



# Participatory Budgeting

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**Educational Program:** Secondary Vocational Education

**Subject:** Mandatory Content Module Active Citizenship

**Learning Module:** Participation in the Community

**Keywords:** Participatory Budget, local community, municipalities, citizens' proposals, active citizenship

**General Objectives:**

Students:

- Explain the functioning of local self-government and compare the authorities at the national and local levels.
- Recognize the importance of active citizenship and possible ways of active participation in society and the state.
- Learn the characteristics of direct, representative, and liberal democracy and explore how the state and its institutions support democracy and ensure the realization of minority rights.
- Differentiate between the status of residents of the Republic of Slovenia and citizens of the Republic of Slovenia, learn the ways of



acquiring citizenship of the Republic of Slovenia, the rights and duties of residents and citizens of the Republic of Slovenia.

### **Operational Learning Objectives:**

Students:

- Understand global problems and challenges, as well as the effects of globalization and its processes on people, the environment, and their lives.
- Can critically evaluate the impact of their lifestyle on people and the environment at the local and global levels.
- Can describe the political system of the Republic of Slovenia at the national and municipal levels.
- Can assess the importance of participation in the local community.
- Can create a plan for a concrete form of political involvement that embodies active citizenship.
- Can appropriately argue the reasons and motivations for selecting a location and project and the purpose of the project.
- Can work in a group.
- Can create a plan in accordance with the regulations of the municipal administration.

**Teaching Materials and Tools:** Learning and working sheets, LCD projector, PowerPoint presentation.

Student's Activity	Teacher's Role	Expected Results
<p>The students become acquainted with the concept of participatory budgeting, the potential for citizen engagement at the local level, and the opportunities for project proposals in their residential municipalities.</p>	<p>The teacher explains participatory budgeting using audio-visual materials and methods of explanation, along with discussions.</p>	<p>The students:</p> <ul style="list-style-type: none"> <li>- Are aware of global problems and challenges, as well as the effects of globalization and its processes on people, the environment, and their lives.</li> <li>- Critically evaluate the impact of their lifestyle on people and the environment at both local and global levels.</li> <li>- Present the functioning of the political system of the Republic of Slovenia at the state and municipal levels.</li> </ul>
<p>The students conduct on-site research of the locations for their own projects and present the findings along with the working concept in the classroom.</p>	<p>The teacher provides instructions to the students and guides the presentation process. The teacher individually directs the students toward the most optimal choices of potential projects.</p>	<p>The students:</p> <ul style="list-style-type: none"> <li>- Present several ways of collaborating in the community and assess their significance.</li> <li>- Develop a plan for a specific form of political engagement that reflects active citizenship.</li> <li>- Can appropriately articulate the reasons and motives for choosing a location and project, as well as the project's purpose.</li> </ul>
<p>The students write a project. Following the example of municipal participatory budget programs, they fill out</p>	<p>The teacher creates and provides the students with forms modeled after municipal applications.</p>	<p>The students:</p> <ul style="list-style-type: none"> <li>- Can accurately complete project documentation.</li> </ul>



the application and create a financial plan.	They assist the students in completing the applications and offer advice and guidance.	- Are capable of creating a concrete financial plan that aligns with the budget.
The students create a visual presentation of the project in the form of a drawing, model, or with the help of computer programs.	The teacher provides instructions for visualizing the project and offers advice on selecting the method.	The students are capable of visually designing a project.
The students present their projects and products in the classroom.	The teacher guides the presentations and asks questions about individual projects. Based on the answers, the teacher assesses the student's performance.	The students can deliver a proper educational presentation, provide reasons for their project selection, explain the form of visualization, and present the benefits of the project's placement for the local residents.
In groups, the students select a project that fits into the participatory budget scheme or other municipal programs for collecting citizens' proposals. They create the appropriate application and, in case of group consensus, submit the proposal to the local government.	The teacher compiles a list of municipalities with schemes for project submissions (within and outside participatory budgets). The teacher guides the students towards the application options and assists them in crafting the applications.	The students: - Can work in a group. - Are capable of creating a plan that complies with municipal regulations.



## Attachment 1: Project application form (pages 1-3)

### Form: Local Project Application

#### 1. Project Name:

*Select the field(s) of the project (one or more):*

☐ Economy

☐ Tourism

☐ Educational, research, cultural, youth, or sports activities.

☐ Other

☐ Environmental activities, waste collection, care for drinking water.

☐ Construction of parks, playgrounds, recreational areas, and other public spaces.

☐ Transportation

#### 2. Project Location

- Project Location Address/Description:

- Description of the location: (Provide your opinion on the issues of the current location.)

#### 3. Project Description

- Describe your project - size, appearance, purpose, and reason.



- How will the project improve the surrounding area?

- What is the expected impact of the project on the residents?

#### **4. Environmental protection**

*Mark appropriately.*

My project:

- ☐ Is energy self-sufficient because \_\_\_\_\_
- ☐ Is energy-efficient because \_\_\_\_\_
- ☐ Is not energy-efficient or self-sufficient.

Describe how your project will contribute to environmental conservation.



## 5. Financial plan (project costs)

Budget: 500.000 €

Material/activity	Cost estimate	Use of the material
	€	

## 6. Project proposer

Name: \_\_\_\_\_

Email address: \_\_\_\_\_ @

Date: \_\_\_\_\_

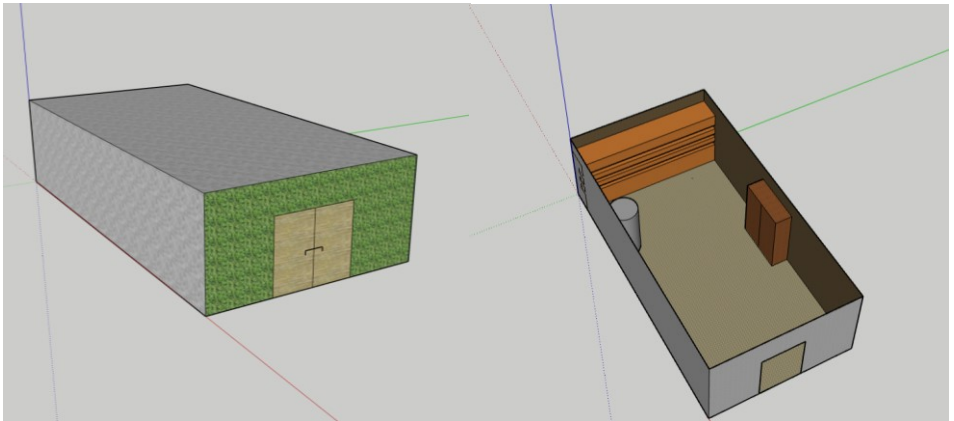
Signature: \_\_\_\_\_



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You(th) Decide

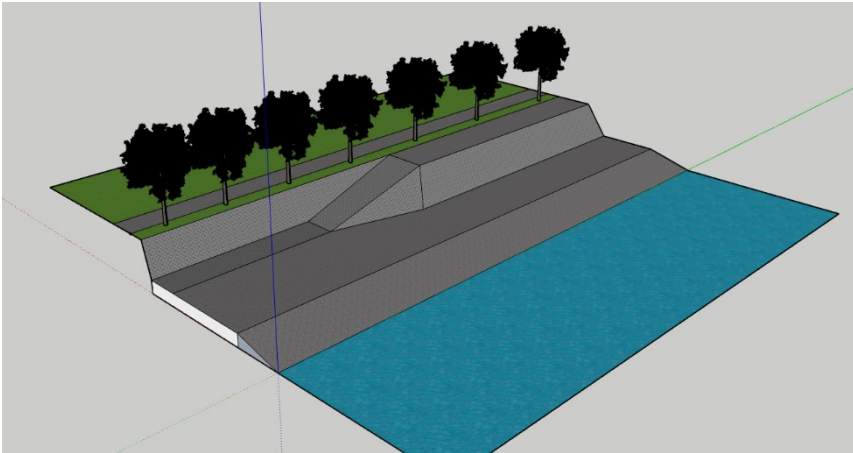


**Tourist facility (Grosuplje municipality)**

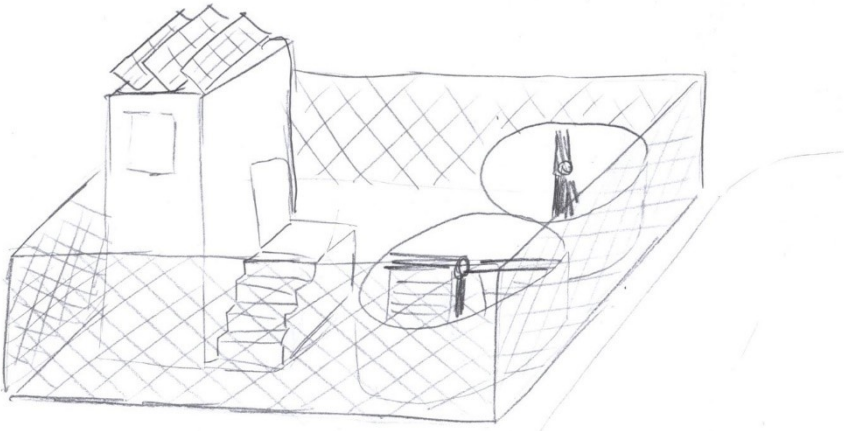


**Apartment building (Litija municipality)**





**Riverside development (Vrhnika municipality)**





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## Sewage treatment plant (Škofljica municipality)



## Redevelopment of parking lots and green areas (Urban municipality of Ljubljana)

