



ENGAGE CITIZENS IN LOCAL DECISION-MAKING!

School on Participatory Democracy

Co - organized with the Council of Europe,

Hosted by STGM - Civil Society Development Center

**9-13 October
Ankara, Türkiye**

Final report





INDEX

INTRODUCTION.....	3
AGENDA OF THE SCHOOL.....	4
CONTEXTUALISATION OF THE PARTICIPATORY DEMOCRACY IN TÜRKİYE: MEANING OF THE RIGHT TO PARTICIPATION AT THE LOCAL LEVEL.....	6
CODE OF GOOD PRACTICE FOR CIVIL PARTICIPATION IN THE DECISION-MAKING PROCESS.....	8
PARTNERSHIP.....	9
CIVIL PARTICIPATION IN DECISION-MAKING TOOLKIT.....	11
CIVIC LAB TOOLKIT.....	14
CHANGE.....	18
CITIZENS' ASSEMBLIES.....	22
SCHOOL PARTICIPATORY BUDGETING (SPB).....	24
PUBLIC CONSULTATIONS AND CITIZENS ENGAGEMENT ON PUBLIC SPACE PLANNING AND IMPLEMENTATION.....	27
WHERE TO FIND THIS TOOL?.....	32
SPEAKERS, FACILITATORS, AND PRESENTERS.....	33
FINAL EVALUATION.....	37
MAIN INTAKES FROM THE PARTICIPANTS.....	49
NEXT STEPS.....	51
BEPART FORUM – A TOOL FROM PRACTITIONERS FOR PRACTITIONERS.....	52



INTRODUCTION

The School on Participatory Democracy, co - organized by the [Division of Elections and Participatory Democracy of the Council of Europe](#), jointly with [STGM - Civil Society Development Centre](#) has been an interactive learning and sharing event on the theory and practice of participatory democracy for practitioners from local authorities and civil society from Istanbul/**Türkiye**.

The School on Participatory Democracy comprised a half day online introduction meeting, held on the 2nd October, and a 5-day on-site training “School on Participatory Democracy”, was held between the 9th and 13th October in Ankara.

During the face-to-face training, the standards and tools of the Council of Europe on participatory democracy were presented by the national and international experts with broad experience in the field. An interactive learning environment provided the participants with opportunities to learn about good practices, share experiences and interact with experts and other practitioners on how to effectively engage citizens in local political decision-making in Türkiye.

The online introduction meeting was aimed at: introducing the School to the participants, its goals and its agenda, presenting the trainers, getting the participants to know about each other, give some organizational and logistical information about the 5-day in-person training event, start getting in the mood of the School, also with some questions (homework) for the participants, to reflect on:

1. What is participatory democracy according to your experience?
2. What are your expectations for the School?
3. Can you think about any best practices of participatory democracy in your community?



AGENDA OF THE SCHOOL

Training agenda: 9th - 13th October 2023

- DAY 1: Objectives of the School
- Council of Europe's Standards and principles that inform and guide the tools
- Local framing of the participatory democracy: the Turkish context
- The Code of good practice for Civil participation in the decision-making process:** theory and group exercises
- DAY 2: **Civil Participation in Decision-Making Toolkit**
Community assessment and stakeholders assessment: theory and simulation
- DAY 3: **CivicLab Toolkit:** theory and simulation
- UChange game:** theory and simulation
- DAY 4: **Citizens' Assemblies:** presentation
- School Participatory Budgeting:** theory and exercises
- Public Consultations and Citizens Engagement on Public Space Planning and Implementation:** theory and simulation
- DAY 5: Q&A and in-depth focus on the various tools (Open Space Technology)
- Partnership making: building a community of practitioners
- Action plans and follow up: potential implementation of the tools
- Evaluation and conclusions





CONTEXTUALISATION OF THE PARTICIPATORY DEMOCRACY IN TÜRKİYE: MEANING OF THE RIGHT TO PARTICIPATION AT THE LOCAL LEVEL

Mr. Hakan Ataman, Council of Europe expert and representing STGM, delivered a presentation on “Contextualizing Participatory Democracy in Turkey: Meaning Of The Right To Participation At the Local Level”. Mr. Ataman first emphasized that the right to participation must be an effective and meaningful process. Secondly, he explained the meaning of the right to participate based on international conventions. The right to participate has two meanings in international documents. The first is participation in decision-making processes. The second refers to participation in public services.



In general, participation in public services is about employment in public institutions. For example, how many local authorities are members of minorities in the Country? How many women are provincial governors? How many people with disabilities work in public institutions?

Participation in decision-making processes has two forms. The first is elections. The second refers to decision-making processes in the non-election environment. International and national laws regulate elections very strictly. Elections must be fair, free, and regular. There are international and national monitoring mechanisms for elections. For example, the Turkish constitution has special provisions for elections. There is a special law on elections. There is also a Supreme Electoral Council that monitors the polls.

There are some international instruments for participation in decision-making processes in non-electoral settings. For example, the Universal Declaration of Human Rights, the Covenant on Civil and Political Rights, and the Council of Europe Resolutions mention the right of citizens to participate in decision-making in non-electoral settings. In addition, in recent years, different organizations have been



developing tools for participation in decision-making processes in non-electoral contexts. In this training, we will learn to use some of these tools.

In general, domestic law does not regulate participation in decision-making processes in non-electoral contexts as strictly as in elections. There is also almost no formal monitoring mechanism for decision-making in non-electoral contexts. This area develops more in parallel with the advocacy activities of civil society. Or it requires initiative by the authorities. During this training, we will focus on participating in non-electoral decision-making processes.

In non-electoral contexts, participation in decision-making can be at the national and international levels. In Türkiye, participation in decision-making can be at the central and local levels. However, there is no framework regulation on the involvement in decision-making processes at the central mechanisms. Participation in decision-making processes at the central level is, therefore, complex, and challenging. Compared to the involvement in decision-making processes at the central level, participation at the local level, especially in municipalities, is more accessible. Moreover, the law on municipalities is more precise and more explicit on the involvement in decision-making processes.

The speaker then gave as an example the articles of the Law on Municipalities regulating participation in decision-making processes. First was the Article 13. This is an article that has existed since the first Municipal Law of the Republic in 1938. According to this article, citizens living in a city can participate in any decision-making process concerning themselves. Secondly, local elections will be held in Türkiye in March 2024. Article 41 also provides us with a link to the local elections. Municipalities should prepare a strategic plan within the first six months after the elections and cooperate with civil society organizations while preparing their strategic plans. We designed a short information note on this subject in 2019. It is available on the website of STGM. The third is Article 72 on city councils. This article provides an opportunity for civil society to participate in decision-making processes. Finally, he gave some good practice examples from Bursa, Istanbul and Izmir.



CODE OF GOOD PRACTICE FOR CIVIL PARTICIPATION IN THE DECISION-MAKING PROCESS

The Code was presented by Mrs. Anna Ditta, CoE expert and head of programs development department of ALDA, the European Association for Local Democracy.

The Code is a key tool issued by the Conference of International NGOs of the Council of Europe back in 2009, which frames the ideal conditions for a healthy participation and which is an important reference also for the other practical tools issued by the Council of Europe and presented during this School. In particular, the Code outlines **9 guiding principles**, that shall ideally be respected and actively promoted by all the actors of the civil participation:

- 1) openness, 2) trust, 3) independence, 4) participation, 5) transparency, 6) accessibility,
- 7) non discrimination, 8) inclusiveness, 9) accountability.

The Code then outlines the four different and subsequent **levels of participation**, articulated by degree of intensity.



INFORMATION

A relatively low level of participation which usually consists of a one-way provision of information from the public authorities and no interaction or involvement with NGOs is required or expected.

CONSULTATION

Public authorities may ask NGOs for their opinion on a specific policy topic or development. The initiative and themes originate with the public authorities, not with the NGOs.

DIALOGUE

The initiative for dialogue can be taken by either party and can be either broad or collaborative.

Broad dialogue is a two-way communication built on mutual interests and potentially shared objectives to ensure a regular exchange of views. It ranges from open public hearings to specialized meetings between NGOs and public authorities.

Collaborative dialogue is built on mutual interests for a specific policy development. Collaborative dialogue is more empowered than the broad dialogue as it consists of joint, often frequent and regular, meetings to develop core policy strategies and often leads to agreed outcomes such as a joint recommendation or legislation.



PARTNERSHIP

The highest level of participation where NGOs and the public authorities co-operate closely together while ensuring that the NGOs continue to be independent and have the right to campaign and act irrespective of a partnership situation. Partnership can include activities such as provision of services, participatory forums, and the establishment of co-decision-making bodies.

The six steps of the decision-making process

Civil participation happens across the decision-making cycle, which is made of six different and subsequent steps. CSOs and LAs can interact at each of these by employing different tools, falling into one or more of the four levels (e.g. at the agenda setting stage one might need to have proper information, but also consultation might be appropriate).





Methodological note

The participants were subdivided in five groups. Each of them reflected on the nine principles and responded to the following questions:

- 1) What is the degree of application of those principles in your community, according to your experience?
- 2) What actions shall be done to improve the current situation?

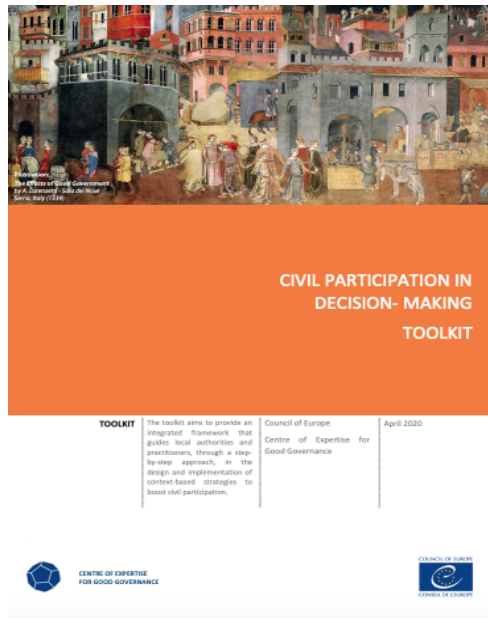
The exercises were followed up by a debriefing in plenary.

The Code of Good Practice for Civil Participation in the Decision-Making Process (2019 updated version), is available here:

<https://rm.coe.int/code-of-good-practice-civil-participation-revised-301019-en/168098b0e2>



CIVIL PARTICIPATION IN DECISION-MAKING TOOLKIT



The Civil Participation in Decision-making Toolkit (CPT) was presented by Mrs. Darejan Murdashvili, Head of Gori Office of Civil Society Institute (CSI), Georgia, and Mr. Hakan Ataman, Civil Society Development Center - STGM.

The tool was issued by the Centre of Expertise for Good Governance of the Council of Europe, in co-operation with the Institute of International Sociology of Gorizia (ISIG), Italy (most recent edition: 2020).

The toolkit provides, through a step-by-step approach, an integrated framework to guide local authorities in the design and implementation of context-based strategies to identify local stakeholders to be engaged in local decision-making processes, and to increase a community's civil participation.

The toolkit serves as an operational tool to enable local authorities to:

1. contextualize the role of civil participation, understand the strengths and weaknesses of their communities to engage in participation, and identify the potential of actual engagement of each stakeholder in the decision-making process;
2. adopt strategies to overcome obstacles to effective and inclusive participation, including through the adoption of different levels of involvement at different stages of the decision-making process, and accompanying tools to enhance participation.

The tool is a three-step process:

Step 1. Community Evaluation - aiming at effectively contextualizing a participatory decision-making process in line with the community's propensity to participation (including assessing social, economic, human, and political capital)

Step 2. Stakeholder Identification and Evaluation – to identify stakeholders' interest to engage and their relevance for the topic at stake.



Step 3. **Stakeholder Plotting** – The "Stakeholder Evaluation" results in 2 scores (one for RELEVANCE of the stakeholder for the process and one for INTEREST of the stakeholder to engage. Scores are automatically plotted by the tool on a graph, divided into four quadrants. Each quadrant represents a different level of potential involvement of the stakeholder (the same four levels stated by the Code of good practice for civil participation).

Based on the quadrant where the stakeholder is located, the Local Authority will have the possibility to implement different strategies to allow its engagement.

Methodology employed in the session

1. The session combined theory and simulation exercises, along the following steps:
2. Group work and brainstorming on real case studies about the application of the 9 principles for good participation, linking with and deepening the reflection on the principles carried out the previous day. Debriefing: how to improve these principles? With CPT!
3. Simulation into groups on community evaluation, on the same case studies, using the four capitals and a given excel matrix, debriefing.
4. The trainers explained the theory about CPT and the community evaluation
5. Simulation into groups on community evaluation, on the same case studies, using the four capitals and a given excel matrix, debriefing.
6. Theory about the stakeholders evaluation and simulation into groups about stakeholders identification, assessing each stakeholder against the criteria of interest and relevance, using the given excel matrix.
7. Debriefing and theory about plotting.



The Civil Participation in decision-making Toolkit is available here:
<https://rm.coe.int/civil-participation-in-decision-making-toolkit-/168075c1a5>



CIVIC LAB TOOLKIT

Developed by the Council of Europe within the framework of the Council of Europe project, "Promoting Civil Participation in Democratic Decision-Making in Ukraine", in co-operation with Oleksii Kovalenko, expert of the Council of Europe, leader of the "Kyiv Civic Platform" Association of NGOs (most recent edition: 2022).

CivicLab was presented by the expert Darejan Murdashvili. It is a structured results-oriented participatory process aimed to formulate concrete proposals to decisions, policies, strategies, based on the exchange of opinions, agreement between public authorities, individuals, NGOs and business. The tool includes a set of matrices (development and analysis of policy options) that can be adapted to the needs of the chosen policy topic and specific audiences.

The tool can be used for the development of national development strategies, proposals for action plans (e.g. Open Government Partnership commitments), regulations and local decisions, draft laws, and for adopting good practices in citizen engagement.



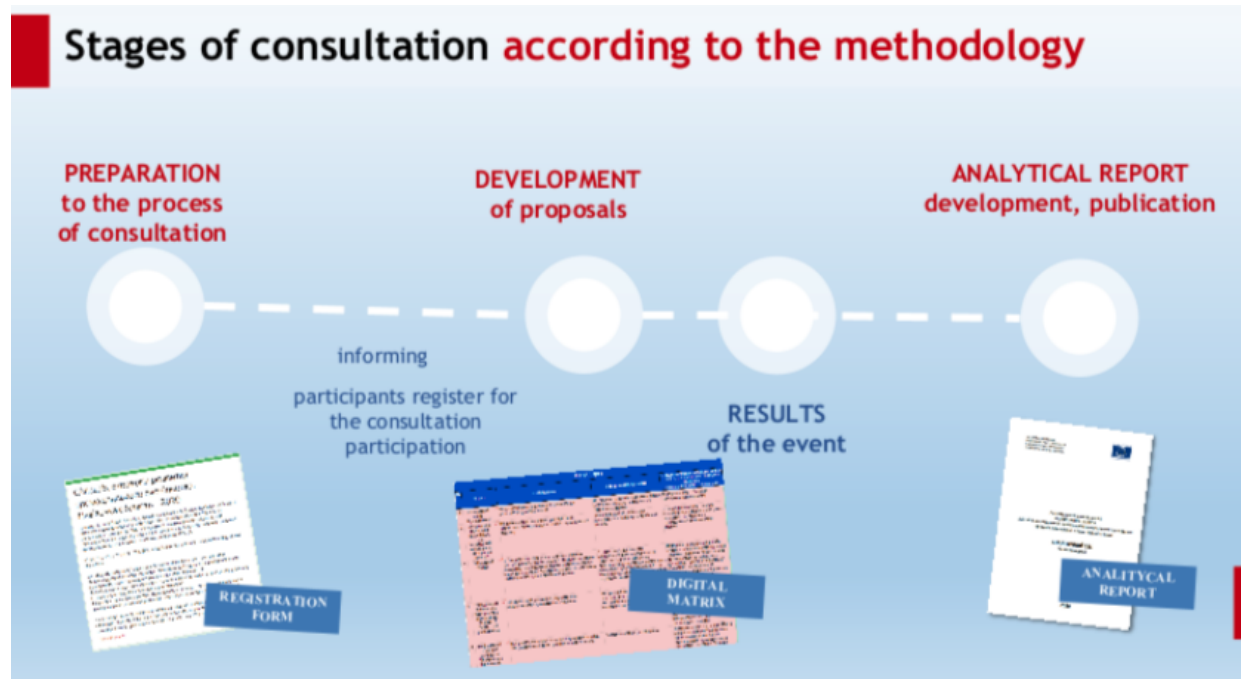


The CivicLab methodology offers four application components:

- 1) **Digital component** – a tool for developing policy proposals and analysis (including assessing realistic feasibility) of the results of decisions during consultations;
- 2) **Educational component** – "learning through action", where participants engage in practical exercises using real examples of best practice;
- 3) **Game component** (UChange game) – which allows for gamification of the consultations process, making it user-friendly and adapted to the needs of participants;
- 4) **General component** – qualitative assessment of audience needs and expectations, and methodology of inclusive selection of participants in the consultation process.

Combining online and offline methods, CivicLab is a handful tool to prepare, deliver and report on consultations.





Methodology employed in the session

Participants tested, into groups, the consultation phase of the CivicLab.

Taking a common issue for all the groups, **“issues in the public participation in your Country”**, the participants went through the matrix to indicate the various issues, investigate the causes of these problems, prioritize and propose solutions.





PHASE 1. CRITIQUE											
Red				Yellow				Purple			
N°	PROBLEMS	COUNTRY	CATEGORIES OF PROBLEMS	N°	PROBLEMS	COUNTRY	CATEGORIES OF PROBLEMS	N°	PROBLEMS	COUNTRY	CATEGORIES OF PROBLEMS
1	OVERCENTRALIZED LEGISLATION IN THE DECISION MAKING - public authorities hold a power; lack of democracy culture	TURKEY	LEGISLATION	1	CULTURE OF OBEDIENCE TO THE AUTHORITIES RATHER THAN TAKING RESPONSIBILITIES - not being aware of individual impact and grassroots of mobilization	TURKEY	CULTURE	1	A LACK OF HUMAN RESOURCES, BUDGET OF CSOs - lack of info and budget to CSOs from LAIs not strong CSO representatives	TURKEY	CAPACITY
2	LACK OF INTENTION FROM PUBLIC AUTHORITIES TO INVOLVE CITIZENS TO THE DECISION MAKING PROCESS + LACK OF PARTICIPATION CULTURE - public ignore the responsibility to be the citizens, ignore to take participation, don't care to be involved	TURKEY	POLITICAL WILL	2	POLITICAL POLARIZATION, RELIGIOUS ETC - discriminate speech of politicians,	TURKEY	CULTURE	2	A LACK OF EDUCATED HUMAN RESOURCES AT LAS - just pay attention KPMG, Induced exam system They are not checking skills, level of..	TURKEY	LEGISLATION
3	HIGH PRESSURE ON NGO FROM AUTHORITIES + DISCRIMINATION OF SOME SOCIAL GROUPS - political incision, authority wants to keep the power	TURKEY	POLITICAL WILL	3	LACK OF MECHANISMS ENABLING PUBLIC PARTICIPATION - lack of regulatory framework as well as lack of awareness in public inst. culture	TURKEY	PROBABLE/POSSIBLE PROCEDURES AND TOOLS	3	A LACK OF DEMOCRATIC ENVIRONMENT AT LAS - Criminalization (lack of trust to CSOs)	TURKEY	CULTURE
4	ECONOMIC DISABILITIES OF NGO, NOT ENOUGH RESOURCES - the process of participation are long and complicated, funds are not distributed equally and fair, citizens don't interested to donate NGO, not open information about distribution money CSOs don't receive international fund are stigmatized	FRANCE	LEGISLATION	4	LACK OF RESOURCES HUMAN, FINANCE ETC AND LEGISLATION GUARANTEE - participatory democracy is not a prioritized method, it takes time to take an action because it is easier to transfer power to one ruler	TURKEY	CAPACITY	4	PARTIZATION - Political view is important	TURKEY	POLITICAL WILL
5	POPULISM AND NATIONALISM OF LEADERS, THAT DOMINATES ON PEOPLE DECISION, political trend towards populism, education not enough include democracy tools	TURKEY	CULTURE	5	AUTHORITY IS NOT ALLOWING CITIZENS TO EXPRESS THEMSELVES - want to preserve the status quo for their benefit	TURKEY	POLITICAL WILL	5	LACK OF TRUST TO PUBLIC AUTHORITIES - lack of transparency, (close community)	TURKEY	CULTURE
Green				Blue				Turquoise			
N°	PROBLEMS	COUNTRY	CATEGORIES OF PROBLEMS	N°	PROBLEMS	COUNTRY	CATEGORIES OF PROBLEMS	N°	PROBLEMS	COUNTRY	CATEGORIES OF PROBLEMS
1	LACK OF POLITICAL WILL, HAS POLITICIANS FAIL TO UNDERSTAND IMPORTANCE OF PARTICIPATION LACK OF DEMOCRATIC CULTURE, NOT AWARE ABOUT THE IMPACT ON THE QUALITY OF THEIR DECISIONS - For politicians it is easy not to engage in participatory process, it is easy and fast, in particular in the legislative making	TURKEY	POLITICAL WILL	1				1			
2	LACK OF TRUST PEOPLE THINK THEIR CONTRIBUTION WILL CHANGE ANYTHING EVEN THOUGH THEY JOIN CONSULTATIONS - The principles of the rule of law are often broken, so there is no more trust	TURKEY	CULTURE	2				2			
3	UN DEMOCRATIC LEGISLATION AND GOVERNANCE, THE PENAL CODE IN PARTICULAR, INFERTY PROBLEM, PEOPLE ARE AFRAID TO BE PUNISHED AND UNCOMFORTABLE IN SPEAK UP FOR THEIR RIGHTS	TURKEY	LEGISLATION	3				3			

The result of group works is available here:
[+ Ankara_strategy_ideas and suggestions_ML_v3](#)

The CivicLab toolkit is available here: <https://rm.coe.int/civiclabb-a4-web/1680a729a1>



UCHANGE



UChange was presented by Mrs. Melis Türker, CoE expert and representative of Argüden Governance Academy, UChange was developed by the Council of Europe in co-operation with Oleksii Kovalenko, expert of the Council of Europe, leader of the "Kyiv Civic Platform" Association of NGOs (most recent edition: 2022). It is a game component of the CivicLab methodology for teaching the fundamentals of public participation in a game format.



UChange tool can be applied for:

- Educational format of **“learning through action”** in addressing specific issues
- Implementing **initiatives and projects** (local, regional and national level)
- Utilizing civil participation among young people and vulnerable and marginalized groups



of the population in decision making and implementation processes

Generally, we face complex problems in our neighborhood and need to know actors, documents and processes. UChange helps citizens learn how to influence the decision-making process of local authorities. Similarly, it facilitates government representatives in effectively connecting with the general public regarding important policy matters.

Additional Benefits of the UChange game include:

- Helping to develop effective solutions to problems in your community,
- Establishing a dialogue between civil society and public authorities on the most important issues,
- Learning how to efficiently put solutions into practice,
- Developing a communication and advocacy plan for implementing solutions,
- Finally taking a step forward in implementation



Players gain the skills to interact with public authorities, develop advocacy and communication models to support their policy preferences, and evaluate the potential community impact of proposed policies. They acquire knowledge on advocating for policies through civil engagement tools, as well as engaging in productive dialogues with various levels and branches of public



authorities in alignment with current legislation and strategic documents. This prepares them to initiate the realization of their proposed policies or decisions.

Finally, the Turkish UChange guideline enables participants to understand the fundamentals of the participation tools.





Uchange

KATILIM ARAÇLARI

NEREYE

KİM

BİÇİM

TAKVİM

ONAYLAR

Talep (bireysel/toplu)

Dilekçe

Bilgi talebi

Muhtardan talep

Katılımcı bütçe

Katılımcı okul bütçesi

Yerel meclis üyesinden talep

Milletvekilinden talep

Kamuoyu görüşünün alınması

Muhtar Belediye Kamu Kurumları	Bireysel/Toplu-STK	Sözlü/ Yazılı	Kuruma göre değişiklik gösterir	
Kamu Kurumları	Bireysel Tüzel	Yazılı	15 iş günü	
Muhtarlık	Bireysel	Sözlü WhatsApp Telefon uygulaması	İvedilikle	İlgili kuruma talep iletilir ve talep takip edilir
Belediye	İlçe sakinleri (bireysel)/projesi olanlar/ iş yeri sahipleri STK temsilcileri	Başvuru Formu	3 Ay	Katılımcı bütçe uygulaması belediyeden belediye ye değişen süre ve koşullara sahiptir. Örnek olması açısından Şişli Belediyesinin süreci kullanılmıştır.
Ülkemizde bu araç henüz kullanılmamıştır. Bu sebeple süre ve yöntem detayları yer almamaktadır.				
Belediye Meclisi/ Komisyon	Meclis Üyesi	Yazılı dilekçe		Oy çokluğu
Meclis/ Komisyon	Milletvekili	Yazılı dilekçe		Oy çokluğu
		Meclis başkanı komisyona gitmesi hususunu onaylatır. Bir sonraki meclis toplantısına kadar ilk yanıt verilir.		
		Mecliskomisyon kararını onaylar.		

Methodology employed in the session

After the presentation, the participants were divided into four distinct groups to engage in the UChange game. Subsequently, they initiated discussions regarding the UChange process, which entails four essential steps for facilitating decision-making and resolving intricate issues within their community. Finally, each group delivered their respective presentations.

The UChange tool is available here:

<https://rm.coe.int/prems-005722-gbr-2541-uchange-web-bat-a4/1680a86b61>



CITIZENS' ASSEMBLIES

Mr. Marcin Gerwin, Council of Europe expert and co-ordinator of the Centre for Blue Democracy, Poland, is the designer of citizens' assemblies in Poland and internationally. He presented the key elements of a citizens' assembly, including organizational requirements.



A Citizens' Assembly is a representative group of citizens who are selected randomly from the population to learn about, deliberate upon, and make recommendations in relation to, a particular issue or set of issues. It comprises a representative sample of the population – of, for instance, a municipality, a region or even the whole country and meets to deliberate on important policy challenges. Weighing evidence and considering a wide range of stakeholder perspectives, participants deliberate together to design proposed solutions rather than just aggregating the opinions and perspectives they themselves bring to the Assembly at the beginning.

INDEPENDENT COORDINATING TEAM



For a citizens' assembly to be credible and meaningful, it needs independent preparation and mediation, but for follow-up and implementation it is equally important that there is a prior commitment from the government to give serious weight and consideration to the resulting proposals.

Citizens' assemblies propose rather than enact, as the participants do not have the mandate or powers to make or implement policy. Nevertheless, it is



important that their proposals are seriously considered, that feedback is subsequently provided on what is/what is not going to be adopted, and why.

In recent years, citizens' assemblies have increasingly been implemented at all levels of government across Europe and are considered a valuable method to engage citizens in political decision-making.

WHY DO CITIZENS' ASSEMBLIES WORK?

- Independent decision-makers
- Diverse perspectives
- Learning phase
- All stakeholders are invited on equal grounds
- Common good is at the heart of the process
- Favourable conditions for deliberation





SCHOOL PARTICIPATORY BUDGETING (SPB)

Tool and Georgian experience

Developed by
Elections and Civil Society Division
within the framework of the project "Promoting civil participation in democratic decision-making in Ukraine"

School PB TOOLKIT



**Civil Participation
Be the Change**
The Council of Europe Project
Promoting Civil Participation in Democratic Decision-Making in Ukraine



This tool was presented by Mr. Pavle Tvaliashvili, CoE expert and founder of SIQA – Georgian Association of Educational Initiatives in Georgia.

Pavle Tvaliashvili is an Expert in the Piloting of SPB in the framework of a Council of Europe project in Georgia implemented with the support of Solidarity Fund PL Georgia with collaboration of Ukrainian organization CSDF.

The SPB tool was developed by the Council of Europe within the framework of a project named "Promoting Civil Participation in Democratic Decision-Making in Ukraine", in co-operation with Oleksii Kovalenko, expert of the Council of Europe, leader of the "Kyiv Civic Platform" Association of NGOs (most recent edition: 2020). School participatory budgeting is a civil participation tool designed to involve school children and

students in decision-making and allocation of funds in schools, while simultaneously developing a sense of active citizenship among young people.

The toolkit puts significant emphasis on ensuring a high level of inclusion in school participatory budgeting, ensuring equal opportunities for boys and girls, and outreach to socially disadvantaged school children.

It also stresses the need for students to participate in the development of the rules for the school participatory budgeting scheme.

With the help of step-by-step methodological recommendations, the toolkit incorporates the following steps:

Step 1. Selecting the basic model and developing one's own model (selection criteria are included in the tool);

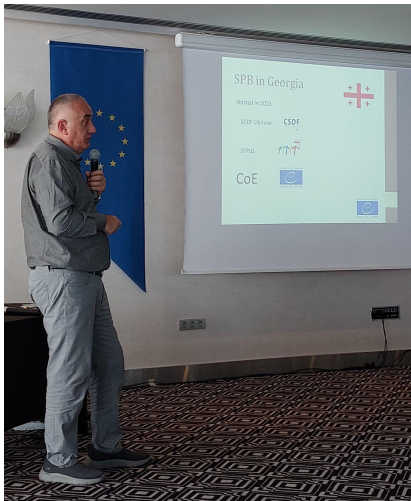
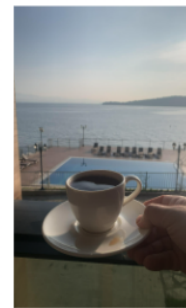
Step 2. Developing the regulation on school participatory budgeting and its parameters (a matrix and criteria are provided).

Guidelines are also provided on:



- allocation of funding for respectively small and large budget projects;
- raising awareness in schools about school participatory budgeting;
- proposal requirements, including submission requirements and collection of signatures of support;
- voting mechanisms, procedures for evaluating proposals, and supervision of the implementation of selected projects.

Dream or to do?





Methodology employed in the session

The expert Pavle Tvaliashvili presented to participants the pilot implementation of SPB in 2 Georgian schools, explaining how it was used. Detailed information about the Expert camp, Stakeholders analyzes, and Civiclub Matrix was provided. There were discussions about whether a better school is a dream or is it achievable?

Participants were divided into 3 groups and with facilitation of Council of Europe experts they played the UChange game for SPB.

Participants tested SPB, they raised awareness about SPB based on Georgian experience. Working into 3 groups on concrete ideas, Participants found problems they see in schools and created project proposals. Each group during elaboration of project proposals passed steps of SPB and they saw how the Uchange SPB game is working.

It was discussion how Uchange SPB will help students to understood projects by doing.

Participants received information about links in Toolkit, where they can find information from different countries.

Participatory Budgeting is great to bring into classroom because:

- It's democracy in action.
- It gives students a positive civic engagement experience.
- It serves as a bridge for students to be engaged in politics and their community.
- It strengthens the school community by building positive relations between students and the administration.
- It shows students the benefits of getting involved.

The School Participatory Budgeting tool is available here:

<https://rm.coe.int/school-participatory-budgeting-toolkit-eng/1680a091db>



PUBLIC CONSULTATIONS AND CITIZENS ENGAGEMENT ON PUBLIC SPACE PLANNING AND IMPLEMENTATION

The tool for public space planning was presented by Mrs. Natalia Chornogub, Council of Europe expert and Head of NGO “Park Natalka” in Kyiv.

She has worked to bring together public authorities and citizens to foster greater citizen engagement in public space planning and revitalisation of public spaces in more than 20 cities throughout Ukraine.

The aim of the tool on citizen participation in public space planning is to support city authorities and NGOs in developing, adopting, and implementing (piloting) a mechanism that would prescribe procedures for the engagement of citizens, define the responsibilities of public authorities, identification of stakeholders, and creation of specific working or deliberative structures (e.g. working groups or platforms representing various stakeholders).

When is the right time? And what are the key stages for engagement?

*Public participation should be included in the spatial planning process as an essential component of it, **as far as possible from the inception of the planning until its completion and beyond**, possibly covering the implementation and evaluation phase*



Stages of the Public Consultation process

Pre-consultation	Consultation	Post-consultation
<ul style="list-style-type: none">• Intelligence gathering• Stakeholder mapping• Promoting the consultation• Sharing information	<ul style="list-style-type: none">• Monitoring progress• Sharing updates• Promoting the consultation• Challenging misinformation• Answering questions	<ul style="list-style-type: none">• Closing the consultation• Feeding back results• Explaining next steps• Ongoing progress

During the session participants discovered the following issues:

- how to make a public consultation plan,
- how to identify and range stakeholders,
- how to make a communication strategy for engaging citizens,
- how to analyze a collected data,
- how to make a final report (the important parts that should be indicated),
- how to promote the final report.



Benefits for cities to implement public consultation methodology for planning public spaces

- ☐ Creating comfortable, inclusive public spaces according to residents needs
- ☐ Civil society activation and community engagement
- ☐ Rising the creative potential of the community
- ☐ Reducing the level of vandalism
- ☐ Resolving conflict situations between different categories of residents
- ☐ Increasing trust and loyalty to the public authority decisions

The trainer also outlined **the benefits for cities** to implement public consultation methodology for planning public spaces:



Methodology employed in the session

This session combined theory and simulation.

The participants were divided in 4 groups, each representing a different stakeholder: Local Authorities, Civil Society Organisations, Business sector, Experts

The groups were assigned subsequent tasks to implement the tool:

- 1) Assess a given list of stakeholders from 1 to 4, against criteria of interest and relevance towards the topic at stake (planning a public space)
- 2) Indicate which communication channels they would use to promote the process, out of a given menu
- 3) Two groups were assigned the goal to prepare a communication plan to promote the consultation. The other groups had to prepare the agenda for that consultation
- 4) The map. Each group having a map in front, had to decide which facilities would be needed in the park. According to the situational task, the groups were limited by budget funds, so they had to choose appropriate objects taking into account budget limits.

Mandatory elements of the Report

Introduction - information about space and analysis of public activity

Who participated - number of respondents, age, gender, social status, how do they use public space now (what activities)

How to participate - to rank in terms of different engagement forms in which they were involved, indicate the date, data source (questionnaire or offline event)

Residents' needs – generalize needs to the public space – generalized % of answers of all participants

Conclusions and recommendations

Applications – infographics, diagrams, photos from events





According to the methodology of the public consultation process namely pre consultation, consultation and post consultation, participants made tasks:

1. identified and ranged the stakeholders of the public space
2. chose different forms of consultations
3. made public space mapping (placed objects on the map)
4. chose the priority/order of work

Results of group work:

- Created announcement for the official website
- Chose appropriate stakeholders
- Chose methods of civil engagement and PR promotion
- Chose objects to the public space according to the situational task
- Prepared a short version of the final report of the public consultation

WHERE TO FIND THIS TOOL?

- 1) Results of group work and findings can be found here [practice public space](#)
- 2) guidelines for making online questionnaires
<https://rm.coe.int/guidelines-for-online-questionnaires-regulations-on-public-spaces-deve/1680a09788>
- 3) guidelines for making Report presentations
https://www.facebook.com/watch/live/?ref=watch_permalink&v=600230141364991

Useful templates

[Templates Consultation Plan, announcement.docx](#)

- Requirements to the announcement of the beginning public consultation process
- Example of the announcement
- Structure of the Consultation Plan
- Requirements for the final report
- Requirements for the presentation of the Final Report with agenda



SPEAKERS, FACILITATORS, AND PRESENTERS

N r	NAME/SURNAME	INSTITUTION	CONTACT DETAILS
Participants			
1.	Mr. Ahmet Sefa Tekin	Urban Planning Directorship, Adıyaman Municipality	ahmettekn@windowslive.com
2.	Ms. Ayşe Ertürk	Tourism and Promotion Directorate, Gaziantep Municipality	mymail.ayse@gmail.com
3.	Ms. Ayşe Hacıoğlu	Directorate of Life Long Learning, Bursa Metropolitan Municipality	ayse.hacioglu@bursa.bel.tr
4.	Mr. Derkay Tan	EU Grant Expert, İzmir Metropolitan Municipality	derkaytan@izmir.bel.tr
5.	Mr. Ekin Kocataş	External Relations Unit, Gazimur Municipality	ekinkocatas@gmail.com
6.	Ms. Hürrem Betül Levent Erdal	Strategy Development Manager, Mezitli Municipality	hurrem80@gmail.com
7.	Ms. İpek Sabah Aynal	Advisor to the Mayor, Adana Metropolitan Municipality	ipeksabah01@gmail.com
8.	Mr. Metin Şavural	Project Specialist, İzmir Metropolitan Municipality	metinsavural@izmir.bel.tr
9.	Ms. Miray Mutlu	Foreign Relations department, Büyükçekmece Municipality	miray.mutlu@bcekmece.bel.tr
10.	Ms. Ömür Kurt	Strategic Planning, Ecology, Children, Avcılar Municipality	tinafrida@gmail.com
11.	Mr. Seçkin Önen	Project expert, Konak	seckinonen89@gmail.com



		Municipality	
12.	Ms. Tülay Öztürk	Project officer, Konyaaltı Municipality	tulaycanoz@hotmail.com
13.	Mr. Ümit Şalem	Project coordinator, Tuşba Municipality	Umit.salem@tusba.bel.tr
14.	Ms. Zübeyde Türk	Project coordinator, Mersin Metropolitan Municipality	zubeyde.turk@mersin.bel.tr
15.	Mr. Alican Candoğan	Project coordinator, Association for Monitoring Equal Rights	alican@esithaklar.org
16.	Ms. Aybüke Yılmaz	International project coordinator, Sharing Society Association (Paylaşımçı Toplum Derneği)	aybukeyilmaz23@gmail.com
17.	Mr. Barış Özcan	Fethiye Tourism Promotion Education Culture and Environment Foundation	barisprojeleri@gmail.com
18.	Ms. Büşra Gül İnal	Towards Universal and Non-formal Activities	inalbusragul@gmail.com
19.	Ms. Ferzan Özyaşar	Project manager, Housewives Solidarity Association	ferzanozyasar@gmail.com
20.	Ms. Figen Uzar Özdemir	Zonguldak City Council	figen.uzar@gmail.com
21.	Ms. Gökçe Yetkin	Toy Youth Association	gokceyetkin@toygenclik.org
22.	Mr. Mehmet Emin Paça	Local Development Association (Yerelden Kalkınma Derneği)	mepaca@gmail.com
23.	Mr. Muhammed Yusuf Savsar	Project Officer, the Social Climate Association	yusuf@sosyaliklim.org
24.	Ms. Ruken Ay	Project Manager, Van Star Women Association	ayruken7@gmail.com
25.	Ms. Sudem Nur Turan	Project coordinator, Mimoza	sudemt19@gmail.com



		Women's Association	
26.	Ms. Tuba Nur Uçar	Board member, Women Self Defence Academy	tubanurucar@gmail.com
27.	Ms. Zeliha ELDEM	Board member general coordinator, Development Center Association of Individuals with Disability and Their Families	zeliha@ebagem.org.tr
28.	Ms. Zeynep Ünal	Ugur Mumcu Investigative Journalism Foundation	zeyuna@gmail.com
Observers			
29.	Ms. Duygu Yardımcı	EU expert, Ministry of Foreign Affairs, Directorate of EU Affairs	dyardimci@ab.gov.tr
30.	Mr. Muaz Ayhan IŞIK	Grand National Assembly of Türkiye/ Association of Legislation (YASADER)	ayhanakakoca@gmail.com
31.	Ms. Pınar Özel	Senior Strategy and Budget Expert, Presidency Directorate of Strategy and Budget	pinar.ozel@sbb.gov.tr
32.	Mr. Veysi Kassap	Senior economist, Presidency Directorate of Strategy and Budget	veysi.kassap@sbb.gov.tr
Trainers			
33.	Ms. Anna Ditta	Co - chair of the training and trainer	anna.ditta@alda-europe.eu
34.	Ms. Natalya Chernogub	Co - chair of the training and trainer	nata.chernogub@gmail.com
35.	Ms. Dako Muradashvili	Trainer	dakomuradashvili@gmail.com
36.	Ms. Melis Türker	Trainer	mturker@argudenacademy.org
37.	Mr. Pavle Tvaliashvili	Trainer	pavletvalia@gmail.com



38.	Mr. Marcin Gerwin	Trainer	marcin.gerwin@gmail.com
Organizers			
39.	Ms. Cornelia Perle	Division of Elections and Participatory Democracy, Council of Europe	Cornelia.PERLE@coe.int
40.	Mr. Murat Özçelebi	STGM, partner hosting the school and trainer	murat@stgm.org.tr
41.	Mr. Hakan Ataman	STGM, partner hosting the school and trainer	hakan@stgm.org.tr
42.	Tezcan Eralp Abay	STGM, partner hosting the school	tezcan@stgm.org.tr
43.	Yaren Balcı	STGM, partner hosting the school	yaren@stgm.org.tr
44.	Duygu Doğan	Third Sector Foundation of Turkey (TÜSEV)	duygu@tusev.org.tr
45.	Güneş Engin	Third Sector Foundation of Turkey (TÜSEV)	gunes@tusev.org.tr



FINAL EVALUATION

The evaluation of the training was carried out through both non formal and formal methods.

How to assess competences while having fun: kahoot!

Before assessing the degree of satisfaction of the participants towards the School, the trainers evaluated in a quick and fun way the lessons learnt by the participants during the week.

To do so, the online quiz Kahoot was employed. The average score of correct answers was 71%, indicating that the methodology used allowed to provide information in an easy and understandable way, although follow up and more in - depth work is needed.

Pizza evaluation

This non formal education methodology for evaluation allows to visualise the level of satisfaction of the participants, and also offers to them the occasion to comment on their positioning. The participants have been asked to position themselves in a pizza drawn on the floor, according to six different aspects that the trainers wished to assess, corresponding to six pizza slices. The closer to the center, the better the evaluation was. Here the aspects assessed:

- 1) Content, 2) methodology, 3) logistics, 4) group, 5) individual commitment, 6) material

The participants provided the trainers with precious inputs and recommendations for future trainings.

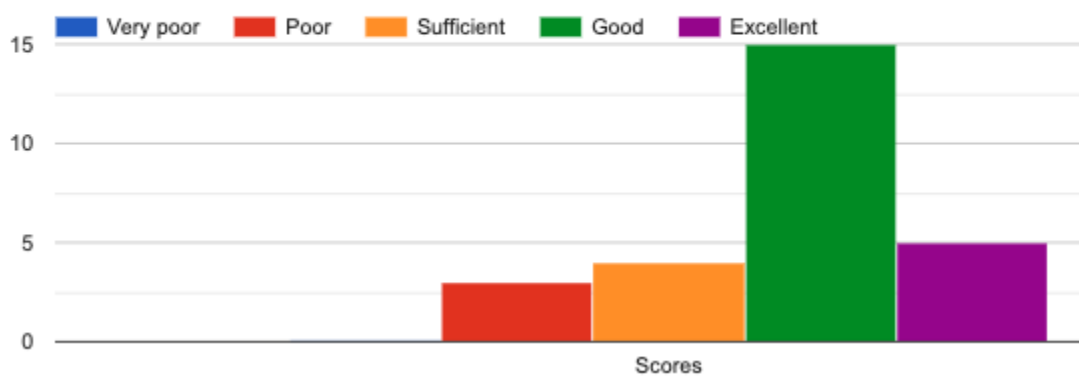




Final questionnaire

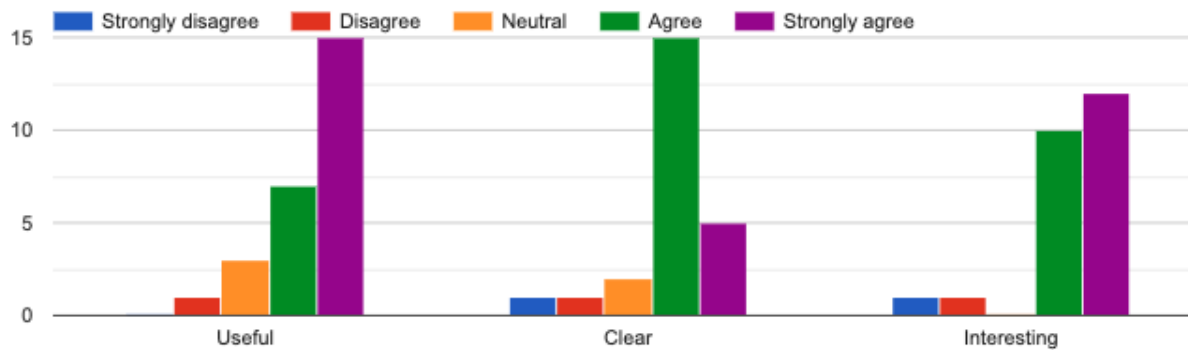
The final questionnaire was filled by the 22 participants. Here below the aggregated results, for each question.

How do you evaluate the logistics of the training (location, service...)



How do you evaluate the content of the sessions?

Copy

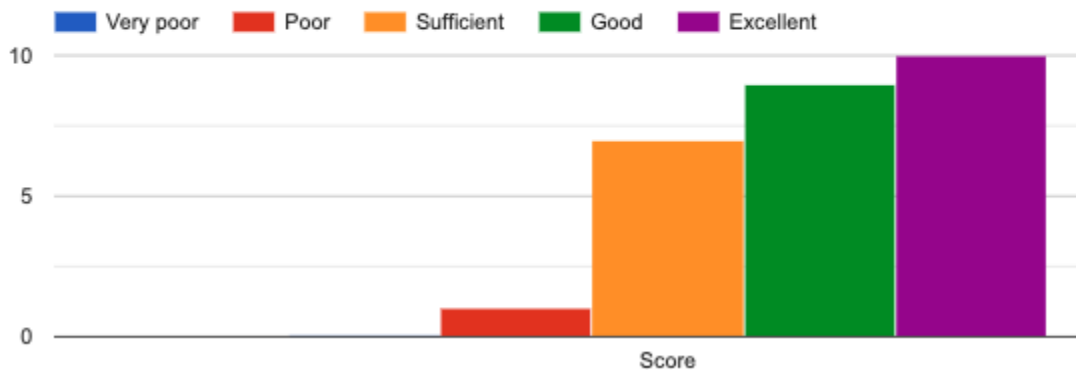




How do you evaluate the methodology of the training (PPTs, work into groups, speed dating, clarification sessions, energizers....)?



How do you evaluate the material provided (PPTs, toolbox, etc.)?

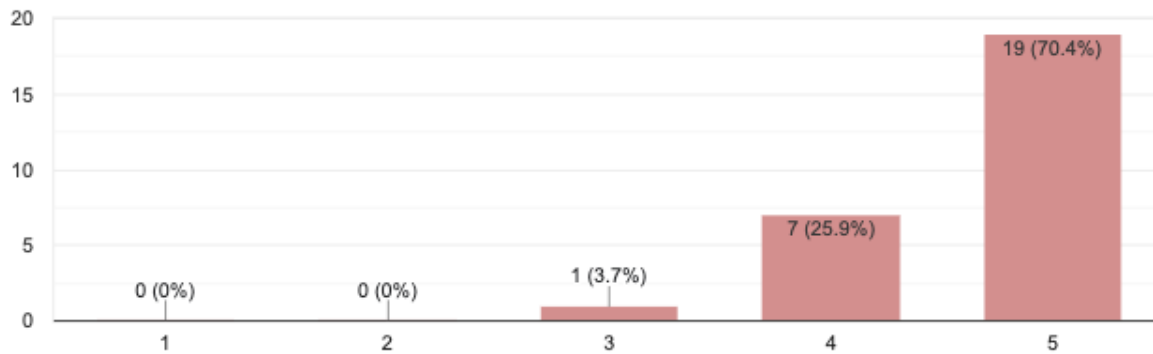




On a scale of 1-5 how much did you understand tool: Code of good practice
(presented by Mrs. Anna Ditta)

Copy

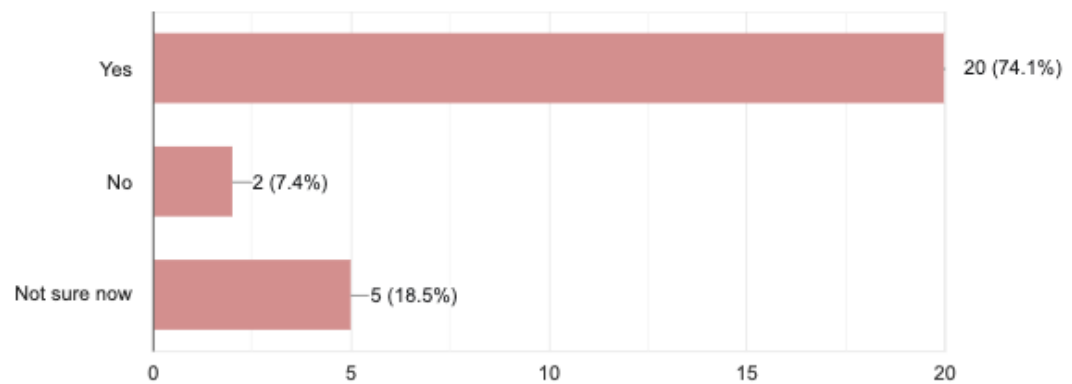
27 responses



Whether the Code of good practice is applicable in your community/city?

Copy

27 responses

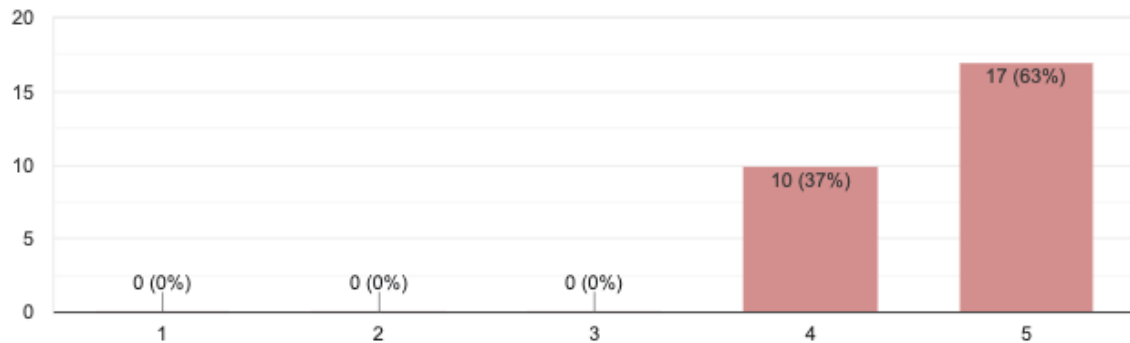




How much did you understand tool: Civil participation in decision-making Toolkit
(presented by Mrs.Dako Muradashvili)

Copy

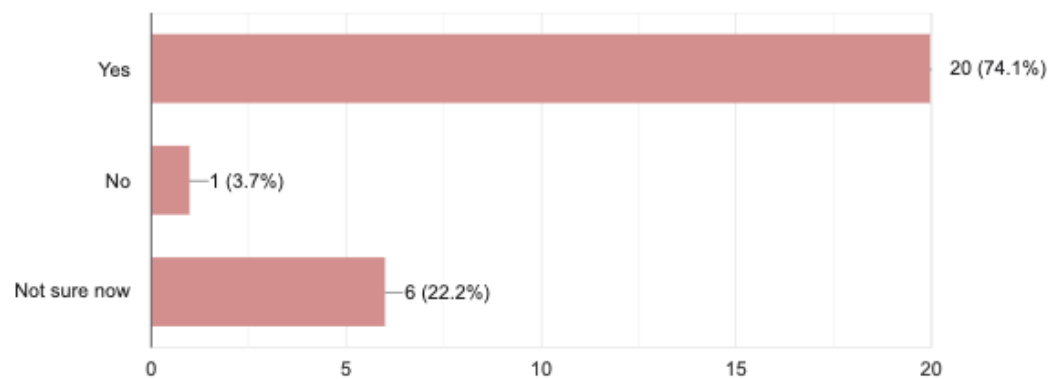
27 responses



Whether the Civil participation in decision-making Toolkit is applicable in your
community/city?

Copy

27 responses

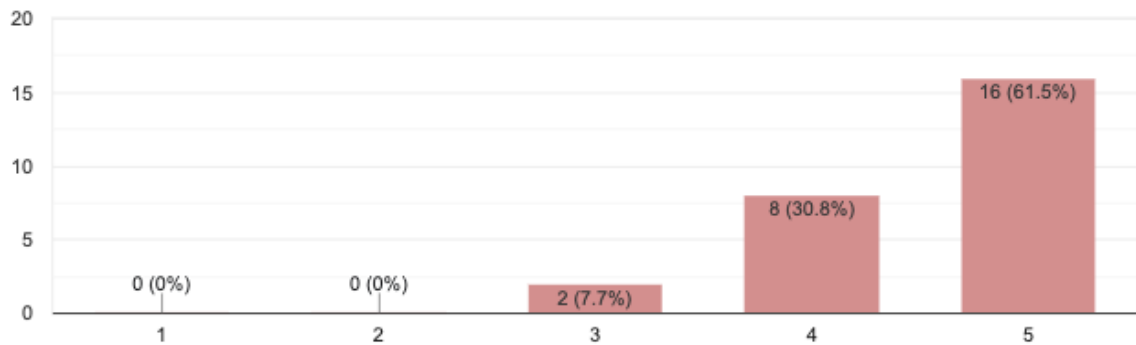




How much did you understand tool: CivicLab Toolkit (presented by Mrs.Dako Muradashvily)

Copy

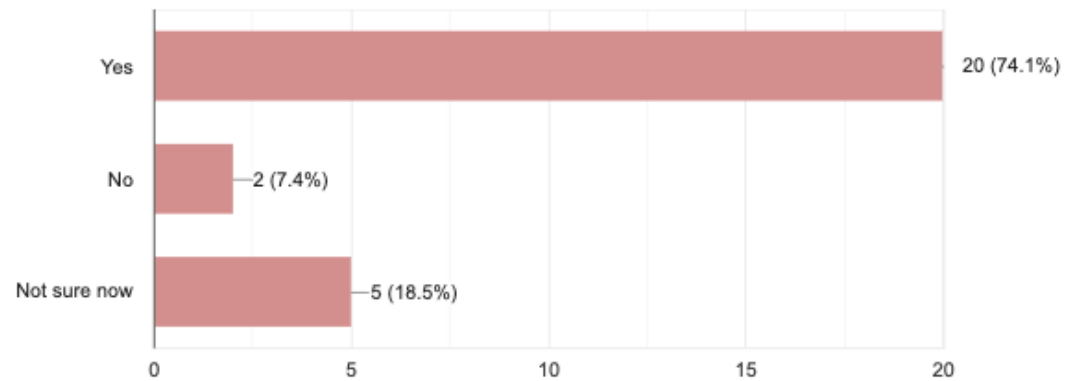
26 responses



Whether the tool: CivicLab Toolkit is applicable in your community/city?

Copy

27 responses

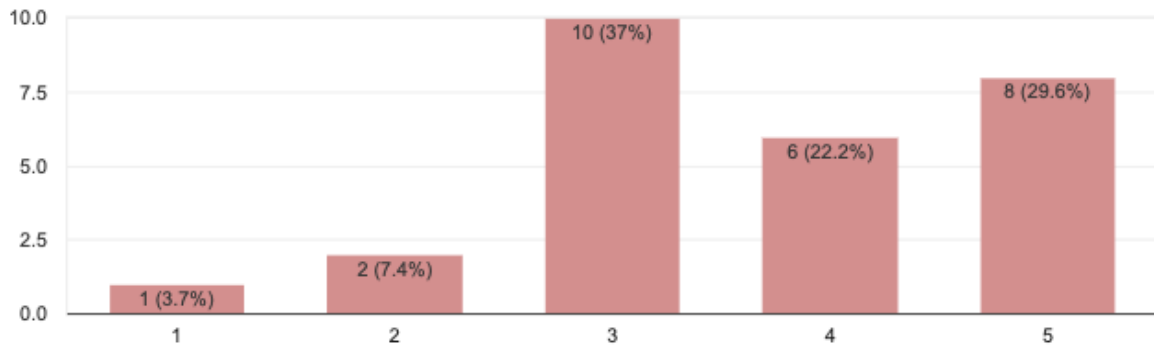




How much did you understand tool: U-Change Game methodology (presented by Mrs.Melis Turker)

Copy

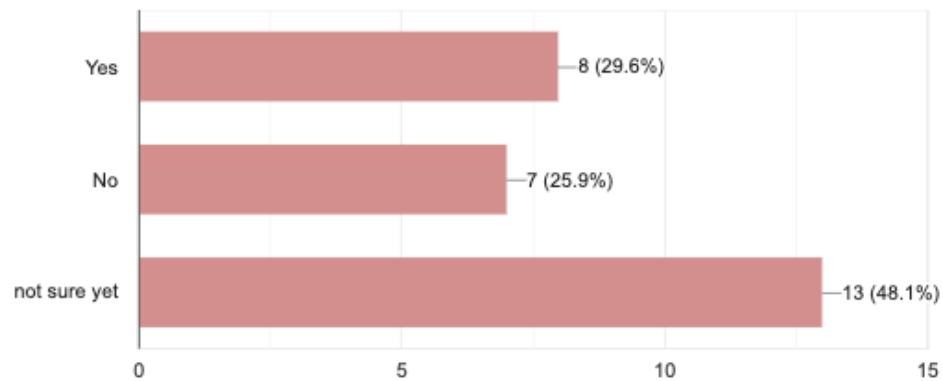
27 responses



Whether U-Change is applicable in your community/city

Copy

27 responses

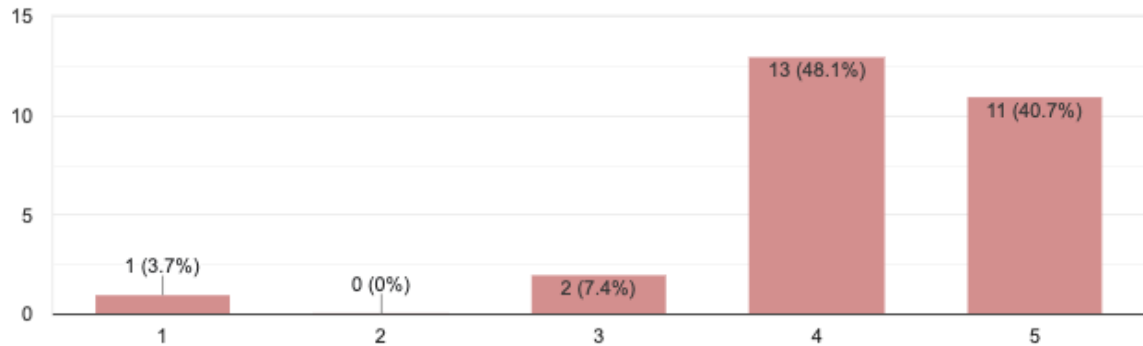




How much did you understand tool: School Participatory budgeting (presented by Mr.Pavle Tvaliashvilli)

Copy

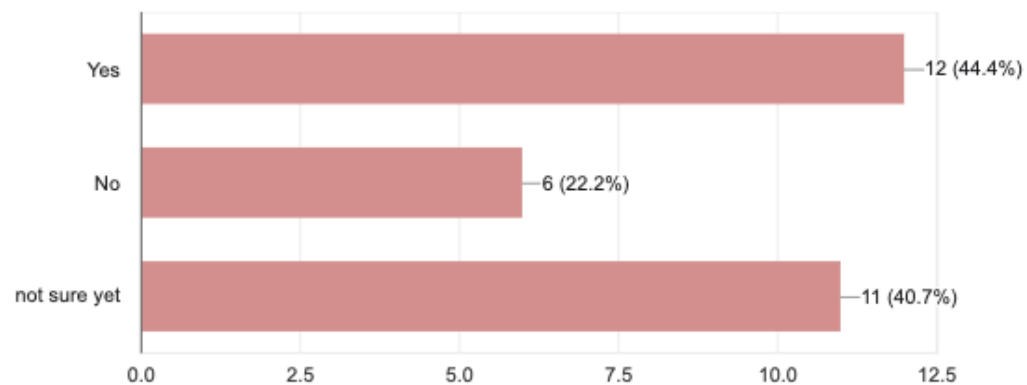
27 responses



Whether School Participatory budgeting is applicable in your community/city

Copy

27 responses

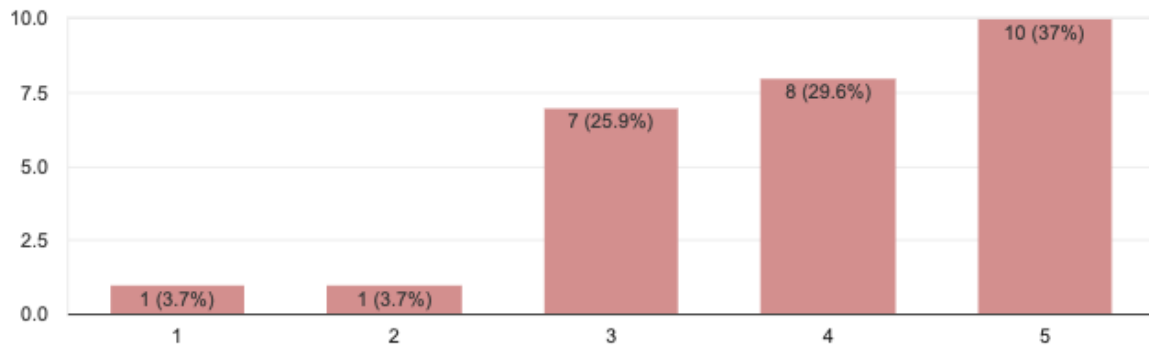




How much did you understand tool: Citizens` Assemblies (presented by Mr.Marcin Gerwin)

Copy

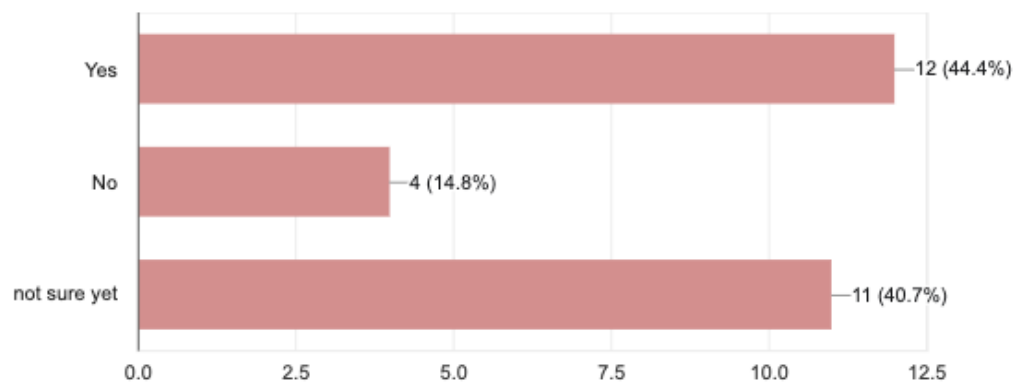
27 responses



Whether Citizens` Assemblies is applicable in your community/city?

Copy

27 responses

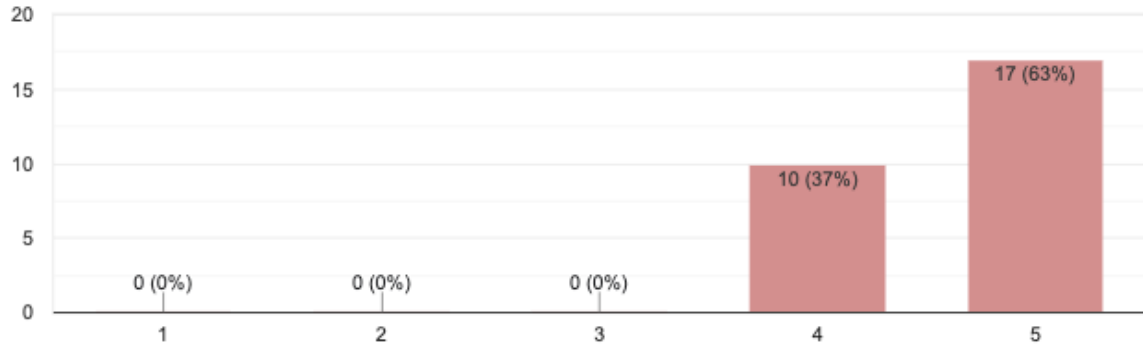




How much did you understand tool: Public space Planning and implementation
(presented by Mrs.Natalya Chernogub)

Copy

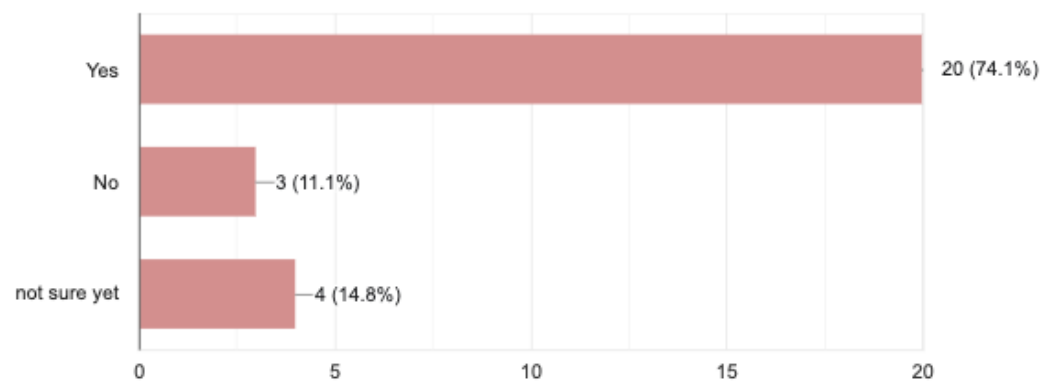
27 responses



Whether public space planning with civil engagement is applicable in your
community/city?

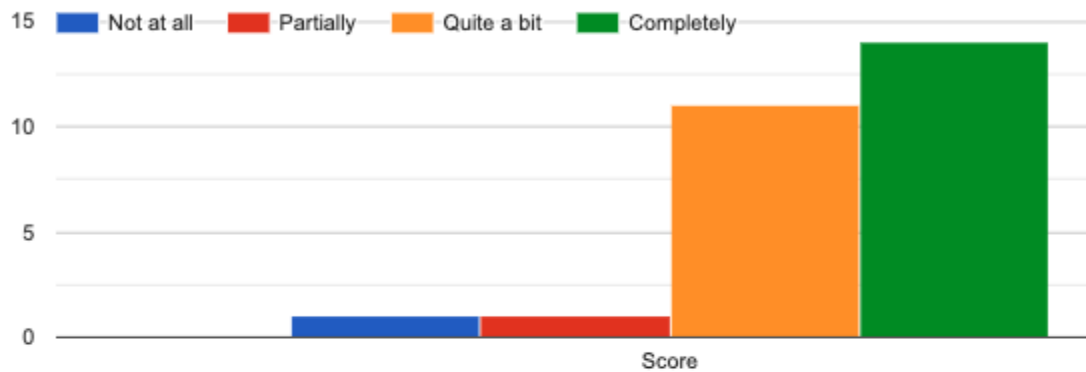
Copy

27 responses

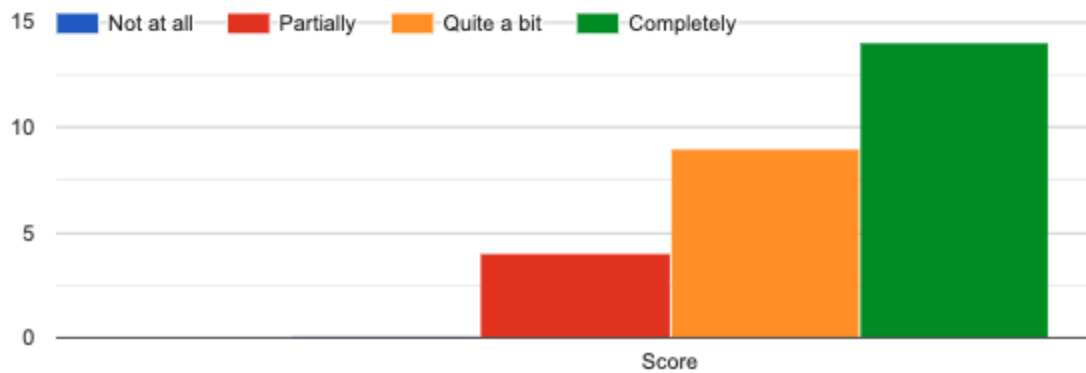




To which extent your initial expectations have been met?

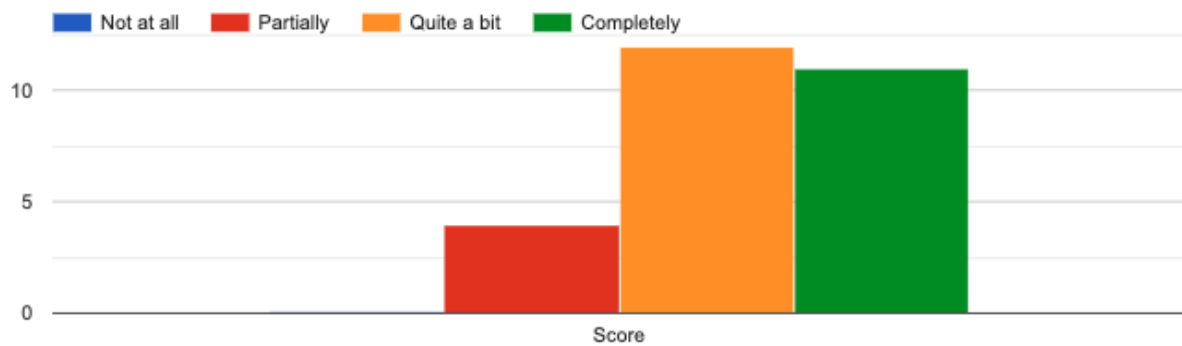


To which level do you think to have developed your skills in using civic participation tools?

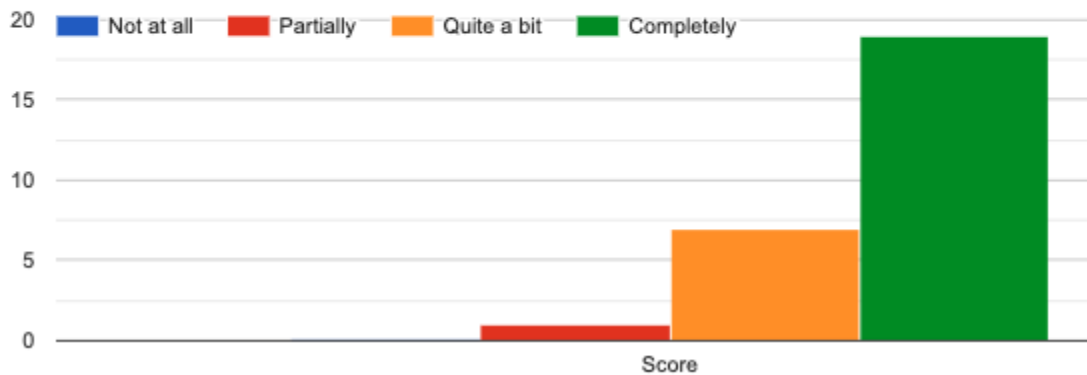




Did you identify any concrete possibilities where to apply the methods learnt?



Did you feel comfortable with the group (with the trainers, with the other participants)?





MAIN INTAKES FROM THE PARTICIPANTS

Thank you so much to our lovely trainers. You were kind, supportive and cute

The variety of the group was a richness for this training. I appreciated it a lot

I always felt welcome in the group, despite my very young age. Everybody took me seriously

I would like to learn more about international implementations and experiences about the tools. Then I'll develop the tool for my local environment

I think the tools can be applicable in my Country although they need adaptation.





NEXT STEPS

The second phase of the training cycle will be tailored to the needs of the participants. It will start with an individual training needs assessment and end with a closure meeting to reflect on the learning process and to share initial experiences with the practical application of the tools.

Planned schedule for the second phase:

- Training needs assessment (individually): November 2023
- Online group presentation of the training needs assessment results
- Registration of the participants to follow up trainings: End November 2023
- Follow up trainings: December 2023





BEPART FORUM – A TOOL FROM PRACTITIONERS FOR PRACTITIONERS

In order to share future experience of practical implementation of participatory initiatives, participants were introduced to the BePART platform and invited to use and promote it broadly. The platform can be accessed on this link: <https://bepartforum.org>

BePART provides an interactive overview of civil participation initiatives, collected from civil society organizations, public authorities, and researchers. It will help those who wish to develop participatory practices – for example on urban development, gender policy, environmental protection – and who wish to learn from challenges and lessons learned by others.

As an interactive online tool, it provides an overview of existing good practice examples of how citizens participate in political decision-making within their communities, and it allows civil society organizations (CSOs) as well as public institutions to feed in their experience. They can share their examples on the platform and give their views on other projects. The tool allows interested stakeholders to find initiatives from their region or field of interest to learn from the experiences or simply to network with their peers. BePART also provides links to the most relevant Council of Europe's standards and tools regarding civil participation.

The BePART Forum is a joint initiative of the Directorate General of Democracy and Human Dignity (DGII)/Division of Elections and Participatory Democracy, the Conference of International Non-Governmental Organizations (CINGO) and the Congress of Local and Regional Authorities of the Council of Europe.

