake and keep their vote valid.

### Disadvantages

- Depending on the number of voters, the counting can be time consuming.
- Open to scrutiny depending on who is counting the votes. A way to improve transparency is to include community members in the count.
- Requires voters to have higher level of literacies, because reading and numbers are involved. Help and explanation offered during the vote may be seen as swaying the voter.



## Voting methods: *electronic voting systems*

Electronic voting systems are seen as maximising modern technology and are very quick with results being instant and participants can see the results on a screen.

Feedback from people who have used the system was that it makes the process faster, and easier for results to be provided on the evening than traditional manual voting and counting processes.

Questions have been raised when projects presenting later on in the process were disadvantaged if people left early. At the same time, it is impossible to know if absent voters would have scored presentations higher or lower, and any effect on a project's average score is likely to have been minimal as a result.

Electronic voting systems also provides the option of discounting someone's vote if they leave early and don't vote for every project, which is useful if using rank voting or preference voting.



### Benefits

- Saves time and results in few mistakes.
- Allows use of yes/no, preference and ranking voting.
- Produces clear graphics which show the results in a way that makes it easy for everyone to understand the outcome and improves transparency.

### Disadvantages

- Requires budget and support from other people.
- Needs significant technology.
- Can appear intimidating.

## Voting methods: *voting with counters*

Using counters and boxes is an effective and simple way of getting people to vote and can be really useful if you're not sure what levels of literacy and understanding of voting people in your community have.

### Benefits

- Voting in this way can be done over a longer period of time.
- People of most ages can get involved in and understand the vote.
- The voting method can be changed depending on how many counters each voter is given. For example, each person gets three counters, with the option of putting them all in one box or spreading their vote.

### Disadvantages

- It could be easier to manipulate the vote, young children could be easily coerced into changing their vote.
- If the boxes are see through, younger children can be influenced to put their counters into the 'winning' box.
- This method can become overcomplicated if trying to use ranking voting.





## Facilitating the voting process

Whether bringing people together at a large event, smaller events, or displaying voting options in a well-used public space, there are many ways to carry out the voting process. We list the most popular and well used examples for consideration.



### Community Event

- This involves bringing together local people at a one-off event.
- Normally held in the evening or weekend, so it's accessible to as many people as possible.
- An event can use any of the different voting methods.
- Involves reasons to get people along. This might be entertainment like live music, a tea dance. Things for the children like face painting, food and refreshments.
- This enables projects looking for funding to showcase their work. This could be with a demonstration, or video, or conversation.
- Transparent – the process is visible from beginning to end.
- Part of the funding will be needed to fund the event.
- Allows opportunities for news stories in local newspapers, websites, and on social media.
- Please refer to checklist on running an event.

## Roadshow

*visiting different community places*

- This can be a smaller version of the larger community event. Or have people present the posters to local groups.
- Go to where people are, for example, youth groups, knitting groups, GP surgeries.
- The location should be representative of the whole community. In other words, consider if groups attended by different ages, families, working people, and so on are attending.
- This cuts down on the cost of facilitating a large event, and still allows for more information than can fit on a poster.
- The process isn't as clear from beginning to end as with the large event.
- Once all votes are collected from each group, the results need to be fed back to each group.
- Any voting method can be used.



## Posters in public spaces

- This is a quick and easy way of voting, usually using counters and a yes/no voting method.
- Can take place over the space of an hour, or over the space of a week. This allows people who cannot attend at one time, to vote at another time that suits them.
- Simple information is likely to be displayed about each project, and doesn't allow the opportunity to showcase projects.
- Good for working with young people, as pictures can be used on posters.
- Low cost option.



## Online

- This is a particular consideration when working with young people, and with people who are isolated from their community.
- It requires the simplest information about each project.
- Needs someone running the vote to have skills to set up the vote online, and be able to collect the results.
- Needs local people to have internet access, and ability to use a computer, or other electronic device. This may be an issue for people isolated in their own homes.
- This could be used alongside other ways of voting, to ensure people who cannot attend events also have a say.



## Checklist

### *for a Community Budgeting voting day*

#### **The venue**

- Can it hold the number of people you estimate may arrive?
- Is it accessible for people who have mobility or sensory issues?
- Is it near public transport?
- Does it have a stage / area for counting votes / area for displays & entertainment?
- Is there a seating plan for participants /how is the seating arranged?
- Does it have a PA system for sound, wifi or digital projector / can you bring your own equipment?
- Does it provide catering or an area where you can set up your own?

#### **Staff and volunteers**

- How many helpers do you need on the night?
- Who is going to lead the team?
- Who will be on the registration desk?
- Who will count the votes?
- Who will introduce the groups?
- Who will manage the presentations?
- Who will supervise or serve the refreshments
- Who will take pictures/film/update social media?

#### **The Paperwork**

- Signs directing people to the room/toilets/refreshments
- Sign in/fire safety sheets, name labels
- An agenda
- Ballots/voting slips/counters
- Declaration forms for acceptance of funds
- Evaluation forms



## Stories

### *using different votes*

#### **Small Grants process using preference voting on paper ballots**

Due to funding constraints, the steering group opted to use a paper ballot instead of electronic voting system, leaving funds to provide catering, entertainment, etc. for the community members who attended. With around 150 people attending to vote, using paper ballots was challenging but doable. There were 10 organisations applying for funds, so the projects were separated into two groups of five. This meant that the first ballot paper could be collected at the break while voters tucked into the buffet, and the steering group could start the count.

Even with grouping the projects, there was still a bit of waiting time at the end for the rest of the ballots to be counted. Thankfully, the event facilitator was skilled enough to keep the room engaged until the vote was in. While the steering group felt the wait for results was too long, the evaluation forms did not show that the voters felt this. All the feedback was very positive.

#### **Small Grants process using Yes/No vote and counters**

A primary school facilitated a Community Budgeting process led by pupils, and due to the varied levels of capacity amongst pupils of different ages, the pupils chose to use counters boxes as their way of voting. Each pupil was given one counter as their vote, and asked to put it in the corresponding box to the project they wanted to fund.

This meant that everyone in the school could take part, and giving each pupil one counter meant they were using the yes/no voting method and kept things simple. Pupils at the younger end of the school enjoyed feeling that they had an equal say and older pupils felt they were given a real responsibility as they were counting the votes and taking the boxes round the different classrooms.





## **Running the process:** *evaluation and reflecting on our work*

**Say the word ‘evaluation’ and people fall asleep or feel a growing panic. That’s because it’s a misunderstood process. Simply, evaluation is looking at where you started, where you end up and how you got there. This section offers some hints and tips to make evaluating your process easy and maybe even fun.**

### **Why and when do we benefit from evaluating**

The words evaluation and reflection sound that they should be the focus at the end of your work, to look back on everything together. Any evaluation process takes account of all the work you have undertaken, and the results of your work. By building evaluation and reflection from the very first step, we can properly think and plan what we expect to be the end results.

### **Evaluation from the beginning**

- Helps build a case for continuing your work.
- Helps persuade others of the value of the work.
- Helps learn about what went well and what could have gone better.
- Helps you improve the process in the future.
- Will keep focus on aims, provide a check if the process is likely to achieve, and will allow everyone to understand if they are happy with the way things are going.

### **Where to start**

Be careful what is evaluated. It can be tempting to focus on particular types of information because it’s easy to collect.

Some things you may want to find out include:

- Are people more likely to vote in elections in the future?
- What skills did people develop while being involved in the process?
- Do people have a greater understanding of community budgeting?
- Any unplanned results.

Any engagement process should be evaluated while the work is happening and after the process is completed. Evaluation will provide valuable feedback for example, on the best methods for engaging with groups in a particular area or the most appropriate times or venues. These findings should inform future engagement.

Evaluation has an objective (such as the impact of work on individuals, on the community, or beyond) and a timescale.

## Staying positive

The evaluating of a process can be fun, and can be used to hold people's interest from beginning to end, and beyond. It can be very easy to focus on what went wrong when evaluating, but asking negative questions can lead to negative responses. Instead of asking 'what went wrong', ask 'what worked' and 'what can we improve next time'. Sometimes the greatest learning comes from things going a bit off track. Waiting until the end to look back can lose useful learning and the chance to easily put things back on track. People like to know they're listened to; using suggested changes can ensure people feel part of the CB process.

## Collecting information

The whole evaluation process is based on a collection of tools that fits the process needs, captures learning, is not too expensive in terms of time, staff or money, doesn't need very specialist skills like computing, and can be read and make sense to people not involved in the process.

Some easy ways of collecting information

- **By phone:** with permission to contact people on their personal number can be a great way to explain questions. Often a chat gets more information than a few words on a questionnaire.
- **Videos:** one-or-two-minute-long videos don't need fancy settings; having the community in the background has more of an impact. Most mobile phones, with the permission of the speaker, can record videos. A video can include one person, a crowd, or lots of small clips of people taking. Asking simple questions like 'why is community budgeting important to you?' can lead a video recording.
- **People's stories:** can be written, video recorded, voice recorded, or a series of pictures like a comic. The most important thing about a person's story is the simple story that is told. Asking two or three questions will help shape the story.
- **Interviews/ focus groups:** Interviews are usually one-to-one questions and answers. Focus groups are a group of people chatting about questions and answers together. Interviews can give shy people a chance to talk. Focus groups get greater depth of conversation. Focus group take less time, but will usually take more resources, such as somewhere to hold a group.
- **Questionnaires/online surveys:** the easiest way to evaluate and get feedback, but answers can be limited. There are lots of free websites to develop a questionnaire, such as Survey Monkey.



## Help

**Evaluation Support Scotland has a wide range of advice and tools for evaluating projects:**

- [www.evaluationsupportscotland.org.uk](http://www.evaluationsupportscotland.org.uk)

**PB Scotland offers some examples of evaluation tools that have worked for other CB projects:**

- [www.participatorybudgeting.org](http://www.participatorybudgeting.org)
- [pbnetwork.org.uk](http://pbnetwork.org.uk)



# Conclusion

“Glasgow’s community budgeting framework has been co-produced in partnership with our local communities, elected members, third sector partners and officers from across the Council family. Homeless Network Scotland has made a significant contribution to this process and ensured our citizens have the opportunity to develop their understanding of community budgeting and can take part in the development and delivery of this new process with the skills and confidence needed to participate.

This toolkit will help our communities further develop their understanding, skills and confidence as well as provide a practical resource to support the development and ownership of local community budgeting. In addition, the toolkit is a significant and valuable contribution to assist us as we go forward with our developing our strategy as we go forward.”

**Evelyn O’Donnell**

**Community Engagement Officer, Glasgow City Council**

“COSLA in agreement with Scottish Government have been working with all 32 Councils in Scotland to embed Participatory Budgeting (Community Budgeting) as not simply a “what we do” but a “how we do” our business. It is essential for us to work with everyone in our communities to ensure they are engaged and involved in the decisions that matter to them and affect their day to day lives. As Scotland seeks to strengthen local democracy, Community Budgeting is just one of the ways in which we can ensure people have a say in the design and delivery of services that they use.

***COSLA has agreed the following working description of PB:***

- Proactively involving and engaging local people in making decisions on how public money is spent in their community.
- Engaging people in the design of policy and strategy that eliminates participation gaps.
- It is a process of deliberative dialogue that delivers shared and individual outcomes using direct community participation in the decision making process.
- There is a clear demonstration of individual and community need in final service delivery that creates meaningful life outcomes.

We are clear that Community Budgeting will look and feel different across Scotland as it will be shaped by and meet the needs of the people and communities using it. It is essential that we make the process as accessible and inclusive as possible, if we are to deliver improved outcomes and opportunities for everyone.”

**Simon Cameron**

**Corporate Policy Manager, Convention of Scottish Local Authorities (COSLA)**

