Participatory Budgeting
Self-Evaluation Toolkit






UNIVERSITY OF BRADFORD
MAKING KNOWLEDGE WORK™

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contents

Part 1: self-evaluation guidance

Part 2: self-evaluation tools

Part 1
Participatory Budgeting self-evaluation guidance

Introduction

Go to Contents Page

What is Evaluation?

Evaluation is a structured attempt to judge and evidence the value of a piece of work or process. However, there are many different ways to measure value. These fall into broadly two camps: those that measure value in exclusively financial terms, with proxy financial values being assigned where a benefit does not have a market value, and those that attempt to capture the value that participants or other stakeholders actually assign to outcomes (in other words, recording what it is that is deemed to be valuable about a process – which may not be financial). Some organisations want to have financial measures for social or environmental outcomes, because public bodies are increasingly audited and judged in numerical / financial terms. Some people however feel this undermines the true and wider value of participatory structures and empowerment. After all, how can you put a price on a smile? Or a cost on the satisfaction you get from working together as a community, or from a sense of fairness and justice?

In addition, evaluation has a *scope* (you may want to know the impact of your work on individuals, on the community, or beyond) and a *timescale* (which can be complicated by the fact that the process you are evaluating may only last a matter of months, but the social or environmental benefits can take a long time to show, maybe many years). Evaluation also depends on the resources and energy you are able to give to it. This tool-kit considers the question of capacity in developing your evaluation design.

Appropriate evaluation is based on a measure that fits *your* needs, captures what you want to learn, is not too expensive in terms of time, money or knowledge, and is strong enough to be accepted by outsiders.

Why Evaluate?

Evaluation can serve many purposes.

- It helps you build a case for continuing your work.
- It helps you persuade others of the value of the work.
- It helps you learn about what went well and what could have gone better – and WHY.
- It helps you improve the process in the future.
- More than this, a well designed evaluation process, which is implemented from the start of the PB process, can actually help you deliver better, NOW. This is because it keeps you focused on the things you want to achieve. It provides an ongoing check as to whether your process design is likely to meet your aims, and whether everyone involved is on-board and happy with how things are going.

A good evaluation can deepen and support your process. However, there is a health warning too! Be careful what you evaluate. Sometimes it's tempting to collect particular types of information simply because it's easy to collect. However, you need to be clear what that information is going to tell you and why it's important. For example, if you find out whether young people vote for older people's projects or not – what is it you are saying about 'fairness' in voting? Is your process only fair if people vote disinterestedly? Or is it democratic whatever the basis of their voting? Of course there is no right answer, but it's important to remember that the facts are only part of the evaluation. Your rationale for evaluating, and your analysis of what the facts mean are equally important.

Appropriate evaluation is based on a measure that fits your needs, captures what you want to learn, is not too expensive in terms of time, money or knowledge, and is strong enough to be accepted by outsiders.

Rationale to this approach

Go to Contents Page

The aims of this toolkit

The delivery phase of a participatory budgeting process is often very intensive. Organisers rarely have the time or the funds to carry out or commission a comprehensive evaluation process. This guidance and the accompanying tools are designed to address the issue of capacity to evaluate, and also to ensure that the evaluation meets local needs: i.e. that it is tailored to the specific aims and objectives of YOUR process, and to the needs of your evaluation audiences.

The tools are also designed to help you record evidence of non-monetary benefits and outcomes in a rigorous and reliable way. These outcomes are often recorded anecdotally only, but they are regularly referred to as being amongst the most important benefits of PB.

This approach does not include cost-benefit analysis, nor does it assign proxy financial values to 'soft' outcomes. These evaluation approaches tend to be resource-intensive, focused on monetary outcomes and frequently carry a caveat that they are non-comparable across different projects (which is often what people are looking for from numerical evidence). If either a cost-benefit analysis or proxy financial value approach suits your needs best, you might find the following resources useful:

- SQW's PB cost-benefit tools, developed for the Communities and Local Government funded national evaluation. Contact SQW for more information: http://www.sqw.co.uk/
- Social Return on Investment: http://www.sroi-uk.org. *This tool assigns financial value to outcomes which do not have a market value.*

Self-evaluation

Self-evaluation is an effective method of evaluation because it is undertaken by the people who know most about your process and your aims – you!

However, self-evaluation can be vulnerable to the criticism that the process is not robust or 'independent'. While it is clearly not the case that an evaluation undertaken by an outside observer who attends only limited parts of the process is necessarily more informed, accurate or useful than one which harnesses the knowledge and reflections of those who are intimately involved in the process, it is important to build a strong process which convinces your audiences that your findings are reliable.

The fear expressed about self-evaluation is in essence that it is a partial view, that the facts have been 'cherry-picked' to present the most favourable impression of the process. To ensure this is not the case in your evaluation, the most important thing is to systematically record the views of ALL stakeholders during the evaluation.

Involving members of each stakeholder group in your evaluation team is an effective way of doing this, and should result in a comprehensive evaluation. It can also increase your evaluation capacity significantly. However, you also need to consider your capacity to support the evaluation team, especially if it includes members with different views of the process and different levels of experience.

You could also consider involving a 'critical friend' as a means to ensure that your evaluation process is fair and unbiased. A supportive relationship with a critical friend (such as a member of another PB team) can help you carry out a robust and effective evaluation. This could be a mutual arrangement, in which a member of your steering group acts as a critical friend for your 'friend's' evaluation process in return. See the Critical Friend Guidance for more information.

It is important to build a strong process which convinces your audiences that your findings are reliable.

rationale to this approach continued

Go to Contents Page

Different approaches to evaluation

There are different approaches to evaluation, involving different people in the evaluation team. For example: an organiser-led process, participatory evaluation and peer evaluation. These refer to the people involved in delivering the evaluation. However, the whole steering group should be involved in overseeing the process, whichever model you choose. It may be helpful to think in terms of the steering group as commissioning the evaluation (setting the parameters) and the evaluation team (who may simply be a sub-committee of the steering group) as carrying it out.

Organiser-led process

A small number of people directly involved in running the PB process design and carry out the evaluation. This is least resource-intensive, but you will have to work harder to ensure a robust and comprehensive evaluation, which includes the views of all stakeholders.

Participatory evaluation

In participatory evaluation, the participants work together with other stakeholders to design and carry out the evaluation. This has a number of benefits:

- It can increase your capacity to gather data;
- Power over the evaluation is held by those who are most affected by the process;
- It can be empowering for participants, and is strongly in keeping with the values that underpin participatory budgeting;
- It can be a source of learning for participants, who have the opportunity to increase skills and confidence through the evaluation process.

However, participatory evaluation requires effective support, which can be time-consuming, so you should be sure you have the capacity to undertake this model of evaluation before you begin.

There are a lot of resources on participatory evaluation and research, which are worth looking at in more detail if you decide to follow this evaluation route. Here a few you might find useful:

- Feuerstein, Marie-Therese (1986) *Partners in evaluation.* Basingstoke: Macmillan Education Ltd. *This is aimed at a development context, but still has a lot of very practical advice that you may find useful.*
- Zukoski, Ann & Luluquisen, Mia (2002) 'Participatory evaluation: what is it? Why do it? What are the challenges?' *Community-based public policy practice*, issue 5, April 2002. *A short overview.*
- http://www.peopleandparticipation.net/display/Methods/Participatory+Appraisal *Participatory Appraisal: a broad empowerment approach that seeks to build community knowledge and encourages grassroots action*.
- http://www.usaid.gov/pubs/usaid_eval/pdf_docs/pnabs539.pdf *An overview of participatory evaluation, with links to further sources*.

Peer evaluation

Peer evaluation could be carried out with a neighbouring process, so that you evaluate their process, and they evaluate yours. This can be resource-intensive as you would not already be present throughout the process. However, it can enable insights from outside the process, and reassure sceptics that the process is robust and independent. Peer evaluation is not, strictly speaking, self-evaluation. However, as a mutual process, it is an option that may be open to you.

Choosing your level of evaluation

Go to Contents Page

Levels of evaluation

The guidance and tools are designed to accommodate three different levels of evaluation, depending on your requirements and capacity.

Minimum

This is the least resource intensive, but will only capture limited 'soft' outcomes from the process.

Use the context recording sheet, planning tools, evaluation focus group session pro forma, statistical data sheets, voter feedback form and stakeholder questionnaire.

Medium

This level generates more detailed data. It can capture 'soft' outcomes, but requires some additional capacity to analyse the data effectively. It allows your evaluation team to record their observations throughout the process in a structured way but without organising additional evaluation events.

Use the above tools, plus some structured observation data, using the participant observation diaries tailored to your needs.

Maximum

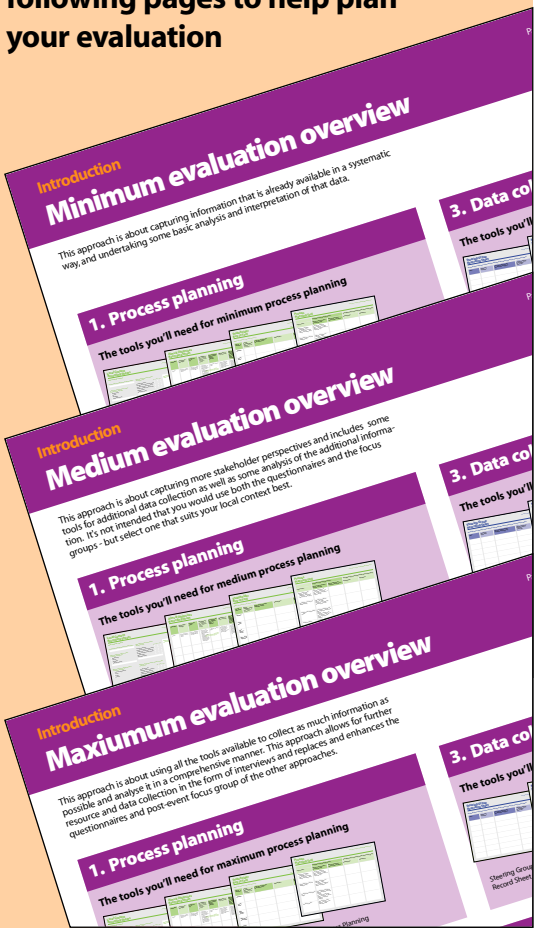
As with the medium level, this will generate qualitative data which helps you record 'soft' outcomes. It is the most comprehensive of the three levels, enabling you to generate new data through additional evaluation events. It requires additional capacity both to collect and analyse data.

Use the above tools plus conversations additional to the existing process. You may choose to hold interviews and focus groups designed to provide more data on the areas you are most interested in. You may also choose to collect more statistical data, and ask a larger number of stakeholders to keep observation diaries. At this level, you might consider holding a stakeholder focus group rather than using the stakeholder questionnaire.

The following pages give three different overviews of the evaluation process, depending on which level you choose. Further on in the guidance, there is also a flowchart to help you identify which level might be best for you. Ideally, this decision will be taken by the steering group at an early planning meeting. The overviews provide a suggested guide for the process, though of course they can be adapted to meet your requirements.

Levels of evaluation overviews:

Choose which level of evaluation you would like to undertake and use the appropriate overviews on the following pages to help plan your evaluation



Minimum evaluation overview

Go to Contents Page

This approach is about capturing information that is already available in a systematic way, and undertaking some basic analysis and interpretation of that data.

1. Process planning

The tools you'll need for minimum process planning

Local Context Recording Sheets

Aims & Objectives Recording Sheet

Stakeholder Buy-in Tool

Process Planning Tool

2. Evaluation planning

The tools you'll need for minimum evaluation planning

Identifying Evaluation Audiences Tool

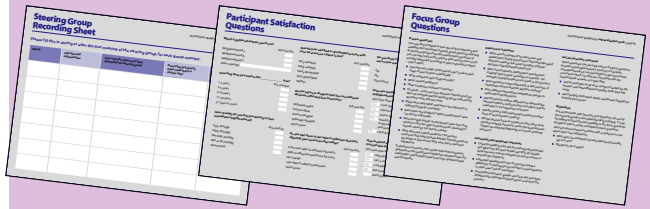
Capacity Map Tool

Evaluation Team Planning Tools

Evaluation Design Tool

3. Data collection

The tools you'll need for minimum data collection



Steering Group Record Sheet

Participant Satisfaction Questions

Focus Group Questions

4. Data analysis

The information you'll need for minimum data analysis

Qualitative Data Analysis Tables

Dissemination guide

Medium evaluation overview

Go to Contents Page

This approach is about capturing more stakeholder perspectives and includes some tools for additional data collection as well as some analysis of the additional information. It's not intended that you would use both the questionnaires and the focus groups - but select one that suits your local context best.

1. Process planning

The tools you'll need for medium process planning

Local Context Recording Sheets | Aims & Objectives Recording Sheet | Stakeholder Buy-in Tool | Process Planning Tool

2. Evaluation planning

The tools you'll need for medium evaluation planning

Identifying Evaluation Audiences Tool | Capacity Map Tool | Evaluation Team Planning Tools | Evaluation Design Tool

3. Data collection

The tools you'll need for medium data collection

Steering Group Record Sheet | Stakeholder Diary | Participant Satisfaction Questions | Funded Projects Questionnaire | Stakeholder Questionnaire

4. Data analysis

The information you'll need for medium data analysis

Qualitative Data Analysis Tables | Analysis guide | Funded projects & Stakeholder questionnaires analysis | Dissemination guide

Maxiumum evaluation overview

Go to Contents Page

This approach is about using all the tools available to collect as much information as possible and analyse it in a comprehensive manner. This approach allows for further resource and data collection in the form of interviews and replaces and enhances the questionnaires and post-event focus group of the other approaches.

1. Process planning

The tools you'll need for maximum process planning

Local Context Recording Sheets | Aims & Objectives Recording Sheet | Stakeholder Buy-in Tool | Process Planning Tool

2. Evaluation planning

The tools you'll need for maximum evaluation planning

Identifying Evaluation Audiences Tool | Capacity Map Tool | Evaluation Team Planning Tools | Evaluation Design Tool

3. Data collection

The tools you'll need for maximum data collection

Steering Group Record Sheet | Stakeholder Diary | Participant Satisfaction Questions | Focus Group Questions

4. Data analysis

The information you'll need for maximum data analysis

Qualitative Data Analysis Tables | Analysis guide | Funded projects & Stakeholder questionnaires analysis | Dissemination guide

Guidance for choosing a critical friend

Go to Contents Page

The tools are designed to help you evaluate your process effectively without placing unrealistic demands on you as an organising team, in terms of resources and capacity. Therefore, the focus is on self-evaluation; a paid evaluator is likely to have their own evaluation models and methods. Self-evaluation can be a very strong model of evaluation, harnessing as it does all your detailed insider knowledge of the process and your ongoing reflections on your work. However, it can attract the criticism that it is not independent or neutral and therefore not robust evidence.

If you are running a participatory evaluation process which involves a range of stakeholders, each of whom is likely to have a different perspective and a different organisational approach, you can address this problem through combining these different perspectives. None are neutral (indeed 'independent' evaluators have opinions and approaches too!) but bringing together a variety of views ensures that your evaluation does not unfairly reflect one view of the process at the expense of other views.

If you are running an organiser-led evaluation process, you may wish to consider using a 'critical friend' to support your process. A critical friend is someone outside the process who is familiar with your work (for example, through their own experience with PB or as another actor in your locality) and who agrees to support your evaluation process. Their role is to help you consider the process from all angles, ask the questions you haven't thought of, and identify gaps in your evaluation plan. Their job is not to evaluate your evaluation (!) but to support you and help you see things from a different angle. It is easy to see things from a particular perspective when you are immersed in a process. An 'outsider' can also keep focused on the opportunities for collecting evaluation data at moments when you are understandably focused on the delivery of the process. Even if you are running a participatory evaluation process, you may wish to consider this support structure.

This may be a mutual arrangement, where you act as a critical friend in return, or it may be something that you are able to pay for.

See the Guidance for Being a Critical Friend for more details of what you can expect from a critical friend.

There are a number of different possibilities for identifying a critical friend for your evaluation. These include:

- Your regional PB learning set;
- The Participatory Budgeting Unit;
- Local community or voluntary umbrella organisations.

The important thing is that your critical friend is not directly involved in the process itself (you would not identify them as a stakeholder in the process) and that they have some understanding of either your local context or the nature of your PB process (or both).

Your critical friend should not be directly involved in the process itself and they should have some understanding of either your local context or the nature of your PB process

Guidance for being a critical friend

Go to Contents Page

A critical friend is someone who supports a PB self-evaluation process from outside the process.

As a critical friend, you will have some familiarity with the work that is being evaluated. This may be through your own experience with PB, or because you know the work of the organisers as a result of your own role in the area.

Your role is to help the organisers consider the process from all angles, ask the questions they haven't thought of, and identify gaps in their evaluation plan.

Your job is not to evaluate their evaluation (!) but to support them and help them see things from a different angle. They will be immersed in the delivery stages of the process. You can help them take a step back and keep focused on how what they are doing now contributes to their overall goals and aims. This is one role of a good evaluation. By recording evidence throughout the process, the organisers can keep focused on how effective their process seems to be. As an 'outsider' you can keep focused on the opportunities for collecting evaluation data at moments when the organisers are understandably focused on the delivery of the process.

As a minimum, you should:

- Meet with the evaluation team or speak with them on the phone prior to and after each evaluation event, such as the planning session and the evaluation focus group session.
- Review the evaluation plan and completed evaluation documents to familiarise yourself with the evaluation process, check for missing stakeholder perspectives and suggest strategies for filling gaps in representation and recording different perspectives.
- Comment on the evaluation report.

If you have the time, you can also support the work of the evaluation in any of the following ways:

- Attend the evaluation planning meeting (and perhaps subsequent meetings) to contribute an 'outside' perspective to the evaluation process decisions.
- Attend some of the process events, for example planning meetings and / or voting events.
- Review some of the collected data with the evaluation team and discuss how to analyse it, present it and whether there are any gaps that the team could follow up.

Checklist of critical friend questions (you may well think of others):

- Have the views of all stakeholders been considered at each stage of the evaluation?
- Do the methods being used suit the particular aims and values of the process?
- Are there any other possibilities for collecting a wider range of views and input that the organisers haven't thought of?
- Has the data been clearly and fairly represented?

Your role is to help the organisers consider the process from all angles, ask the questions they haven't thought of, and identify gaps in their evaluation plan.

Section A: PB process planning

Section A contents:

local contexts

Go to Contents Page

PB processes are not universal. They are created and tailored to the local situation they are used in. The purpose of the local context exercise and recording sheet is to understand the local context to help shape the process in your area and to identify key aspects that are relevant to evaluation. In considering your local context, you may identify locally specific opportunities and risks to the process and plan them into the process and manage them accordingly.

The recording sheet can also be used to track changes over time, over the course of a number of PB processes. This can help with making potential links between more general outcomes (such as increases in volunteering, increased number of people getting along well with each other etc) and the PB process. Whilst the causal links between them can never be absolute (it's impossible to say that PB is the only factor which caused a change in more general outcomes as there's likely to be a range of activity in an area, including PB.) by tracking the changes in the data, it's possible to draw potential causal links or contributory links.

The information can also be used to contribute to the national picture of PB that the PB Unit is developing, which is why multiple choice options have been used for some questions – to provide consistency of data for the PB Unit.

The sheet can be filled in at the first meeting of the steering group, as part of the initial planning. A discussion can be had about the different contexts first to gain different views before a consensus is reached (where the information is a viewpoint rather than factual). If the organiser wishes, they can fill in the factual information required before the meeting so this information is available to all for the discussion.

What you'll need

Time needed: allow 1 hour for this session.

Resources needed:

- A facilitator
- The local context recording sheet
- Some flipchart paper, post-it notes and pens

Who should be involved: all stakeholders who are going to be involved in the steering group even if they aren't involved in evaluation.

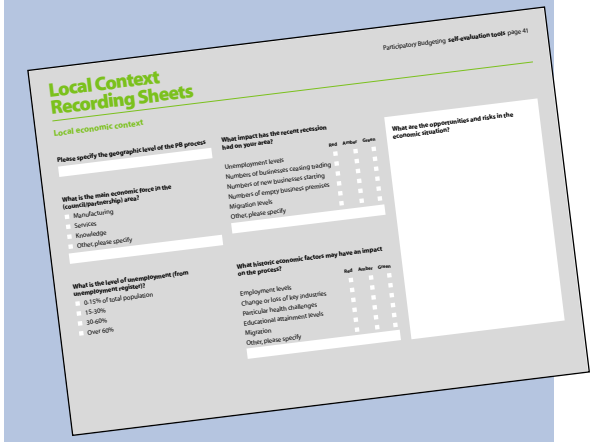
The conversation could be structured in a way to do a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis for each of the different contexts. A facilitator can draw a SWOT diagram for each of the contexts on flipchart paper and steering group members can either write their own views on post it notes and stick them on the flipchart paper or a discussion can be had with one writer recording the views on the flipchart for the whole group. If the post-it note method is used, a discussion can then be had about what's written on the post-it notes.

The local contexts on the recording sheet are:

- Political
- Economic
- Cultural
- Local population
- Geographic
- Community involvement

Tools for this stage:

Local Contexts Recording Sheet **page 41**


Local Context Recording Sheets

Local economic context

Please specify the geographic level of the PB process

What is the main economic force in the (council/partnership) area?
- Manufacturing
- Services
- Knowledge
- Other, please specify

What is the level of unemployment (from unemployment register)?
- 0-15% of total population
- 15-30%
- 30-60%
- Over 60%

What impact has the recent recession had on your area?

	Bad	Artful	Guess
Unemployment levels			
Numbers of businesses ceasing trading			
Numbers of new businesses starting			
Numbers of empty business premises			
Migration levels			
Other, please specify			

What historic economic factors may have an impact on the process?

	Bad	Anchor	Gross
Employment levels			
Change or loss of key industries			
Particular health challenges			
Educational attainment levels			
Migration			
Other, please specify			

What are the opportunities and risks in the economic situation?

Identifying the aims and objectives

Go to Contents Page

In order to undertake robust evaluation you need to know why you are evaluating. Or rather, you need to know why you are doing the project in the first place and what role evaluation plays in that. Many projects, even in their evaluations, fail to explain the aim and goals of their projects – so it is impossible to know how successful the project is if it can't be evaluated against the reasons for doing it.

It's an easy assumption to make, that everyone knows and shares the same aims and objectives for the project. However, this is often far from the truth and one of main reasons for friction and discord amongst those involved in the project. Identifying and articulating the aims and objectives of the project from the view of each stakeholder should both clarify the overall aim and objectives for the project and also highlight where expectations and motivations for the project differ. There is no requirement that all stakeholders should have the same expectations or motivations, but if these aren't known, they can then cause issues.

This tool helps the steering group identify and articulate the aims, vision, goals, objectives, expectations and motivations for doing the project as expressed by each stakeholder. At the end of the project, the steering group can then reflect on whether or not these were achieved and if their expectations and motivation changed during the course of the project. This will be explored more in another tool, but in order to track the changes and evaluate against the aim of the project, it's important to record it at the beginning of the process.

What you'll need

Time needed: allow 1 hour for this session.

Resources needed:

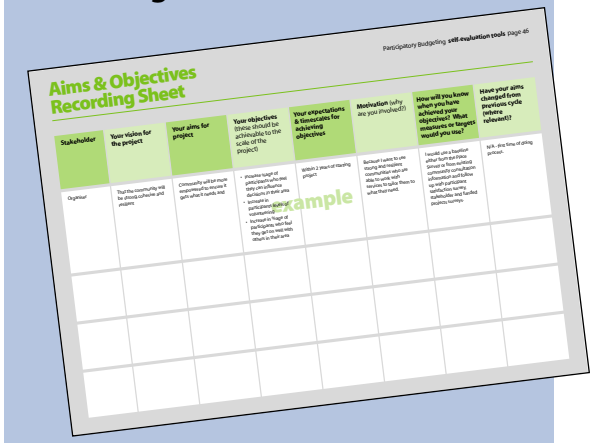
- A facilitator
- Aims and objectives tool – we recommend that this is reproduced on A3 paper or larger for ease of use
- Values principles and standards available for people to look at
- Some flipchart paper or post it notes

Who should be involved: all stakeholders who are going to be involved in the steering group even if they aren't involved in evaluation.

The purpose of this session is to enable your evaluation planning group to identify the aims and objectives of the PB process and of the evaluation. It will allow you as a steering group to reflect on the different aims and objectives, as well as those that are similar, between the different stakeholders. It will also enable you to clarify the main aim and objectives and so set the parameters of what you want to evaluate. In addition, it should help you ensure that you have considered the views of all your stakeholders, which will help your process be successful as well as your evaluation robust.

Tools for this stage:

Aims and Objectives Recording Sheet **page 46**



Identifying the aims and objectives continued

Go to Contents Page

Terminology:

Vision: This is your long term aspiration for the project. The best way to answer it is to say 'what do I want the area or community to look like in 10 years time'. A vision is usually larger than the project itself but there is an aspiration that the project will contribute to achieving the vision. For example, a vision would be *a strong and resilient community able to manage and react to change.*

Aims: What you hope the project will achieve in an overarching more general sense that may not be easily quantifiable or measurable. For example, an aim would be *to empower people*.

Objectives: What you hope the project will achieve in more specific terms. Objectives should be measurable. You may have a number of objectives for each aim – which is how you identify if your aim has been achieved. If the objectives are met then the aim can be considered achieved. The objectives should be scaled to the size of the project. For instance, if you are allocating £20,000 by PB in a grants pot process, it's unlikely you'll achieve significant changes to service provision. But you may increase levels of volunteering or increase awareness of what community groups are doing in the area. For example, an objective within the aim example above would be *participants feel they are more able to influence local decisions*.

Measures/targets: How you identify whether or not you have achieved your objectives. Targets and measures are specific and preferably quantifiable in some way. Again these should be scaled according to the size of the project. For example, for the above objective example you could set a target of *70% of participants feeling able to influence decisions* and measure this through a *participant survey at the end of the voting event or process*.

Cycle: Each round or session of participatory budgeting. This may be a repeated process in the same area or it may be new processes in different areas or a different process model but in the same area.

What the session includes:

- Split the group into pairs. Have each write down their key aim or reason for wanting to implement PB. Then have them write down three key objectives of PB. The aim is the overarching strategic vision for the project whilst the objectives are the more tangible anticipated outputs.
- Have each pair share their aims and objectives with each other and see where the similarities and differences lie. This could be explicit or it could be a subtle difference such as a difference in emphasis.
- Have each pair feedback to the group what they've learnt and what their key aims and objectives are.
- As a group decide what is the main aim (you can have more than one but having too many will mean the project lacks focus) and objectives are for the project overall, taking into account the differences of views.
- Complete the table for your records. You can also track changes in expectations over the course of the project by using this tool.

Stakeholder buy-in

Go to Contents Page

The robustness of participant evaluation - whether participatory or organiser-led - rests on capturing the views of all stakeholders in a comprehensive and structured way. Identifying your stakeholders and working to ensure their involvement in the process itself (and also evaluation activities) is therefore essential.

It's also important to capture who is involved in the steering group, how and why. This will add to your information on different stakeholders, their levels of involvement, and will enable you to reflect on how you can involve different stakeholders in different ways in the process (if relevant). The sheet can also help demonstrate diversity, representation and a balanced approach to involvement. It can help the evaluation team reflect on different approaches to being involved in the steering group - whether by request, accident or design, and which approach might be most appropriate or whether a mixed approach is needed.

These tools should be used by the steering group as a whole, not just the evaluation team.

The aim of the stakeholder buy-in tool is to ensure that you pay attention to the views of all stakeholders during the evaluation. It will also help your steering group consider available capacity and target audiences for the evaluation. In considering your stakeholders, you are thinking at this stage about their involvement in the PB process overall, not in the evaluation process per se.

At the initial planning session, fill in part 1 of the stakeholder buy-in tool and the steering group recording sheet.

The recording sheet is self-explanatory, and once completed doesn't need to be returned to until you are at the analysis stage.

To use the stakeholder buy-in tool, delete any stakeholders from the table that don't apply to your situation, and add in any that the steering group agrees are relevant. Consider all relevant stakeholders, not only those who are already involved.

Return to part 2 later in the process, ideally at the 'after voting' evaluation focus group. The evaluation team may be able to fill in column one of this section (what role each stakeholder played) though if you are able to ask each stakeholder, it is often interesting to hear how each thinks of their role (their own view might be different to the view of the organisers or steering group). The stakeholder questionnaire will also help with data for part 2 of this tool.

The same information for part 2 is also captured in the stakeholder questionnaires so part 2 only needs completing if you haven't used these, or if any of your stakeholders have failed to return their questionnaires or have not completed them fully.

Tools for this stage:

Steering Group Recording Sheet page 69

Stakeholder Buy-in Tool page 48

Process planning

Go to Contents Page

All projects require some measure of planning. In this tool a generic PB process cycle is provided to help you plan your project in a way that enables you to evaluate it effectively against your aims. The key plans can be listed in the planning table part of the tool.

The first two columns can be completed as part of the initial planning session with the steering group. And the last two columns should be completed by the evaluation team, either during the process itself or reflecting on the process at the end of it. Try to include as many statistics or intended targets (statistical) as possible in the second column.

Another key aspect of PB is fair representation. Whilst it's virtually impossible to have perfect community representation whilst also allowing free and wide access to the process, it's important that measures are taken to ensure that fair representation is achieved as far as is possible.

To collect diversity information for the PB process itself, you can use a participant survey to be completed during the PB voting event or as part of the voting process if there isn't a voting event (for example, online or postal ballots).

What you'll need

Time needed: Allow 1 hour to complete the planning section and a further 1 hour to complete the end of process section.

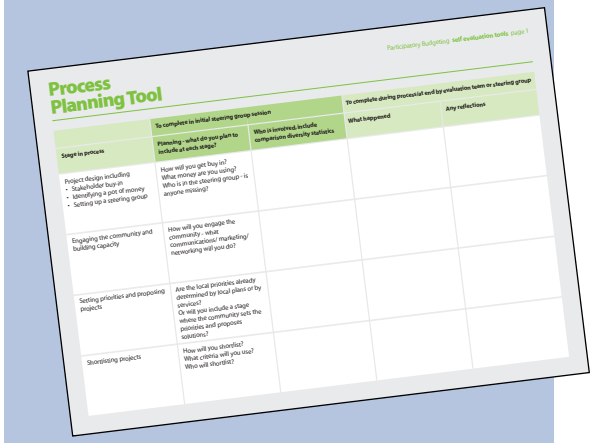
Resources needed:

- A facilitator
- The simplified process cycle for each member to see
- Values, principles and standards to refer to
- Toolkit to refer to
- Planning tool – we recommend you reproduce this on A3 paper or bigger for ease of completing
- Diversity statistics

Who should be involved: All members of the steering group even if they aren't involved in evaluation, for the planning section and the evaluation team for the end of process section.

Tools for this stage:

Process Planning Tool **page 54**


Process Planning Tool

Participatory Budgeting self-evaluation tools page 1

Stage in process	To complete in initial steering group session		To complete during process/at end by evaluation team or steering group	
	Planning – what do you plan to include at each stage?	Who is involved, include comparison diversity statistics	What happened	Any reflections
Project design including • Stakeholder buy-in • Identifying a pot of money • Setting up a steering group	How will you get buy in? What money are you using? Who is in the steering group - is anyone missing?			
Engaging the community and building capacity	How will you engage the community - what communications/ marketing/ networking will you do?			
Setting priorities and proposing projects	Are the local priorities already determined by local plans or by services? Or will you include a stage where the community sets the priorities and proposes solutions?			
Shortlisting projects	How will you shortlist? What criteria will you use? Who will shortlist?			

Process planning continued

Go to Contents Page

The purpose of the planning section of the tool is to think about each stage of the process in more detail, plan what you are going to do for each stage and determine when you are going to collect data for evaluation. The tool also enables you to identify what diversity information is relevant and how you might go about collecting it.

The purpose of the reflection section of the tool is to record what actually happened and the evaluation team's thoughts on what happened. This will help identify what improvements can be made for next time, what happened well, and how representative of the community your process was.

Steps in planning section:

- Identify with the steering group if there are any parts of the process you are going to omit (because they aren't relevant to the model or you are including it in another way – for example, priorities have been set previously).
- Identify the key aspects of each stage with the steering group and record this in the first column on the planning tool table.
- Identify who will be involved at each stage in the process – you should refer to your stakeholder map for this. You should also record what diversity statistics are relevant at each stage and how you will collect the information (if necessary).

Steps in reflection section:

- The evaluation team should discuss and record an overview of what happened at each stage of the process – this can be done at the end of each stage or at the end of the entire process
- The team should also record any reflections they have of the stage – what worked, what didn't, what could be improved, whether or not the stage was needed etc.
- You can then use this to compare how well the plan was followed and what should be changed for the next process.
- This section also links to the change analysis – at what point did people's perceptions start to change? At what point did unintended outputs or impacts start to emerge? The completed tool will help you identify the point of change, who changed, how and why.

The tool also enables you to identify what diversity information is relevant and how you might go about collecting it.

Section B: Evaluation planning

Section B contents:

Identifying the evaluation audiences

Go to Contents Page

Deciding who your audiences are, is a collective process, and involves a conversation about why you want to evaluate, and what you hope the evaluation will achieve. You will return to a consideration of your audiences when you plan how to use your evaluation report. It is worth considering which of your audiences you want to involve in the evaluation itself.

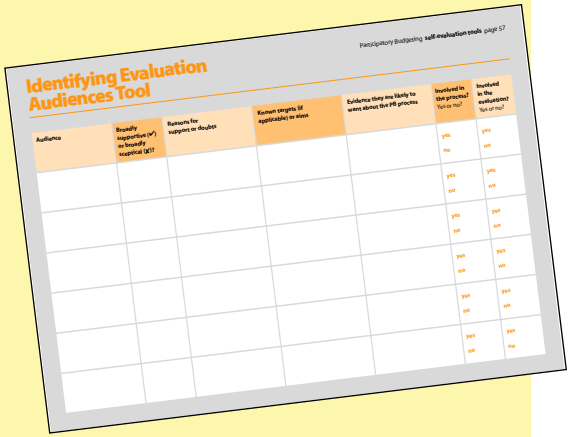
Audiences can be local or national. They can be internal to the process (including yourselves) or less involved. They can be already supportive or sceptical. It is worth recording who your audiences are, and spending some time thinking about what information each one would be interested in and why. You may need some information about them (for example, their interests, the reasons for the scepticism, or their organisational targets). You might start by considering which of your stakeholders are also audiences and then think more widely, including regionally and nationally.

The evaluation audiences tool should be filled in with the steering group, following a discussion of who the audiences are and what kind of information or type of evaluation they are likely to want.

Fill in the evaluation audiences tool after using the stakeholder buy-in tool. Your audiences are likely to include your stakeholders, though there may be other audiences you want to address.

Tools for this stage:

Identifying Evaluation Audiences Tool **page 57**


Participatory Budgeting self-evaluation tools page 57

Identifying Evaluation Audiences Tool

Audience	Broadly supportive (✓) or broadly sceptical (✗)?	Reasons for support or doubts	Known targets (if applicable) or aims	Evidence they are likely to seek about the PB process	Involved in the process? Yes or no?	Involved in the evaluation? Yes or no?
					yes no	yes no
					yes no	yes no
					yes no	yes no
					yes no	yes no
					yes no	yes no
					yes no	yes no
					yes no	yes no

Identifying capacity and evaluation approach

Go to Contents Page

It's important not to underestimate the time, resources, skills, and funding that evaluation can take – so that it's built into your project planning. This approach to self-evaluation has three levels: minimum, medium and maximum which relate to the amount of capacity you have for evaluation.

Use this exercise to capture the evaluation capacity that you have at your disposal (note the aim is not to record delivery capacity), and to help you decide who should be in the evaluation team. It may help to think beyond the organising team, to think of the evaluation as something that all stakeholders have an interest in. It may be that some stakeholders have more time, while others have skills they can share.

Use capacity map exercise with the steering group to capture the evaluation capacity that you have at your disposal (note the aim is not to record delivery capacity), and to help you decide who should be in the evaluation team. It may help to think beyond the organising team, to think of the evaluation as something that all stakeholders have an interest in. It may be that some stakeholders have more time, while others have skills they can share.

Copy the four circles onto four sheets of flipchart paper. Ask each stakeholder to record their answers to the questions below, using post-it notes (make sure they write who they are on their post-its as well).

- What time can you give to the process? Think about time that is spent on the PB process anyway, as well as 'new' time.
- What research, communication or evaluation skills do you have?
- What financial resources can you put to the evaluation? You might not have enough money to support an external evaluation, but can you fund refreshments for an evaluation event or travel expenses for volunteers helping with the evaluation?
- What other resources are available to you? Do any of the organisations involved already collect data that may be useful to your evaluation, for example? Are there other organisations (not directly involved) that you could draw on for training or support? What useful contacts do you already have?When you have filled in the circles, ask yourselves what is missing. What capacity, funding or training might you need to draw in from elsewhere?

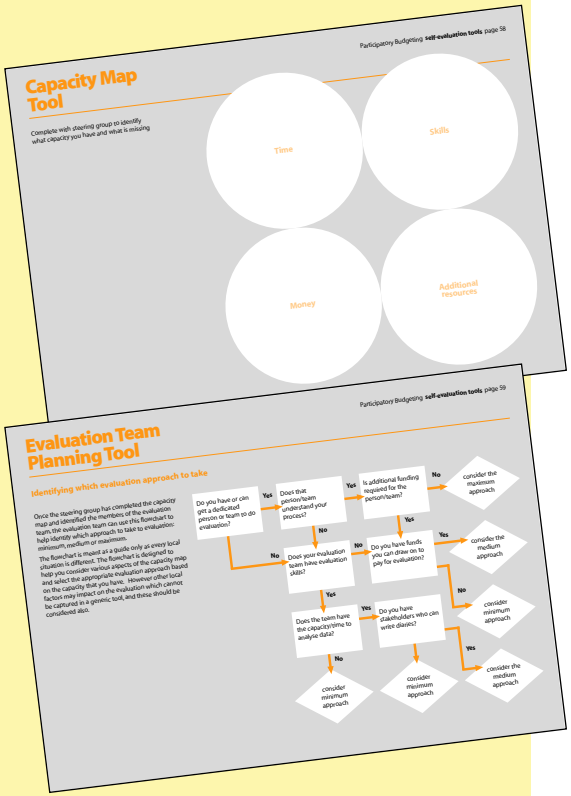
Once the steering group has completed the capacity map and identified the members of the evaluation team, the evaluation team can use the flowchart to help identify which approach to take to evaluation: minimum, medium or maximum.

The flowchart is meant as a guide only as every local situation is different. The flowchart is designed to help you consider various aspects of the capacity map and select the appropriate evaluation approach based on the capacity that you have. However other local factors may impact on the evaluation which cannot be captured in a generic tool, and these should be considered also.

Tools for this stage:

Capacity Map Tool page 58

Evaluation Team Planning Tools page 59



Evaluation design

Go to Contents Page

The purpose of this session is to enable the evaluation team to design an appropriate evaluation plan, which is in keeping with your capacity as an evaluation team, and the local aims of your particular Participatory Budgeting process.

It will allow you to reflect on the relationship between your aims and the national values, principles and standards. In addition, it should help you ensure that you have considered the views of all your stakeholders, which will help your process be successful as well as your evaluation robust.

It is a good idea to look at the data collection tools before running an evaluation planning session.

These include:

- Context recording sheet
- process planning tool
- Participant observation diary
- Evaluation focus group session guide
- Statistical data recording sheets (steering group, priority setting, voting event, outcomes)

For ease of completing in a group setting, you may want to copy the evaluation design tool on to A3 paper or larger.

Referring to the aims and objectives exercise carried out by your steering group, select which of the national aims are relevant to your process, and which you wish to evaluate. The contents of the national aims columns are there as a guide. Adapt these to suit your local needs. Add any local aims not covered by the national aims.

Consider what evidence you would like to collect. Some suggestions have been made for the national aims, though you may wish to amend these.

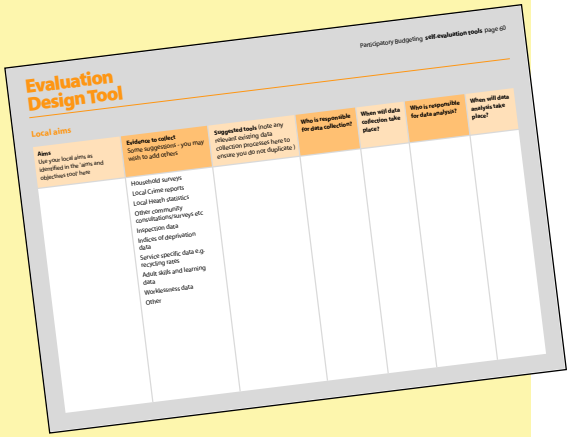
Consider what data you will be able to collect in relation to your aims, and at which point in the process you will do this. You may have identified targets and measures on the Aims and Objectives tool which can be added to this table. Record who will be responsible for recording each piece of data. It is very important to consider your capacity for data *analysis* as well as data *collection* at this stage.

This is your opportunity to identify data that you will use as indicators for the success of your process in meeting each aim. Quantitative data can play an important role in making a case to others. Qualitative data can play an important role in helping you to understand WHY something has worked well or not, as well as evidencing softer outcomes such as changed relationships and increased organisational or community capacity. Refer to the methods tools to help you, though you may have additional ideas of your own for data collection. It is worth noting that the diaries are the most intensive tool in terms of time needed for analysis.

As you fill in this tool, you will gain an idea of what you are most interested in, and can tailor the tools to your particular evaluation needs and aims. Your particular needs will also influence who are the most suitable people to collect each type of data.

Tools for this stage:

Evaluation Design Tool **page 60**


Participatory Budgeting self-evaluation tools page 60

Evaluation Design Tool

Local aims

Aims Use your local aims as identified in the 'aims and objectives tool' here	Evidence to collect Some suggestions - you may wish to add others	Suggested tools (note any relevant existing data collection processes here to ensure you do not duplicate)	Who is responsible for data collection?	When will data collection take place?	Who is responsible for data analysis?	When will data analysis take place?
	Household surveys Local Crime reports Local Heath statistics Other community consultations/surveys etc Inspection data Indicies of deprivation data Service specific data e.g. recycling rates Adult skills and learning data Worklessness data Other					

Section C: Data collection

Section C contents:

Stakeholder diaries

Go to Contents Page

Why use the diary?

You – the people involved in this PB process – are by far the best source of information, knowledge and evaluation about it. Although the diary might at first seem a more complicated tool that some of the others, it is a good way of trying to capture what you know about the process as you go along. It is also the best tool for recording evidence of 'soft' outcomes of the process.

"I wish we'd done this in the last three processes I've been involved with – because we had to try and find the evidence later"
Member of PB steering group

The process of keeping a diary can also be beneficial for the people who fill it in. It is a way of reflecting on the process day-to-day, and a reminder to think in a structured way about what is working and what isn't during the process, rather than at the end.

Who should use the diary?

This is a decision for the evaluation team. Think about who is most involved in each stage of the process, and who is most likely to see and hear things that you want to record. You also need to think about what you are most interested in. For example, if you are interested in community development outcomes from PB, you might want to give the diary to the officers who support community groups in developing bids. If you are interested in PB's impact on local democracy, you might want to give the diaries to steering group members and local councillors. Give some thought to the spread of your diarists – do you have a representative of each stakeholder keeping a diary (is that what you want?)?

Where possible, it can be useful to ask more than one person to record each event, so that you get different perspectives on each part of the process. Give each diary-writer a number and keep a list – they need to write their number on page 1 of every diary form they fill in. You might want to code different 'types' of observers differently. For example, you could use 101, 102 for residents, 201, 202 for officers and 301, 302 etc for councillors. You might do this if you are would like to see whether one group is more aware of problems than another group, or if one group is more interested in a particular issue. This gives a bit more depth to your data, but it is not essential for you to do this.

You also need to consider how you will analyse the diaries afterwards, and who will do this. The more diaries you have the more detailed information you will have for your evaluation report, but also the more work there will be for the person analysing them! See the Qualitative Analysis Table for information on what to do with the completed diaries – before you decide how many observers to use!

Spoken diaries

The written form of the diary may not be suitable for everyone. For this reason, we have included a spoken form of the diary. This is a check-list of the same questions included in the diary. Give your diarists a Dictaphone and ask them to record their answers to the questions. If you can get hold of a microcassette answerphone, they could phone their diary in – although these may be difficult to find. If it's possible to phone in the diary, this would seem more natural than speaking to a Dictaphone, although the equipment may not be available.

Tools for this stage:

Stakeholder Diary **page 70**


Stakeholder Diary

Participatory Budgeting **self-evaluation tools** page 70

Diary number:

Name of diarist

Event/meeting

Date of the event/meeting

Information about the event / meeting

Recited here the purpose of the meeting / event / conversation, who organised it, who funded it, etc.

Who was present?

For large or public events such as voting days or roadshows, record your impressions of the participants (for example, how many men and women, what sort of age were participants, the ethnic make-up, ecc), as well as your sense of how many people were present

For regular meetings, make a note of the names of people actually present

Remember: note down things you see and hear, who is speaking, and short quotes.

Did anything happen that suggests people are learning through the process?

This might be learning about council structures / how to influence etc, learning about the community or learning about better ways of involving people. It could be increased skills and confidence - in making presentations, taking part in discussions or in dealing with community members.

It might be councillors, officers or residents doing the learning.

Did anything happen that suggests relationships between residents / councillors / officers have changed as a result of this PB process?

You might notice increased trust, improved knowledge of other people's roles or of local communities and / or better understanding of the reasons behind things that previously caused tension.

Stakeholder diaries continued

Go to Contents Page

Getting the diary ready for use

Before you use the diary, the evaluation team needs to make sure it is suitable for the needs of your process. Check that the observation boxes are asking for the right questions, about the kind of things that you are interested in. You might want to change or add questions to suit the focus of your evaluation.

How to use the diary

- Use the diary for any event you go to, whether it's a steering group meeting, a presentation planning session, the voting event itself, or even a phone call that seems important. You may not always need to fill in all parts of the diary for each event or conversation.
- The first half of page 1 is for recording the facts of the meeting / event. However, if it is a large event, the evaluation group should be recording attendance. Check with the evaluation team if you are unsure. For regular meetings, such as steering group meetings, it is worth making a note of who was actually there on this occasion. If it is a small occurrence, such as a phone call, make a note of what happened.
- The next four boxes (halfway down page 1 to half way down page 3) are for your observations – *what you see and hear*, not what you think.
- Remember to pay attention to who is speaking – do people of different ages / officers, residents and councillors / experienced activists and so on, experience the process differently? Record who was speaking (in terms of their age, ethnicity, role etc – use names if you know them but remember to record these facts at some point – and to keep this document confidential).
- Try to keep your comments short but specific. Make a note of short quotes if you can. These are really good for the evaluation report.
- The second box on page 3 is for your own thoughts. How did you feel it went? It's also a space for you to record why you think things happened in a particular way. What helped it go well, as well as what caused any problems? And perhaps what you think should be done differently next time.

Supporting diary-keepers

The evaluation team might decide to nominate one person to support the people keeping diaries. This could involve being on the end of a phone to answer questions, or holding occasional support sessions – whatever you find works for the people involved in your process.

The evaluation team might decide to nominate one person to support the people keeping diaries.

Participant satisfaction questions

Go to Contents Page

These are commonly used by PB initiatives already, in fact the template has been adapted from one produced by the West Middlesbrough Neighbourhood Trust for their PB process in 2009.

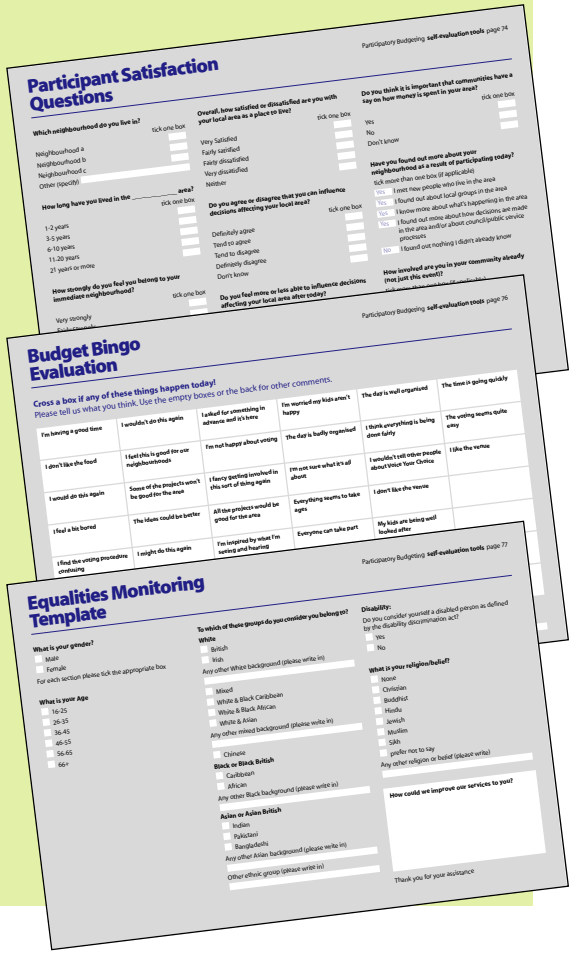
Satisfaction surveys are used to find out participants views of the PB process, and in particular the voting event or process (if having more than one event or no events as in the case of internet and postal ballots). Some initiatives have asked questions that link to questions on the household survey so that results can be compared with household survey results to see if PB provides any improvement in results. Others use it to assess general satisfaction with the process and to identify any improvements for next time.

We have also provided a budget bingo evaluation form which was produced by Manton Community Alliance for their PB processes (ongoing since 2007). We have adapted it slightly from the original to reflect the same questions posed on the questionnaire template. We have included it because we feel it offers a user-friendly alternative to the questionnaire. However, there is no requirement to use either, and you may come up with your own innovative and exciting way of collecting participant views. Having some way of identifying participant views is helpful in determining whether the process is wanted by the community.

We have also included an equalities monitoring form, adapted from a form developed by Mansfield for their PB initiatives in 2009. By collecting this information at the voting event or process, you can see how representative the participants are of the overall community and if any key groups are missing or under or over represented so that you can target your engagement more effectively next time. You can then fill this information on the diversity information tables of the local context tool.

The results of the questionnaires or bingo sheets can be analysed using a spreadsheet, particularly in the case of the bingo sheet, where all the answers are predetermined. In the case of the free text boxes on the questionnaire, the salient sentences or quotes can be pulled out and put in a spreadsheet wholesale, or they can be coded and entered in the form of a reduced list of key themes.

Tools for this stage:



Post-vote evaluation focus group outline

Go to Contents Page

Why have a focus group?

A focus group is a good way of discussing and capturing views of stakeholders after a significant event, to provide you with qualitative data. Focus group members may share things in the setting of an informal discussion that they may not consider or be unwilling to include on a written questionnaire. In addition, the discussion itself may provide more rounded views of the process and some kind of group consensus which wouldn't be obtained from a questionnaire.

The focus group doesn't need to be an additional activity you wouldn't normally do. Most steering groups will have a follow up meeting or debrief to discuss how the process went and the focus group is essentially a more structured format for that meeting to enable the evaluation team to capture relevant information.

Who should be involved?

The steering group and any others closely involved in delivery. For example, if you used facilitators for deliberative elements of the voting process, you may wish to invite them in addition to the steering group. It may also be useful to invite officers or individuals who provided support to applicant groups.

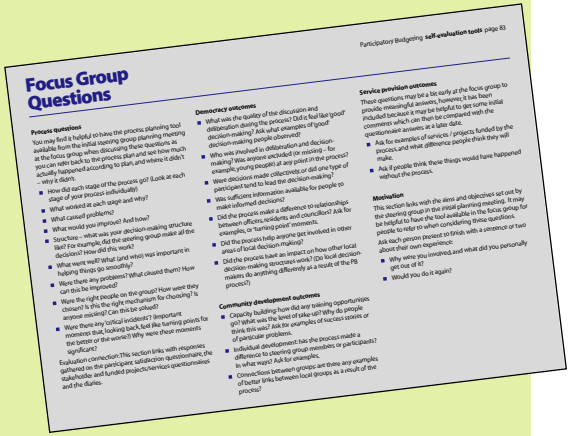
How should you record this session?

This session is the key moment for recording 'soft' outcomes of your PB process, especially if you have not been using the diaries. It is worth investing some time in recording the reflections systematically. If you can actually record the session for future reference by the evaluation team, it may be worth doing so. However, don't rely on this! Group conversations can be hard to record, and sometimes hard to decipher later; if your recording turns out to be poor quality, you will need a paper back-up.

Ideally, your note-taker should be present only to take notes. It's best if they are not also trying to participate, and certainly they should not be trying to facilitate the session. However, it is helpful if they are familiar enough with the process to know what is most useful to record. This might be a good role for your 'critical friend' if they have the time to do it. The note-taker should have a copy of the session outline, though it is important to also record points that stray from the questions the facilitator asks.

Tools for this stage:

Focus Group Questions **page 83**



Participatory Budgeting **self-evaluation tools** page 83

Focus Group Questions

Process questions

You may find it helpful to have the process planning tool available from the initial planning group planning meeting at the focus group when discussing these questions as you can refer back to the process plan and see how much actually happened according to plan, and retrace it didn't – why it didn't.

- How did each stage of the process go? (Look at each stage of your process individually)
- What worked at each stage and why?
- What caused problems?
- What would you improve? And how?
- Structure – what was your decision-making structure like? For example, did the steering group make all the decisions? How did this work?
- What went well? What (and who) was important in helping things go smoothly?
- Were there any problems? What caused them? How can this be improved?
- Were the right people on the group? How were they chosen? Is this the right mechanism for choosing? Is anyone missing? Can this be solved?
- Were there any 'critical incidents'? (Important moments that, looking back, feel like turning points for the better or the worse?) Why were these moments significant?

Evaluation connection: This section links with responses gathered on the participant satisfaction questionnaire, the stakeholder and funded projects/service user questionnaires and the diaries.

Democracy outcomes

- What was the quality of the discussion and deliberation during the process? Did it feel like 'good' decision-making? Ask what examples of 'good' decision-making people observed?
- Who was involved in deliberation and decision-making? Was anyone excluded (or missing) – for example, young people) at any point in the process?
- Were decisions made collectively or did one type of participant tend to lead the decision-making?
- Was sufficient information available for people to make informed decisions?
- Did the process make a difference to relationships between officers, residents and councillors? Ask for examples, or 'turning point' moments.
- Did the process help anyone get involved in other areas of local decision-making?
- Did the process have an impact on how other local decision-making structures work? (Do local decision-makers do anything differently as a result of the PB process?)

Community development outcomes

- Capacity building: how did any training opportunities go? What was the level of take-up? Why do people think this was? Ask for examples of success stories or of particular problems.
- Individual development: has the process made a difference to participating group members or participants? In what ways? Ask for examples.
- Connections between groups: are there any examples of better links between local groups as a result of the process?

Service provision outcomes

These questions may be a bit early at the focus group to provide meaningful answers, however, it has been included because it may be helpful to get some initial comments which can then be compared with the questionnaire answers at a later date.

- Ask for examples of services / projects funded by the process and what difference people think they will make.
- Ask if people think these things would have happened without the process.

Motivation

This section links with the aims and objectives set out by the steering group in the initial planning meeting. It may be helpful to have the tool available in the focus group for people to refer to when considering these questions.

Ask each person present to finish with a sentence or two about their own experience:

- Why were you involved and what did you personally get out of it?
- Would you do it again?

Post-vote evaluation focus group outline continued

Go to Contents Page

Some tips for recording evidence:

- Record the names and roles of everyone present. Record any other details that seem relevant (age, ethnic or geographic community etc). If you can make a reasonably complete list at the start, you can just use names when recording comments later.
- Direct quotes are very useful evidence for your evaluation.
- Try to jot down particular sentences which seem to capture an idea or thought.
- Stories are also useful 'soft' evidence. Make a note of what the person speaking suggests that the story illustrates, as well as what actually happened. It is helpful if the facilitator asks for more detail on stories that sound like useful evidence. This can include asking why the person speaking thinks that a particular moment or story was important for the process. If the facilitator doesn't ask, it may be worth asking yourself.
- Always note down who is speaking and – unless you can fill in this information later – what their role or perspective is (i.e. resident or officer, etc).
- Make a note of disagreements, including who holds which views, and points on which there seems to be clear agreement.
- You might want to have with you a list of the key areas the evaluation is trying to collect evidence about, as a reminder for the kind of stories and quotes to listen out for.
- If you miss something – ask for it to be repeated!

The facilitator's role

As with the note-taker, it is useful if the facilitator is present only to facilitate, rather than as a contributor as well. However, this is not always possible.

You will probably be interested in this session both as direct reflection and ongoing learning for everyone involved, and as evidence for the evaluation. This aims are very much mutually supportive. However, it is your role as facilitator to pull out evidence for the evaluation. Some things may not be said outright because the speakers assume that everyone present knows what they are talking about. It is part of the facilitator's role to ask the obvious questions, so that people are prompted to put their thoughts into words that you will be able to quote. This isn't about putting words into people's mouths, but just encouraging them to say what they think clearly (so that you can refer to it in your report later). As with the note-taker, you might want to have with you a list of the key areas the evaluation is trying to collect evidence about, as a reminder. It is helpful if the facilitator and note-taker think of themselves as working together in this session. As facilitator, you might want to check that the note-taker has captured particular points before moving on.

It is helpful if the facilitator and note-taker think of themselves as working together in this session. As facilitator, you might want to check that the note-taker has captured particular points before moving on.

Post-vote evaluation focus group outline – session outline

Go to Contents Page

How to use this session outline

This session outline is a guide only. It includes a lot of questions – to cover the many possible areas of interest for people evaluating participatory budgeting processes.

You might want to focus in on the areas that interest your team most. Take some time to adapt the list to suit your evaluation's particular needs and aims, before the session.

Key points to retain are:

- A focus on asking for stories / observations of the areas you want to evidence. For example, you don't want people simply to say 'the deliberation was good' but to describe examples of information being shared between participants, and you don't want the local councillor just to say it's made a difference to her / his relationships with residents but to describe the events that make him or her feel that way.
- A focus on asking why – this can be thought of as paying attention to turning points (critical incidents or moments in the process) or key factors (critical support mechanisms or barriers / individuals who influenced the process one way or another).

This session – and the stakeholder questionnaire – should also enable you to fill in Part 2 of the stakeholder buy-in tool.

Take some time to adapt the list to suit your evaluation's particular needs and aims, before the session

Identifying outputs and outcomes

Go to Contents Page

Follow up with stakeholders is essential to identifying the impacts that PB has had beyond the decision day or launch day. In empowering processes such as PB, often the majority of the outcomes occur after the process has ended. The stakeholder questionnaire and funded projects questionnaires are two ways of collecting this information systematically.

Where you are allocating money to third parties the process can be incorporated with monitoring and feedback of the funding and project.

Some resources in terms of time and skills will be needed to collate the information collected and provide some analysis of it. This resource requirement should be considered prior to sending out the questionnaires as its better not to collect the information than collect it and do nothing with it.

Good practice would be to provide some feedback to the wider community of the outputs and outcomes of the process and the information collected in the questionnaires can be used for that purpose, but only if it's analysed first. Analysis doesn't always need to be in-depth, some rudimentary collation and initial analysis via a spreadsheet may well provide you with a good indication of the outputs of the project.

Feedback questionnaire for PB funded projects or services

You can use the questionnaire to identify impacts that participatory budgeting has had beyond that of the PB process itself. You can also use the questionnaire to identify what was done differently as a result of the PB process and where the added value might lie. Funding projects can have a knock on effect in a number of ways including as a catalyst to attract more funding into the area and increasing the number of volunteers.

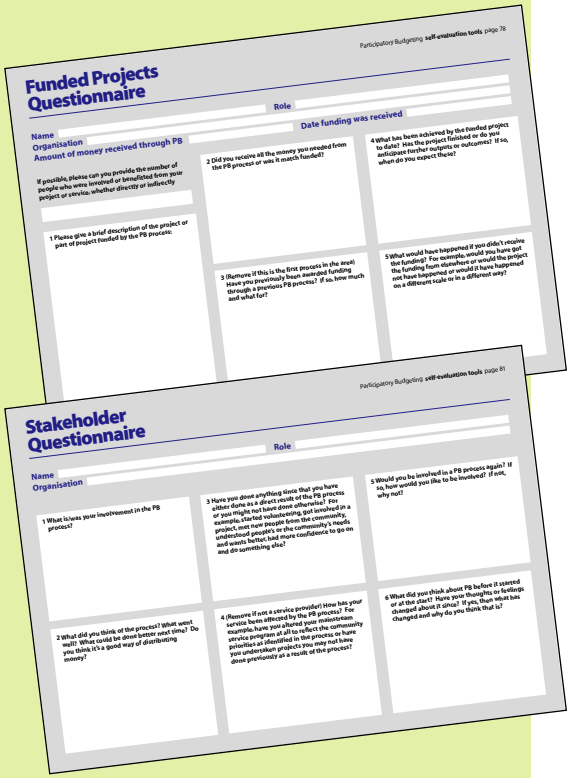
Although the term PB has been used throughout the questionnaire, to avoid confusion, it's probably best to replace the term PB with your local PB brand or name that people will more readily recognise. Common examples include You Decide or UDecide, You Say we Pay, and Your Voice Your Choice or Voice your Choice.

Some of the people for the projects or services funded may also be on your steering group. If that is the case, then see if there is another colleague of theirs that can complete the questionnaire from the point of view of the project or service funded to avoid too much duplication of questionnaires.

Tools for this stage:

Funded Projects Questionnaire page 78

Stakeholder Questionnaire page 81


Funded Projects Questionnaire

Name
Role
Organisation
Date funding was received
Amount of money received through PB

If possible, please can you provide the number of people who were involved or benefited from your project or service, whether directly or indirectly

1 Please give a brief description of the project or part of project funded by the PB process:

2 Did you receive all the money you needed from the PB process or was it match funded?

3 (Remove if this is the first process in the area) Have you previously been awarded funding through a previous PB process? If so, how much and what for?

4 What has been achieved by the funded project to date? Has the project finished or do you anticipate further outputs or outcomes? If so, when do you expect these?

5 What would have happened if you didn't receive the funding? For example, would you have got the funding from elsewhere or would the project not have happened or would it have happened on a different scale or in a different way?

Stakeholder Questionnaire

Name
Role
Organisation

1 What is/was your involvement in the PB process?

2 What did you think of the process? What went well? What could be done better next time? Do you think it's a good way of distributing money?

3 Have you done anything since that you have either done as a direct result of the PB process or you might not have done otherwise? For example, started volunteering, got involved in a project, met new people from the community, understood people's or the community's needs and wants better, had more confidence to go on and do something else?

4 (Remove if not a service provider) How has your service been affected by the PB process? For example, have you altered your mainstream service program at all to reflect the community priorities as identified in the process or have you undertaken projects you may not have done previously as a result of the process?

5 Would you be involved in a PB process again? If so, how would you like to be involved? If not, why not?

6 What did you think about PB before it started or at the start? Have your thoughts or feelings changed about it since? If yes, then what has changed and why do you think that is?

Identifying outputs and outcomes continued

Go to Contents Page

Stakeholder questionnaire

The stakeholder questionnaire is for all stakeholders involved in the process, but especially members of the steering group. This isn't for projects who received funding from the process. The Funded projects questionnaire for this stakeholder group.

The purpose of the questionnaire is to identify some of the impacts that the PB process has had beyond that of the decision day or process. The information given may also help the organisers refine and improve the process if you decide to continue with PB.

If you are able to identify participants from the PB decision day or process who aren't involved in other ways to complete the questionnaire then this will provide you with a more rounded picture. However, post decision event, getting a response may prove harder unless you collect contact addresses at registration and are able to follow up to get a good response.

Some of your stakeholders may also be from projects or services funded through PB. There is no need for someone to fill in two questionnaires. Where possible, have another person from the project or service complete the questionnaire for funded projects, rather than collect duplicate information.

If you are able to identify participants from the PB decision day or process who aren't involved in other ways to complete the questionnaire then this will provide you with a more rounded picture.

Section D: Data analysis

Section D contents

Analysis guide

Go to Contents Page

You've finished this round of your PB process; you've collected your data – now you need to get your findings out there. The first stage is data analysis.

What is involved in data analysis?

The aim of data analysis is simple: to provide yourself with a clear and balanced overview of the data. Remember to look at the data with an open mind – try to hear what it is telling you, not what you might expect to hear from your own personal experience of the process. Be open to things that might surprise you.

Remind yourself of what you are looking for. Go back to the original aims and objectives, as well as the audiences for your evaluation. Remind yourself of what they each need from the data, as well as what you need as an organising team.

An analytical overview includes a number of elements.

- First, you are looking for patterns in the data. With quantitative data, this might be spikes or dips in the figures. Residents from one neighbourhood learnt a lot more about how to influence than the rest of the ward. Older people and young people were well represented in the decision-making but there was a gap in 30-50 year olds. And so on. Patterns will also appear in the qualitative data. Diary after diary records disagreements over how the process should develop. Councillors are particularly struck with the opportunities to get to know resident views through the planning process. The more questions you asked, the more patterns you will be able to look for. Does the process attract a majority of experienced community activists or not? Do the less experienced residents learn more from the process?
- The next stage is to describe the patterns. They are part of your evidence, and you will want to include them in your report. You might want to make a note of headlines under a few themes, for example: community development outcomes, better democracy, service improvements, process issues, areas to develop, etc. These headings might relate to your original evaluation aims, or the objectives of your PB process. You might also include a heading 'for the steering group' as a place to include practical information that the steering group will want to use in ongoing process development.
- The patterns in the data also provide you with a framework for looking for reasons. This brings you to your second look at the data. At this stage you are comparing evaluation participants' views on why they think something is happening. You are also looking for anything that seems to explain an issue, things that might be clear from the bigger picture even though they weren't obvious to individual participants. You might see that particular successes occurred in areas that received a particular kind of support. You might notice disagreement between your respondents that helps you understand why a problem arose during the process. Add these headlines to your themes.

Remind yourself of what you are looking for. Go back to the original aims and objectives, as well as the audiences for your evaluation.

Analysis guide – doing data analysis

Go to Contents Page

Quantitative data

Analysis is relatively straightforward for the quantitative data.

- You can compare the equalities data for each stage of your process (including the make-up of your steering group) with the statistics for the local area. This should help you identify any gaps. You may decide there are good reasons for some of the gaps; if not, your data may be able to help you identify why the gaps occurred and help your steering group in planning the next round of the process.
- You can compile an analysis table for the participant satisfaction survey. You can cross reference this with your equalities data, and make a note of any patterns (spikes or dips in the figures) in the data. Do young people seem more or less satisfied than older people, for example? Again this may give you some leads on what to look for in your qualitative data. Can you find explanations for these patterns?

Qualitative data

The qualitative data requires a little more in-depth analysis, but this will repay you in a much more nuanced understanding of your process, and support for softer, harder-to-evidence outcomes.

- Some of the qualitative data is quite straightforward. The stakeholder buy-in tables for example provide an overview of one issue. This should help you identify any problems or clear successes. If there are gaps in these tables, the evaluation team should be able to complete them, using the stakeholder questionnaire and after voting evaluation focus group where necessary.
- The qualitative analysis table is provided to help you with analysing the diaries and the after voting focus group. If you ran the stakeholder survey as a focus group, you can use this table for that data too. There are detailed notes on how to use the table elsewhere in the tool-kit. If you only ran one focus group, and did not use the diaries, then there is probably no need to use the table. You can just read the notes carefully, and note anything of interest under the themed headings mentioned above.
- The best way to handle the data from the surveys is to produce a spreadsheet for each. As the guidance suggests, you can create numerical categories for the answers. You can also produce a qualitative table along the lines of the diary analysis table.

Qualitative data analysis

Go to Contents Page

Qualitative data analysis is very different from statistical data analysis. The aim is not to count things but to organise your information into themes, which allow you to make clear statements about the data. For example, 'most councillors found that PB helped them learn more about their communities'. However, there is no getting away from the fact that the conclusions you draw are *your* interpretations of the data! This is often true when people are working with statistical data too, but we tend to worry about it more with qualitative information. Putting the information from your different sources, including all your diaries, systematically into a table helps you have confidence that you are drawing accurate conclusions from the information. It also helps others have confidence that your evaluation is fair and robust.

Using the table

The table is an example of how to organise your qualitative data – which you may collect from stakeholder diaries and notes from evaluation focus groups. You might want to use it as it is, or adapt it to fit your particular interests. The colours are just to help you find your place in the table easily. Read through all the headings before you start, and decide if you want to adapt them. You can always do this as you go along, if they turn out not to be right for your particular process.

Read each diary (or other notes, e.g. the after voting evaluation focus group session notes) in turn.

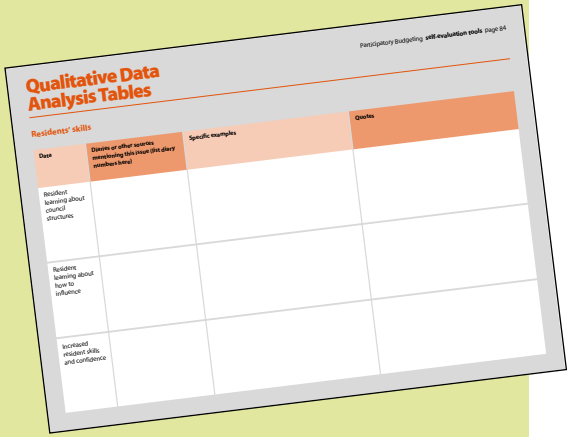
As you come to an example you want to record find the right row in the column. Make a note of the diary number and date in the first column (e.g. 11/01.01.10). This is to help you find the information later if you want to go back to the original source. It also gives you an 'at-a-glance' impression of how often people wrote about this particular issue, and therefore its relative importance in your process. If you have 'coded' your observers (101, 102 for residents etc) it will also be obvious here who found which issue most important. For example, you might see that councillors were more interested in seeing how resident understanding of council processes developed, or that residents were more aware of the problems with the process. It all depends on how far you want to go with your analysis!

In the second column, make a note of each example you come across. Start each example with the number / date code for the diary it is from. This is really important – both so you can find the original source again, and so that it is clear to others how you came to your conclusions. This is what makes your qualitative evaluation robust. You don't need to include every last detail here, as you can always go back to the original diary for all the details. However, the table will be most useful if it includes most of the information you need to write your report. So try to think about what details you are likely to actually need. The final column is to help you find particular quotes easily, to use in your report and anything else you produce from the evaluation.

You might find that particular themes come out strongly as you are working through the diaries and other sources of information. If this happens, divide the relevant category into subcategories by inserting new rows in the table. For example, if you find there is a lot of information about improved relationships, you might decide to break this down into 'increased trust' and 'better understanding of roles and organisations'. Another option is to add a new category at the end of the table, or inserted in the right place in the table.

Tools for this stage:

Qualitative Data Analysis Tables **page 84**


Qualitative Data Analysis Tables

Participatory Budgeting self-evaluation tools page 84

Residents' skills

Date	Diaries or other sources mentioning this issue (list diary numbers here)	Specific examples	Quotes
Resident learning about council structures			
Resident learning about how to influence			
Increased resident skills and confidence			

Qualitative data analysis continued

Go to Contents Page

Try to include each incident only once – so that you are not 'double-counting'. This can be difficult if more than one observer refers to the same incident. However, you can simply make a note, in the same place, of all the number / date codes that talk about that incident. The value of having different observers is that it gives you a range of reactions and perspectives on each issue, which between them can help you see more clearly what was going on.

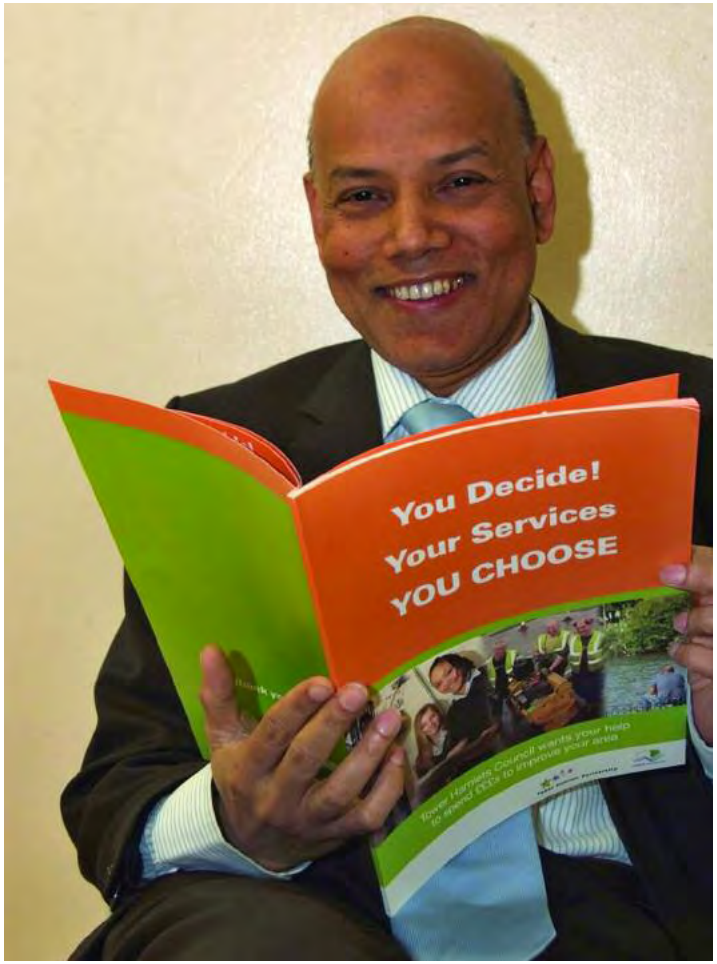
'Reality testing'

As the diaries have been filled in by lots of people, but combined into the analysis table by just one – it is important to check your interpretations with the original diary-keepers.

Invite them to a short informal meeting, where you show them the filled in table, and briefly share the overview of the diaries that you have developed.

This is a chance for your participant observers (diary-keepers) to correct any misperceptions or misunderstandings. It also allows them to add to what they wrote down.

In this way, this session can help deepen your overview, as well as test it for accuracy. You might want to ask your diary-keepers about changes over time. Did any of the patterns or effects that you have recorded in the table develop at particular stages of the process?



"reality testing can help deepen your overview, as well as test it for accuracy."

Funded Projects & Stakeholder questionnaires analysis

Go to Contents Page

The purpose of the questionnaires is to try and find out the ongoing intended and unintended outputs and outcomes from the PB process. The questionnaire, ideally, should be sent out as part of the monitoring and feedback processes, at approximately 6 months the funded is allocated by PB. You could also send it out after 12 months, or both, or some alternate timescale that is relevant to your project.

The kind of information you might want to glean from the questionnaires are:

- Types of projects funded
- Amount of funding allocated by PB
- Additional funding brought in to area as a result of PB
- Number of people directly benefiting/involved in project
- Number of additional volunteers in project
- What would have happened without PB
- Any increased awareness of project/CVS in area because of PB
- Follow on work from PB funded work
- Process improvements for next time
- Increased empowerment – more community activity whether as volunteers, activists, general awareness of what's happening,
- Changes in perception of PB and aspects of the process
- Levels of desire to be involved in the future

These are just some suggestions. You may have other information that you want to collect – in which case you should ensure the questions asked on the questionnaire will provide you with the information you want.

As most of the answers are free text (in order not to lead respondents answers) you may need to code similar answers first into types. For example, you may want to identify types of projects as: environmental, arts/cultural, youth, adult learning & skills etc…but the answers you may receive could be 'hanging baskets project', 'park benches in local park', 'community allotments project', 'community recycling scheme'. These could all be coded as 'environmental projects'. It's worth deciding what categories you want for each information type or answer, and then going through each questionnaire and coding the answers so it's easier to see the patterns. You then may want to develop a spreadsheet for the responses like this:

Types of projects funded	Amount
Environmental	4
Youth	10
Older people	3
Adult learning	2

Funded Projects & Stakeholder questionnaires analysis

Go to Contents Page

With number responses, such as amount of money for the project you could code the responses using scales for example £0-100, £101-250, £251-500, £500-1000 and so on. You could also have a total amount allocated to the projects and then split that down by amount allocated by PB and amount of match funding or additional funding brought in.

In developing codified responses you will be able to see patterns and outputs emerging. Once you identified all the information and displayed it in an easy to use format such as a spreadsheet, you can then start to analyse and see where the links lie – do certain types of projects yield certain kinds of outcomes or outputs or does it not matter? Where is the PB money being spent in terms of types of projects? What additional amounts of money are being brought in as match funding or on the back of PB funded projects?

The information in the Aims and Objectives tool will be able to help you identify what information is important and relevant to your steering group, and the stakeholder buy-in tool will help you identify the expectations of other stakeholders. This will help you narrow your search to look for relevant information for your project.

We suggest that you keep the information from each questionnaire type (i.e. stakeholder and funded project) separate at the initial codifying and analysis stage. If once you start to see the patterns emerging it makes sense to combine data for individual pieces of information then you could do so. However, make sure you don't duplicate or double count pieces of information and you still know where the information comes from.

In developing codified responses you will be able to see patterns and outputs emerging. Once you identified all the information and displayed it in an easy to use format such as a spreadsheet, you can then start to analyse and see where the links lie

Dissemination guide – doing data analysis

Go to Contents Page

Report-writing and dissemination

The next stage is to look at all your evidence together. Have in front of you all the analysis tables and spreadsheets you have produced, as well as overview tables from the data. Just reading through everything should give you an idea of themes and sections for your report. Present quantitative data visually where you can, and use quotes to illustrate important points from the qualitative data. This is the basis for your evaluation report. The key is to organise your data as clearly as possible, so you know where to find things. Get to know your data – you should really know what is in there before you start writing.

Writing up your data and dissemination are closely related processes. When you have written a first draft of the report, discuss it with the evaluation team. Discuss the next draft with the steering group, and the next draft with a workshop of PB stakeholders and process participants. All these comments should give you confidence that the picture you have produced of the process is a fair and accurate one, and the workshops are a good opportunity for sharing the findings from the evaluation, and making sure that the learning feeds back into process planning.

The final step is to go back to your wider evaluation audiences, and present the evaluation findings.

Writing up your data and dissemination are closely related processes. When you have written a first draft of the report, discuss it with the evaluation team. Discuss the next draft with the steering group, and the next draft with a workshop of PB stakeholders and process participants.

Further information and feedback

Go to Contents Page

Background to this toolkit

This toolkit was developed as part of our research into evaluation, which began at the start of 2009, although it had been evolving for longer than that. We developed them because we felt that there wasn't anything that already existed which both fit the values of participatory budgeting[i] and met the needs of initiatives and the PB Unit.

We felt it important that whatever we did fit with what was wanted and needed locally, because otherwise it wouldn't be used. So we spent some time understanding the needs of organisers and other stakeholders implementing PB. We did this through a series of interviews in 4 areas and a questionnaire to other areas.

We also undertook a literature review to see what had already been developed that we could build upon, which was when we realised that a participatory evaluation approach fitted well with PB.

We then invited other stakeholders such as academics, professional evaluators, think tanks and those involved in other areas of participation to a workshop where we looked at the findings from the interviews, questionnaires and literature review, and sought their expertise in developing this toolkit.

The toolkit was developed out of these three elements. It was then tested and refined with a few PB initiatives, before we developed this current version.

Through the process we identified some key messages that were emerging about evaluating PB, particularly the challenges and barriers to evaluation, as well as the value and added benefit of meaningful evaluation. We took these messages to mean that we were on the right track in terms of this toolkit, but that the toolkit alone couldn't provide all the solutions to evaluating PB. So we wrote a report about our experiences of this research and the messages that emerged so that the messages could be shared with those people who could perhaps help to remove the barriers[ii].

This toolkit will continue to evolve, as we receive more feedback and it's used and refined locally. Please feel free to send us your feedback and comments on this toolkit, or get in touch if you'd like some support.

Acknowledgements

None of this would have been possible without the input and support from organisers in Newcastle, Manton, Walsall, Tower Hamlets and St. Helens. We are truly grateful for all your input, thoughts, feedback and questions.

We are also grateful to the people who provided us expertise at the workshop back in September 2009, which led to the development of this toolkit.

Many thanks to Andrassy Design for working with us to turn this from a collection of word documents into something coherent and easy to use.

[i] See Unlocking the values, principles and standards; 2010; PB Unit for more information on the values of PB for the UK.

[ii] To read the report, see Blakey & Jackson; 2011; Who decides it's worth it?: Evaluating participatory budgeting in the UK; ICPS & PB Unit.

Further information

If you'd like to get in touch about this toolkit, or request some support or advice on evaluation, please contact us on the details below:

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Using and sharing these tools

Part 2
Participatory Budgeting self-evaluation tools

Self-evaluation tools – contents:

Participatory Budgeting self-evaluation tools

Go to Contents Page

Using the self-evaluation tools

Using these tools (pdf document)

To use these tools you can simply download, print out and complete the details with a pen on your printed copies. Then keep them safe for your records.

Alternatively you can fill in the details on screen. To fill them in on screen and save them on your computer you will need to use Acrobat Professional or another pdf editing software which will allow you to complete the forms and save the details. It is recommended that you check to see if you can save the tools before you begin.

Each field in this document form is set up so that if you overrun the text box it will become a scrollable box to fit all your text. However if you do overrun the text boxes your overrun text will not be visible when you print your document. It is advised that you keep your entries as concise as possible.

You can use Acrobat Reader to fill in the forms and print them out for your records. However **Acrobat Reader will NOT allow you to save the completed forms.**

Downloads

You can download a free copy of Acrobat Reader from the Adobe website.

Acrobat Professional can be purchased from The Adobe online store.

Forms available as Word documents

These forms are also available as Word documents which you can download from the PB Unit's website. Go to http://www.participatorybudgeting.org.uk or email mail@participatorybudgeting.org.uk

Helpful links

On each page of this pdf document we have created links to help you navigate the tools. Where there is a help button on the tools it will link you to the parts of the guidance document (Part 1) which will give you assistance with completing the tools.

PLEASE NOTE

If you are using Acrobat Reader to fill in these forms onscreen - you will NOT be able to save your entries. Only Acrobat Professional or another pdf editing software will allow you to save the entries you have made. Please check to see if you can save the tools before you begin.

Local Context Recording Sheets

Local economic context

Please specify the geographic level of the PB process

What is the main economic force in the (council/partnership) area?

- ☐ Manufacturing
- ☐ Services
- ☐ Knowledge
- ☐ Other, please specify

What is the level of unemployment (from unemployment register)?

- ☐ 0-15% of total population
- ☐ 15-30%
- ☐ 30-60%
- ☐ Over 60%

What impact has the recent recession had on your area?

	Red	Amber	Green
Unemployment levels	☐	☐	☐
Numbers of businesses ceasing trading	☐	☐	☐
Numbers of new businesses starting	☐	☐	☐
Numbers of empty business premises	☐	☐	☐
Migration levels	☐	☐	☐
Other, please specify	☐	☐	☐

What historic economic factors may have an impact on the process?

	Red	Amber	Green
Employment levels	☐	☐	☐
Change or loss of key industries	☐	☐	☐
Particular health challenges	☐	☐	☐
Educational attainment levels	☐	☐	☐
Migration	☐	☐	☐
Other, please specify	☐	☐	☐

What are the opportunities and risks in the economic situation?

Local Context Recording Sheets continued

Local political context

Who is in control?

- ☐ Labour
- ☐ Conservative
- ☐ Liberal Democrat
- ☐ Green
- ☐ Independent
- ☐ Scottish National Party
- ☐ Plaid Cymru
- ☐ No Overall Control/Coalition

How long have they been in control?

- ☐ One term or less
- ☐ Two or three terms
- ☐ Four terms or more

What are their views on PB?

- ☐ Very supportive and actively involved
- ☐ Fairly supportive but not actively involved
- ☐ Neutral – neither supportive or sceptical
- ☐ Fairly sceptical – not convinced but won't stop it
- ☐ Very sceptical - actively aiming to stop it developing
- ☐ Unaware of PB

What is the political makeup at the ward level where PB is taking place (where relevant)?

Political party	No of ward councillors
Labour	
Conservative	
Liberal Democrats	
Green	
Independent	
Scottish National Party	
Plaid Cymru	
Other – please specify	

What are the opportunities and risks in the political situation?

Were there any issues flagged by your most recent inspection?

Any comments on the ward political structure and situation, etc

Local Context Recording Sheets continued

Local cultural context (at the geographic level that PB is taking place)

What local cultural factors may impact on the process?

	Red	Amber	Green
Diverse communities getting on well with each other (good community cohesion)	☐	☐	☐
Close knit communities (strong communities)	☐	☐	☐
Significant in and/or out migration (levels of stability)	☐	☐	☐
Particular local cultural practices	☐	☐	☐
Other (please specify)			

What is the percentage of people who feel they get on well with each other as measured by your most recent local household survey (National Indicator 1 for England)?

Are there locally significant holidays, religious or cultural observances that need to be considered?

Is there a strong local cultural heritage?

Has immigration or emigration significantly impacted your area?

Is there a high level of integration between those from different religious or cultural backgrounds?

What are the opportunities and risks in the cultural situation?

What are the local population statistics in terms of ethnicity, religion, age, sexuality, disability, and other diversity factors?

Local area population diversity statistics - please provide to the lowest relevant spatial level where possible:

Total local population figure

Gender

Ethnicity

Religion

Disability

Sexuality (if collected)

Local Context Recording Sheets continued

Local geographic context

Please provide information to the lowest relevant area for the PB process taking place, where available.

Is your area rural or urban or a mixture?

- ☐ Urban
- ☐ Rural
- ☐ Mixed
- ☐ Other

How might your geographic situation impact on the process?

Are you working with different tiers of local government on the process?

- ☐ Town, parish & community councils
- ☐ District councils
- ☐ County councils
- ☐ Unitary councils in partnership
- ☐ Other partners such as police, NHS, housing associations etc
- ☐ Other, please specify

What is the area's ranking in terms of multiple deprivation (as measured by the indices of deprivation, where relevant)? How much of a factor is deprivation in your area?

What are the opportunities and risks in the geographical situation?

Local Context Recording Sheets continued

Community involvement and activism

Please provide the information to the lowest relevant area for the PB process, where possible.

How many community and voluntary groups are operational in the area? Include unconstituted and resident groups.

- ☐ 0-10
- ☐ 11-30
- ☐ 31-50
- ☐ 51-100
- ☐ Over 100

What is the level of volunteering in the area (as per the recent household survey – if the information exists at the level of the PB process, please use this)?

- ☐ 0-15% of total population
- ☐ 16-30%
- ☐ 31-50%
- ☐ Over 50%

Which are your main 'hard to engage' groups of people? Is there any existing engagement happening with them – perhaps by the local third sector or another statutory partner or department? How might that impact on your process?

Are there any local 'gatekeepers' who are keen to be involved but might be concerned about opening the process out to the whole community?

Is there any other locally relevant information about community involvement and activism in the area?

Aims & Objectives Recording Sheet

Help Print Go to Contents Page

Stakeholder	**Your vision for the project**	**Your aims for project**	**Your objectives** (these should be achievable to the scale of the project)	**Your expectations & timescales for achieving objectives**	**Motivation** (why are you involved?)	**How will you know when you have achieved your objectives? What measures or targets would you use?**	**Have your aims changed from previous cycle (where relevant)?**
Organiser	That the community will be strong, cohesive and resilient	Community will be more empowered to ensure it gets what it needs and	• Increase %age of participants who feel they can influence decisions in their area • Increase in participants levels of volunteering • Increase in %age of participants who feel they get on well with others in their area	Within 2 years of starting project	Because I want to see strong and resilient communities who are able to work with services to tailor them to what they need.	I would use a baseline either from the Place Survey or from existing community consultation information and follow up with participant satisfaction survey, stakeholder and funded projects surveys.	N/A - first time of doing process.

Aims & Objectives Recording Sheet continued

Help Print Go to Contents Page

Stakeholder	**Your vision for the project**	**Your aims for project**	**Your objectives** (these should be achievable to the scale of the project)	**Your expectations & timescales for achieving objectives**	**Motivation** (why are you involved?)	**How will you know when you have achieved your objectives? What measures or targets would you use?**	**Have your aims changed from previous cycle (where relevant)?**

Stakeholder Buy-in Tool

Help Print Go to Contents Page

Part 1 To be filled in by steering group

Date completed:

Type of stakeholder	Date this stakeholder became involved (N/A if not yet involved)	Action taken to involve this stakeholder to date?	Initial response	Action needed to involve this stakeholder?
Organisers				
Council officers				
Other statutory services				
Other partner organisations				
Local VCS				

Stakeholder Buy-in Tool continued

Part 1 To be filled in by steering group

Date completed:

Type of stakeholder	Date this stakeholder became involved (N/A if not yet involved)	Action taken to involve this stakeholder to date?	Initial response	Action needed to involve this stakeholder?
Resident steering group members				
Participants				
Wider community				
Successful and unsuccessful projects / services				
Councillors: Local Executive				

Stakeholder Buy-in Tool continued

Part 1 – Other relevant local stakeholders

Date completed:

Type of stakeholder	Date this stakeholder became involved (N/A if not yet involved)	Action taken to involve this stakeholder to date?	Initial response	Action needed to involve this stakeholder?

Stakeholder Buy-in Tool continued

Part 2 To be filled in by evaluation team

Date completed:

Type of stakeholder	Role played during the process	How does this stakeholder feel at the end of the process?
Organisers		
Council officers		
Other statutory services		
Other partner organisations		
Local VCS		

Stakeholder Buy-in Tool continued

Part 2 To be filled in by evaluation team

Date completed:

Type of stakeholder	Role played during the process	How does this stakeholder feel at the end of the process?
Resident steering group members		
Participants		
Wider community		
Successful and unsuccessful projects / services		
Councillors: Local Executive		

Stakeholder Buy-in Tool continued

Part 2 – Other relevant local stakeholders

Date completed:

Type of stakeholder	Role played during the process	How does this stakeholder feel at the end of the process?

Process Planning Tool

Help Print Go to Contents Page

	To complete in initial steering group session		To complete during process/at end by evaluation team or steering group	
Stage in process	**Planning - what do you plan to include at each stage?**	**Who is involved, include comparison diversity statistics**	**What happened**	**Any reflections**
Project design including • Stakeholder buy-in • Identifying a pot of money • Setting up a steering group	How will you get buy in? What money are you using? Who is in the steering group - is anyone missing?			
Engaging the community and building capacity	How will you engage the community - what communications/ marketing/ networking will you do?			
Setting priorities and proposing projects	Are the local priorities already determined by local plans or by services? Or will you include a stage where the community sets the priorities and proposes solutions?			
Shortlisting projects	How will you shortlist? What criteria will you use? Who will shortlist?			

Process Planning Tool continued

	To complete in initial steering group session		To complete during process/at end by evaluation team or steering group	
Stage in process	**Planning - what do you plan to include at each stage?**	**Who is involved, include comparison diversity statistics**	**What happened**	**Any reflections**
Deliberation & voting	Will you include a deliberation aspect to voting? Will it be facilitated? What voting method will you use?			
Commissioning and scrutinising projects	How will you commission successful projects? What scrutiny is in place to ensure money is spent well and project on track?			
Evaluation and learning	What evaluation approach will you take (may not be able to answer until you've completed capacity map)? How will you share learning? Who will benefit from the evaluation? Who will you share it with?			

Process Planning Tool continued

Simplified PB project cycle

This is a brief overview of a generic PB process. We have developed a matrix showing minimum standards and good practice for each stage in the cycle. These can be found in Section B of Participatory Budgeting in the UK - A toolkit, Second Edition.

Identifying Evaluation Audiences Tool

Audience	Broadly supportive (✔) or broadly sceptical (✘)?	Reasons for support or doubts	Known targets (if applicable) or aims	Evidence they are likely to want about the PB process	Involved in the process? Yes or no?	Involved in the evaluation? Yes or no?
	☐ ☐				yes ☐ no ☐	yes ☐ no ☐
	☐ ☐				yes ☐ no ☐	yes ☐ no ☐
	☐ ☐				yes ☐ no ☐	yes ☐ no ☐
	☐ ☐				yes ☐ no ☐	yes ☐ no ☐
	☐ ☐				yes ☐ no ☐	yes ☐ no ☐
	☐ ☐				yes ☐ no ☐	yes ☐ no ☐

Capacity Map Tool

Complete with steering group to identify what capacity you have and what is missing

Time

Skills

Money

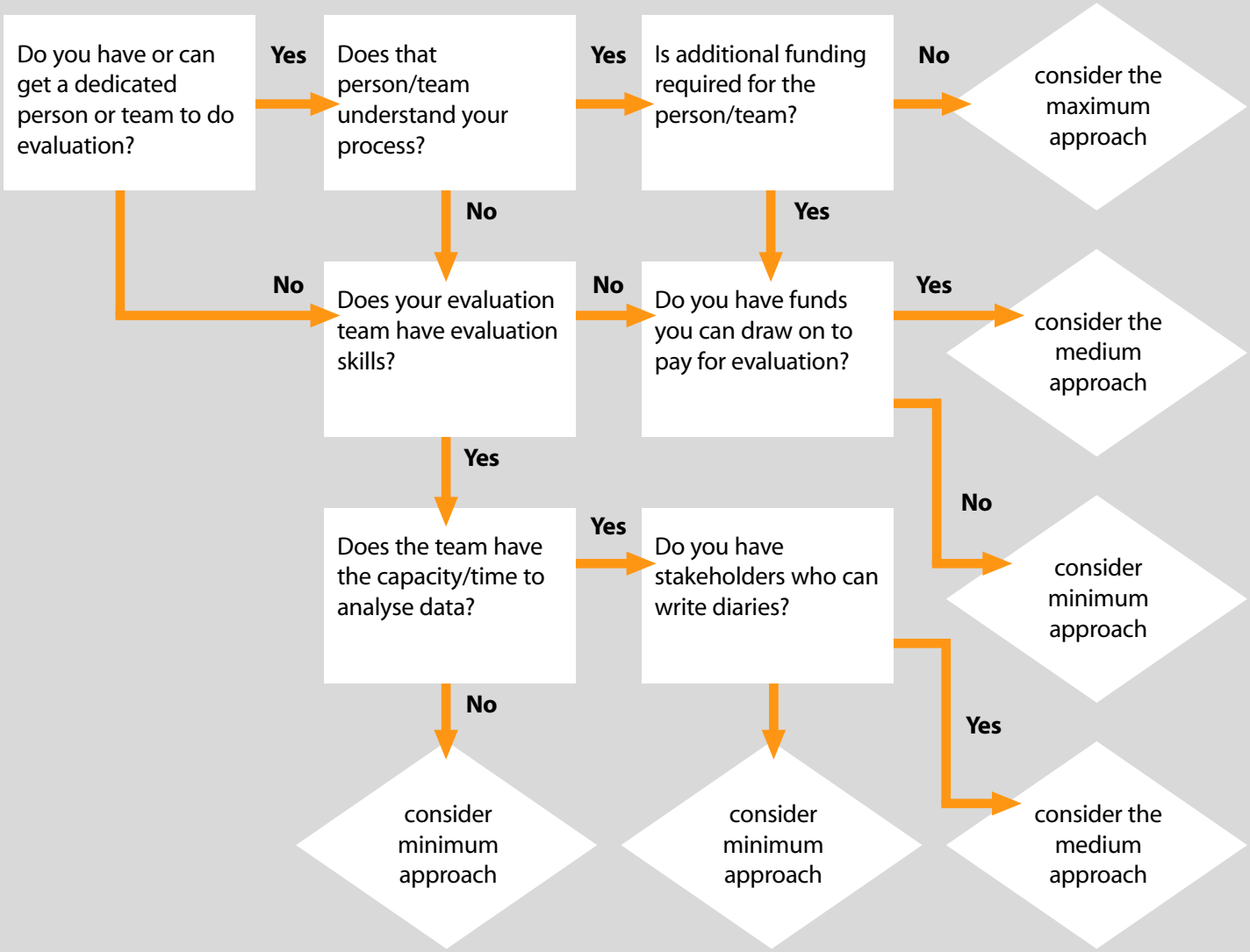
Additional resources

Evaluation Team Planning Tool

Identifying which evaluation approach to take

Once the steering group has completed the capacity map and identified the members of the evaluation team, the evaluation team can use this flowchart to help identify which approach to take to evaluation: minimum, medium or maximum.

The flowchart is meant as a guide only as every local situation is different. The flowchart is designed to help you consider various aspects of the capacity map and select the appropriate evaluation approach based on the capacity that you have. However other local factors may impact on the evaluation which cannot be captured in a generic tool, and these should be considered also.



Evaluation Design Tool

Local aims

Aims Use your local aims as identified in the 'aims and objectives tool' here	**Evidence to collect** Some suggestions - you may wish to add others	**Suggested tools** (note any relevant existing data collection processes here to ensure you do not duplicate)	**Who is responsible for data collection?**	**When will data collection take place?**	**Who is responsible for data analysis?**	**When will data analysis take place?**
	Household surveys Local Crime reports Local Heath statistics Other community consultations/surveys etc Inspection data Indices of deprivation data Service specific data e.g. recycling rates Adult skills and learning data Worklessness data Other					

Evaluation Design Tool continued

National aims

Aims choose the aims relevant to you, delete those not applicable. Refer to the PBU's values, principles & standards.	**Evidence to collect** Some suggestions - you may wish to add others	**Suggested tools** (note any relevant existing data collection processes here to ensure you do not duplicate)	**Who is responsible for data collection?**	**When will data collection take place?**	**Who is responsible for data analysis?**	**When will data analysis take place?**
Outcomes of funded projects / services	Views of applicants on the process	Funded projects/ services questionnaire				
	Number of volunteers involved in PB funded activities	Funded projects/ services questionnaire				
	Community projects/ services delivered	Funded projects/ services questionnaire				
	Improved connections to other groups	Funded projects/ services questionnaire				
	Money spent differently as a result of PB (services only)	Funded projects/ services questionnaire				

Evaluation Design Tool continued

Local Ownership

Aims	Evidence to collect Some suggestions - you may wish to add others	Suggested tools (note any relevant existing data collection processes here to ensure you do not duplicate)	Who is responsible for data collection?	When will data collection take place?	Who is responsible for data analysis?	When will data analysis take place?
Local Ownership Involve people affected by PB in decisions about PB processes and projects ■ Ensure local representation is supported by the wider community ■ Encourage individuals and communities - particularly those traditionally marginalised or excluded - to participate	Who is involved in: ■ setting budget priorities ■ identifying projects ■ the steering group	Statistics recording sheets Steering group sheet				
	Representativeness of those involved (of the local community)	Compare process statistics with local area statistics				
	Reasons for participation in the process	Diaries Voter feedback form Stakeholder questionnaire Funded project / services questionnaire				

Evaluation Design Tool continued

Direct Involvement

Aims	Evidence to collect Some suggestions - you may wish to add others	Suggested tools (note any relevant existing data collection processes here to ensure you do not duplicate)	Who is responsible for data collection?	When will data collection take place?	Who is responsible for data analysis?	When will data analysis take place?
Direct Involvement ■ Promote direct involvement of communities in PB processes particularly in budget decisions ■ Provide and promote training, development or capacity-building that support direct community involvement	Take-up of capacity-building opportunities offered (e.g. application form support, presentation training, budget literacy training) - include reasons for level of take-up	Diaries 'After voting' focus group Stakeholder questionnaire Voter feedback forms				
	Participants experience of their involvement - do they feel directly involved?	Voter feedback form				

Evaluation Design Tool continued

Support for representative democracy

Aims	Evidence to collect Some suggestions - you may wish to add others	Suggested tools (note any relevant existing data collection processes here to ensure you do not duplicate)	Who is responsible for data collection?	When will data collection take place?	Who is responsible for data analysis?	When will data analysis take place?
Support for representative democracy ■ Promoting and supporting representative democracy ■ Developing both representative and participatory models to work alongside each other	Number of councillors involved and nature of their involvement	Statistics recording sheets Stakeholder buy-in tool Stakeholder questionnaire				
	Quality of (and changes to) relationships between participants and councillors	Diaries 'After voting' focus group Voter feedback forms Stakeholder questionnaire				
	Councillors' experience of the process	Diaries Stakeholder questionnaire				

Evaluation Design Tool continued

Mainstream Involvement

Aims	Evidence to collect Some suggestions - you may wish to add others	Suggested tools (note any relevant existing data collection processes here to ensure you do not duplicate)	Who is responsible for data collection?	When will data collection take place?	Who is responsible for data analysis?	When will data analysis take place?
Mainstream Involvement ■ Promote PB models where mainstream funding is used and repeated annually ■ Promote the community capacity-building needed for good decision-making on mainstream budgets	Participants and other stakeholders' views on increased community capacity for decision-making	Voter feedback forms Stakeholder questionnaire Diaries 'After voting' focus group				
	Extent of expressions of commitment to increased mainstream spending	Stakeholder questionnaire Purpose and goals exercise (if used annually)				

Evaluation Design Tool continued

Accessibility

Aims	Evidence to collect Some suggestions - you may wish to add others	Suggested tools (note any relevant existing data collection processes here to ensure you do not duplicate)	Who is responsible for data collection?	When will data collection take place?	Who is responsible for data analysis?	When will data analysis take place?
Accessibility ■ Make processes accessible for all involved ■ Recognise and remove barriers to full and effective participation ■ Promote PB events widely and appropriately	Participants' views on the venue / presentations or other input / publicity	Voter feedback forms				
	Representativeness of participants / voters	Statistics recording sheets				
	Numbers of young people involved, and their views on their involvement	Voter feedback forms Diaries				

Evaluation Design Tool continued

Transparency

Aims	Evidence to collect Some suggestions - you may wish to add others	Suggested tools (note any relevant existing data collection processes here to ensure you do not duplicate)	Who is responsible for data collection?	When will data collection take place?	Who is responsible for data analysis?	When will data analysis take place?
Transparency ■ Have open and clear processes ■ Involve communities in scrutiny of PB-funded projects or programmes ■ Provide full and open information on all public budgets	Participants' views of the process	Voter feedback forms				
	Nature of residents' involvement in scrutiny (and numbers involved)	Statistics recording sheets Diaries				
	Participant (and wider community) awareness of relevant budget information	Voter feedback forms				

Evaluation Design Tool continued

Deliberation

Aims	Evidence to collect Some suggestions - you may wish to add others	Suggested tools (note any relevant existing data collection processes here to ensure you do not duplicate)	Who is responsible for data collection?	When will data collection take place?	Who is responsible for data analysis?	When will data analysis take place?
Deliberation ■ Take part in a wide-ranging debate as an integral part of PB ■ Support practices that promote thoughtful consideration ■ Support participative democracy	Who is involved in deliberation; when and where does it take place?	Diaries 'After voting' focus group				
	Number of participants actively involved in deliberation	Diaries Voter feedback forms				
	Participants views' of deliberative elements of the process	Voter feedback forms				
	Quality of deliberation: evidence of positive outcomes from deliberation, e.g. changed views or sharing of information (n.b. stakeholders need to agree what constitutes constructive deliberation in order to collect this evidence)	Diaries 'After voting' focus group - especially if deliberation facilitators are present at this session)				

Steering Group Recording Sheet

Please fill this in during or after the first meeting of the steering group, for each group member.

Name	Job title and organisation	how and why they were they appointed to steering group	Have they previously been involved in a similar role?	Statistics: include age, gender, ethnicity, religion, disability

Stakeholder Diary how to use it

How to use the diary

- Use the diary for any event you go to, whether it's a steering group meeting, a presentation planning session, the voting event itself, or even a phone call that seems important. You may not always need to fill in all parts of the diary for each event or conversation.
- The first half of page 1 is for recording the facts of the meeting / event. However, if it is a large event, the evaluation group should be recording attendance. Check with the evaluation team if you are unsure. For regular meetings, such as steering group meetings, it is worth making a note of who was actually there on this occasion. If it is a small occurrence, such as a phone call, make a note of what happened.
- The next four boxes (halfway down page 1 to half way down page 3) are for your observations – *what you see and hear*, not what you think.
- Remember to pay attention to who is speaking – do people of different ages / officers, residents and councillors / experienced activists and so on, experience the process differently? Record who was speaking (in terms of their age, ethnicity, role etc – use names if you know them but remember to record these facts at some point – and to keep this document confidential).
- Try to keep your comments short but specific. Make a note of short quotes if you can. These are really good for the evaluation report.
- The second box on page 3 is for your own thoughts. How did you feel it went? It's also a space for you to record why you think things happened in a particular way. What helped it go well, as well as what caused any problems? And perhaps what you think should be done differently next time.

Stakeholder Diary

Diary number:

Name of diarist

Event/meeting

Date of the event/meeting

Information about the event / meeting

Record here the purpose of the meeting / event / conversation, who organised it, who funded it, etc.

Who was present?

For large or public events such as voting days or roadshows, record your impressions of the participants (for example, how many men and women, what sort of age were participants, the ethnic make-up, etc), as well as your sense of how many people were present

For regular meetings, make a note of the names of people actually present

Remember: note down things you see and hear, who is speaking, and short quotes.

Did anything happen that suggests people are learning through the process?

This might be learning about council structures / how to influence etc, learning about the community or learning about better ways of involving people. It could be increased skills and confidence - in making presentations, taking part in discussions or in dealing with community members.

It might be councillors, officers or residents doing the learning.

Did anything happen that suggests relationships between residents / councillors / officers have changed as a result of this PB process?

You might notice increased trust, improved knowledge of other people's roles or of local communities and / or better understanding of the reasons behind things that previously caused tension.

Stakeholder Diary continued

Observations

Did you notice any other positive outcomes or benefits of the process?

This could be all sorts of things, from residents deciding to get more involved in their communities or in local decision-making to officers improving how the council works outside the PB system. It could be increased confidence (or residents, officers or councillors); it could be the fact that people are having fun! Or anything else that you notice…

Did anything happen that suggest there are problems with the process?

This might be to do with bureaucratic council systems, some people finding it difficult to share power they are used to having, or disagreements over how the process should work or who should be doing what. It could be that there are sections of the community missing (young people for example). Make a note of anything that seems to be stopping the process from working as well as it should.

***Your* experience of this event / meeting**

How do YOU feel this meeting or event has gone?

Why do you feel that way?

What do you think are the reasons for the things you have observed?

(E.g. What has helped people learn? What has caused particular problems?)

Stakeholder Diary continued

Spoken diary

Ring the diary answerphone / use your Dictaphone to record your impressions of the process after each event or meeting you are involved in. This might be something formal, or it might just be a conversation that strikes you as important.

1 Start by saying your name and your diary number.

2 What event, meeting or conversation are you talking about?

3 What was the date of the event, meeting or conversation (not the date today)?

4 If it's a one-off event or conversation, what was its purpose? How did it come about?

There is no need to answer this question every time for regular meetings

5 Who was present?

For large or public events such as voting days or roadshows, what were your impressions of the participants (for example, how many men and women, what sort of age were they, the ethnic make-up, etc)? How many people do you think were present?

For regular meetings, who was actually there?

6 Did anything happen that suggests people are learning through the process?

This might be learning about council structures / how to influence etc, learning about the community or learning about better ways of involving people. It could be increased skills and confidence - in making presentations, taking part in discussions or in dealing with community members.

It might be councillors, officers or residents doing the learning.

7 Did anything happen that suggests relationships between residents / councillors / officers have changed as a result of this PB process?

You might have noticed increased trust, improved knowledge of other people's roles or of local communities and / or better understanding of the reasons behind things that previously caused tension.

8 Did you notice any other positive outcomes or benefits of the process?

This could be all sorts of things, from residents deciding to get more involved in their communities or in local decision-making to officers improving how the council works outside the PB system. It could be increased confidence (or residents, officers or councillors); it could be the fact that people were having fun! Or anything else that you noticed…

9 Did anything happen that suggest there are problems with the process?

This might be to do with bureaucratic council systems, some people finding it difficult to share power they are used to having, or disagreements over how the process should work or who should be doing what. It could be that there were sections of the community missing (young people for example). Mention anything that seems to be stopping the process from working as well as it should.

10 How do YOU feel this meeting or event has gone? Why do you feel that way?

11 What do you think are the reasons for the things you have noticed?

For example, what has helped people learn? Or what has caused particular problems?

Participant Satisfaction Questions

Which neighbourhood do you live in?

tick one box

- Neighbourhood a ☐
- Neighbourhood b ☐
- Neighbourhood c ☐
- Other (specify) _____

How long have you lived in the _____ area?

tick one box

- 1-2 years ☐
- 3-5 years ☐
- 6-10 years ☐
- 11-20 years ☐
- 21 years or more ☐

How strongly do you feel you belong to your immediate neighbourhood?

tick one box

- Very strongly ☐
- Fairly Strongly ☐
- Not Very strongly ☐
- Not at all strongly ☐
- Don't Know ☐

Overall, how satisfied or dissatisfied are you with your local area as a place to live?

tick one box

- Very Satisfied ☐
- Fairly satisfied ☐
- Fairly dissatisfied ☐
- Very dissatisfied ☐
- Neither ☐

Do you agree or disagree that you can influence decisions affecting your local area?

tick one box

- Definitely agree ☐
- Tend to agree ☐
- Tend to disagree ☐
- Definitely disagree ☐
- Don't know ☐

Do you feel more or less able to influence decisions affecting your local area after today?

tick one box

- A lot more able to influence decisions ☐
- Able to influence decisions a bit more ☐
- No change ☐
- Less able to influence decisions ☐
- Don't know ☐

Do you think it is important that communities have a say on how money is spent in your area?

tick one box

- Yes ☐
- No ☐
- Don't know ☐

Have you found out more about your neighbourhood as a result of participating today?

tick more than one box (if applicable)

- Yes I met new people who live in the area
- Yes I found out about local groups in the area
- Yes I know more about what's happening in the area
- Yes I found out more about how decisions are made in the area and/or about council/public service processes
- No I found out nothing I didn't already know

How involved are you in your community already (not just this event)?

tick more than one box (if applicable)

- Yes I attend residents groups or local meetings
- Yes I am a member/run of a local organisation
- Yes I volunteer with a local organisation
- No Not involved
- ☐ Don't know

Participant Satisfaction Questions continued

Have you enjoyed attending today's event?

tick one box

- Yes ☐
- No ☐
- Don't know ☐

What did you enjoy the most?

What did you enjoy the least?

Has today's event given you any ideas on how to improve your community?

tick one box

- Yes ☐
- No ☐
- Don't know ☐

If this event was to be repeated next year do you think you would like to be involved?

tick one box

- Yes ☐
- No ☐
- Don't know ☐

If YES, how would you like to be involved?

tick more than one box (if applicable)

- Steering group member ☐
- Setting priorities and suggesting projects ☐
- Voting and discussing projects ☐
- Applying for funding for a project ☐

Any other comments

Budget Bingo Evaluation

Cross a box if any of these things happen today!

Please tell us what you think. Use the empty boxes or the back for other comments.

I'm having a good time ☐	**I wouldn't do this again** ☐	**I asked for something in advance and it's here** ☐	**I'm worried my kids aren't happy** ☐	**The day is well organised** ☐	**The time is going quickly** ☐
I don't like the food ☐	**I feel this is good for our neighbourhoods** ☐	**I'm not happy about voting** ☐	**The day is badly organised** ☐	**I think everything is being done fairly** ☐	**The voting seems quite easy** ☐
I would do this again ☐	**Some of the projects won't be good for the area** ☐	**I fancy getting involved in this sort of thing again** ☐	**I'm not sure what it's all about** ☐	**I wouldn't tell other people about Voice Your Choice** ☐	**I like the venue** ☐
I feel a bit bored ☐	**The ideas could be better** ☐	**All the projects would be good for the area** ☐	**Everything seems to take ages** ☐	**I don't like the venue** ☐	
I find the voting procedure confusing ☐	**I might do this again** ☐	**I'm inspired by what I'm seeing and hearing** ☐	**Everyone can take part** ☐	**My kids are being well looked after** ☐	
I might tell other people about Voice Your Choice ☐	**The food is great** ☐	**I'm not having a good time** ☐	**I don't think the way it's done is fair** ☐	**I would tell other people about Voice Your Choice** ☐	
I feel like I'm having a real say in what will happen where I live ☐	**I asked for something in advance and it isn't here** ☐	**It seems like a waste of time** ☐	**I think it's a good way of getting people involved in their area** ☐	**I'm happy to vote** ☐	

Thanks for telling us what you think of the _____ Voting Event. Would you be willing to let us phone you in the next few weeks to find out more? If so, or if you want to get involved in this sort of thing yourself, please put your name, address and telephone number below.

Name _____ Address _____ Tel _____

Equalities Monitoring Template

What is your gender?

- ☐ Male
- ☐ Female

For each section please tick the appropriate box

What is your Age

- ☐ 16-25
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ 56-65
- ☐ 66+

To which of these groups do you consider you belong to?

White

- ☐ British
- ☐ Irish

Any other White background (please write in)

- ☐ Mixed
- ☐ White & Black Caribbean
- ☐ White & Black African
- ☐ White & Asian

Any other mixed background (please write in)

- ☐ Chinese

Black or Black British

- ☐ Caribbean
- ☐ African

Any other Black background (please write in)

Asian or Asian British

- ☐ Indian
- ☐ Pakistani
- ☐ Bangladeshi

Any other Asian background (please write in)

Other ethnic group (please write in)

Disability:

Do you consider yourself a disabled person as defined by the disability discrimination act?

- ☐ Yes
- ☐ No

What is your religion/belief?

- ☐ None
- ☐ Christian
- ☐ Buddhist
- ☐ Hindu
- ☐ Jewish
- ☐ Muslim
- ☐ Sikh
- ☐ prefer not to say

Any other religion or belief (please write)

How could we improve our services to you?

Thank you for your assistance

Funded Projects Questionnaire

Name **Role**

Organisation

Amount of money received through PB **Date funding was received**

How many people were involved or benefitted from your project or service, whether directly or indirectly?

1 Please give a brief description of the project or part of project funded by the PB process:

2 Did you receive all the money you needed from the PB process or was it match funded?

3 (Remove if this is the first process in the area) Have you previously been awarded funding through a previous PB process? If so, how much and what for?

4 What has been achieved by the funded project to date? Has the project finished or do you anticipate further outputs or outcomes? If so, when do you expect these?

Funded Projects Questionnaire continued

5 What would have happened if you didn't receive the funding? For example, would you have got the funding from elsewhere or would the project not have happened or would it have happened on a different scale or in a different way?

6 Have you received or are applying for funding from elsewhere as a result of being awarded the funding through PB? For example, are you applying for match funding or funding to continue the project or to start another related project? If so, where from and for how much? And what is the funding for?

7 (Remove if for public sector project) Have you had an increase in awareness and/or volunteers with your organisation as a result of the PB process? Have people wanted to get more involved or more keen to find out information about your funded project? If so, if possible, please identify how many people and whether or not they were enquiries/awareness or volunteers.

8 Are you able to estimate the additional time that has been provided to you through the volunteers identified in question 7 (if relevant)? If so, please give a figure below.

Funded Projects Questionnaire continued

9 Have new projects or an expansion of projects or other work resulted from the project that was funded by the PB process? If so, what was it?

10 What do you think of the PB process itself? What did you think was good about it? What could be done better next time? Do you think it's a good way of distributing money?

11 (Remove if a voluntary/community sector project) If money had been provided to your service unallocated, would you have spent the money on the same project/item/service as was chosen by the participants? If not, what would you have spent the money on? Do you think the decision made by the participants was a good one in terms of what was chosen?

12 Which part of the PB process itself had the biggest impact for your project and why?

Thank you for taking the time to complete this.

Stakeholder Questionnaire

Help Print Go to Contents Page

Name **Role**

Organisation

1 What is/was your involvement in the PB process?

2 What did you think of the process? What went well? What could be done better next time? Do you think it's a good way of distributing money?

3 Have you done anything since that you have either done as a direct result of the PB process or you might not have done otherwise? For example, started volunteering, got involved in a project, met new people from the community, understood people's or the community's needs and wants better, had more confidence to go on and do something else?

4 (Remove if not a service provider) How has your service been affected by the PB process? For example, have you altered your mainstream service program at all to reflect the community priorities as identified in the process or have you undertaken projects you may not have done previously as a result of the process?

Stakeholder Questionnaire continued

5 Would you be involved in a PB process again? If so, how would you like to be involved? If not, why not?

6 What did you think about PB before it started or at the start? Have your thoughts or feelings changed about it since? If yes, then what has changed and why do you think that is?

7 Which part of the PB process do you feel had the biggest impact for you and why?

8 How do you feel about evaluation?

Thank you for taking the time to complete this questioinnaire.

Focus Group Questions

Process questions

You may find it helpful to have the process planning tool available from the initial steering group planning meeting at the focus group when discussing these questions as you can refer back to the process plan and see how much actually happened according to plan, and where it didn't – why it didn't.

- How did each stage of the process go? (Look at each stage of your process individually)
- What worked at each stage and why?
- What caused problems?
- What would you improve? And how?
- Structure – what was your decision-making structure like? For example, did the steering group make all the decisions? How did this work?
- What went well? What (and who) was important in helping things go smoothly?
- Were there any problems? What caused them? How can this be improved?
- Were the right people on the group? How were they chosen? Is this the right mechanism for choosing? Is anyone missing? Can this be solved?
- Were there any 'critical incidents'? (Important moments that, looking back, feel like turning points for the better or the worse?) Why were these moments significant?

Evaluation connection: This section links with responses gathered on the participant satisfaction questions, the stakeholder and funded projects/services questionnaires and the diaries.

Democracy outcomes

- What was the quality of the discussion and deliberation during the process? Did it feel like 'good' decision-making? Ask what examples of 'good' decision-making people observed?
- Who was involved in deliberation and decision-making? Was anyone excluded (or missing – for example, young people) at any point in the process?
- Were decisions made collectively, or did one type of participant tend to lead the decision-making?
- Was sufficient information available for people to make informed decisions?
- Did the process make a difference to relationships between officers, residents and councillors? Ask for examples, or 'turning point' moments.
- Did the process help anyone get involved in other areas of local decision-making?
- Did the process have an impact on how other local decision-making structures work? (Do local decision-makers do anything differently as a result of the PB process?)

Community development outcomes

- Capacity building: how did any training opportunities go? What was the level of take-up? Why do people think this was? Ask for examples of success stories or of particular problems.
- Individual development: has the process made a difference to steering group members or participants? In what ways? Ask for examples.
- Connections between groups: are there any examples of better links between local groups as a result of the process?

Service provision outcomes

These questions may be a bit early at the focus group to provide meaningful answers, however, it has been included because it may be helpful to get some initial comments which can then be compared with the questionnaire answers at a later date.

- Ask for examples of services / projects funded by the process, and what difference people think they will make.
- Ask if people think these things would have happened without the process.

Motivation

This section links with the aims and objectives set out by the steering group in the initial planning meeting. It may be helpful to have the tool available in the focus group for people to refer to when considering these questions.

Ask each person present to finish with a sentence or two about their own experience:

- Why were you involved, and what did you personally get out of it?
- Would you do it again?

Qualitative Data Analysis Tables

Residents' skills

Data	Diaries or other sources mentioning this issue (list diary numbers here)	Specific examples	Quotes
Resident learning about council structures			
Resident learning about how to influence			
Increased resident skills and confidence			

Qualitative Data Analysis Tables continued

Officers' skills

Data	Diaries or other sources mentioning this issue (list diary numbers here)	Specific examples	Quotes
Officer learning about the community			
Officer learning about how to engage people better			
Increased officer skills and confidence			

Qualitative Data Analysis Tables continued

Councillors' skills

Data	Diaries mentioning this issue (list numbers here) Other sources mentioning this issue (e.g. after voting eval focus group)	Specific examples	Quotes
Increased councillor knowledge of the community			
Councillors engaging with local people more			
Councillor skills enhanced			

Qualitative Data Analysis Tables continued

Relationships

Data	Diaries or other sources mentioning this issue (list diary numbers here)	Specific examples	Quotes
Better relationships between officers and residents			
Better relationships between councillors and residents			

Qualitative Data Analysis Tables continued

Decision making

Data	Diaries or other sources mentioning this issue (list diary numbers here)	Specific examples	Quotes
Good decision-making			
Issues with decision-making			

Qualitative Data Analysis Tables continued

Community development

Data	Diaries or other sources mentioning this issue (list diary numbers here)	Specific examples	Quotes
Community capacity-building			
Individual development			
Connections between community groups			

Qualitative Data Analysis Tables continued

Positive outcomes as a result of the PB process

Data	Diaries or other sources mentioning this issue (list diary numbers here)	Specific examples	Quotes
New or different services provided through the process			
Other positive outcomes within the community			
Other positive outcomes within the council / other public bodies			

Qualitative Data Analysis Tables continued

Negative outcomes

Data	Diaries or other sources mentioning this issue (list diary numbers here)	Specific examples	Quotes
Lack of representative ness			
Disagreements about the process			
Council bureaucracy			
Issues with power sharing			

Qualitative Data Analysis Tables continued

Views and motivation

Data	Diaries or other sources mentioning this issue (list diary numbers here)	Specific examples	Quotes
Resident motivations			
Resident views on the process			
Officer motivations			
Officer views on the process			
Councillor motivations			
Councillor views on the process			

Qualitative Data Analysis Tables continued

Data	Diaries or other sources mentioning this issue (list diary numbers here)	Specific examples	Quotes

Participatory Budgeting
Self-Evaluation Toolkit

Further information

If you'd like to get in touch about this toolkit, or request some support or advice on evaluation, please contact us on the details below:

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