

## Application Form

### PART 1: BASIC DATA

#### Experience data (complete the information below in a clear and concise manner)

<b>Title of the experience:</b> Participatory Democracy of the Pupil Equity Funding in South Lanarkshire Council		
<b>Name of the city or region:</b> South Lanarkshire Council		
<b>Inhabitants of the city or territory</b> 146 out of 148 South Lanarkshire Council schools		
<b>Country:</b> Scotland		
<b>Institution presenting the candidacy</b> (name of the municipality, department, government, institution leading the candidate experience): South Lanarkshire Council Education Resources		
<b>Website of the experience or institution:</b> <a href="http://www.southlanarkshire.gov.uk">www.southlanarkshire.gov.uk</a>		
<b>Profiles in social networks of the experience or the institution:</b> Twitter - @SLCEquity and @SouthLanCouncil		
<b>Start date of the experience:</b> May 2021		
<b>End date of the experience</b> (if operational, indicate "ongoing"): ongoing		
<b>Budget of the experience</b> (indicate the budget of the experience or the resources mobilized for its development and implementation): 5% of Pupil Equity Funding, equating to £0.430m.		
<b>Type of candidacy</b> (Mark with an X in the right column)	New experience	X
	Innovation on an existing experience	
	Continuity of an experience	
<b>Type of experience</b> (Mark with an X in the right column) (you may choose more than one)	Participatory budgeting	X
	Participatory planning	
	Standing council	
	Workshop/meeting for diagnosis, monitoring, etc.	

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	Public Hearing/Forum		
	Poll/referendum		
	Assemblies / Citizen juries / Deliberation spaces		
	E-government/Open government/Digital platforms		
	Citizen initiative		
	Other (specify):		
<b>Objective of the experience</b> (Mark with an X in the right column) (you may choose more than one)	To achieve higher levels of equality in terms of participation		
	Including diversity as a criterion for inclusion		
	Community empowerment		
	To empower non-organised citizens		
	To increase citizen's rights in terms of political participation		X
	To connect different tools of participation within a participatory democracy "ecosystem"		
	To improve the effectiveness and efficiency of the mechanisms of participatory democracy		
	To improve the quality of public decision-making through the mechanisms of participatory democracy		X
	To improve the evaluation and accountability of the mechanisms of participatory democracy		
<b>Territorial area</b> (Mark with an X in the right column)	All the territory	Local	X
		Regional	

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(you may choose more than one)	District	
	Neighbourhood	
<b>Thematic area</b> (Mark with an X in the right column) (you may choose more than one)	Governance	
	Education	X
	Transport	
	Urban management	
	Health	
	Security	
	Environment/Climate change and/or urban agriculture	
	Civic associations, grassroots and new social movements.	
	Culture	
	Housing	
	Job creation	
	Decentralization	
	Local development	
	Training/learning	
	Economy and/or finances	
	Legal regulations	
	Social inclusion	
	All	

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	Other (write the topic)	
<b>Sustainable Development Goals (SDG) associated with the practice</b> <i>Mark with an X in the right column (more than one option can be chosen)</i> <i>You can also add the specific target</i>	SDG 1 - No poverty	X
	SDG 2 - Zero hunger	
	SDG 3 - Good health and well- being	X
	SDG 4 - Quality education	X
	SDG 5 - Gender equality	
	SDG 6 - Clean water and sanitation	
	SDG 7 - Affordable and clean energy	
	SDG 8 - Decent work and economic growth	
	SDG 9 - Industry, Innovation and Infrastructure	
	SDG 10 - Reduced inequality	
	SDG 11 - Sustainable cities and communities	
	SDG 12 - Responsible consumption and production	
	SDG 13 - Climate action	
	SDG 14 - Life below water	
	SDG 15 - Life on land	
	SDG 16 - Peace, justice and strong institutions	
	SDG 17 - Partnership for the goals	

**PART 2: DESCRIPTION OF THE EXPERIENCE**

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Fill in the following fields clearly and concisely. You can add links if you consider it appropriate.

### Context

*In a **maximum of 300 words**, it presents the cultural, geographical, historical, institutional and socioeconomic context of the city, the territory in which the experience takes place.*

South Lanarkshire Council is characterised by its diverse geography: 75% of its area is rural and 25% of its area is urban. In saying this, 75% of the population live in urban areas and only 25% reside in rural areas. There are 4 main geographical areas (Cambuslang and Rutherglen, Clydesdale, East Kilbride and Hamilton) with 17 learning communities. Across the 17 learning communities, South Lanarkshire Council has 148 schools - 17 secondary schools, 124 primary schools and 7 additional support needs schools.

20.7% of school-aged learners in South Lanarkshire Council live in areas of highest deprivation as categorised by The Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2.

### Precedents

*Explain the precedents and origins of the experience: if it is the innovation of an existing experience, what are its origins, if it is a new experience, what are the antecedents in participation in your city/municipality/region. You can also indicate if you have been inspired by experiences in other cities/countries. (**maximum 300 words**)*

The Scottish Government and Convention of Scottish Local Authorities made a commitment that at least 1% of local government budgets in Scotland will be subject to participatory democracy by the end of 2021. The 1% target is one of five commitments included in the Scottish Government's [Open Government Partnership](#) national action plan. At the Executive Committee in March 2021, elected members within South Lanarkshire Council agreed that seven areas of service would be subject to participatory democracy within South Lanarkshire Council. The Pupil Equity Funding within South Lanarkshire Council Education Resources was identified as one of those seven areas. It was agreed schools who receive Pupil Equity Funding would put aside a minimum of 5% of their allocation to be subject to participatory democracy, which collectively equates to £0.430m.

### Objectives of the experience

*What is the objective listed in Part 1 that you think is the most important, and indicate other outstanding objectives of the experience (**maximum 100 words**)*

To promote the participation of young people and their families in participatory democracy by involving them in how a portion of their school's Pupil Equity Funding\* should be spent.

\*Pupil Equity Funding is additional funding allocated directly to schools by the Scottish Government and is targeted at closing the poverty-related attainment gap.

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### Methodology

*Describe the methodology of the experience: phases of the process, participation channels*  
(**maximum 300 words**)

- May 2021 – Initial meeting and training with school leaders. School leaders were asked to allocate a minimum of 5% of their Pupil Equity Funding to be subject to participatory democracy.
- June 2021- Schools identified participatory democracy leads to lead this in each school. Schools also identified % of Pupil Equity Funding to be subject to participatory democracy.
- June and August 2021 – 2 training sessions offered to all participatory democracy leads. Training session was recorded and available to all schools for future reference.
- June-August 2021- Each school formulated a participatory democracy stakeholder group comprising of young people, parents/carers and staff. Young people and families affected by poverty were encouraged to be part of this group in each school
- August -September 2021 - Participatory democracy lead in each school trained participatory democracy stakeholder group on participatory democracy process using presentation provided.
- September – October 2021 - Participatory democracy stakeholder group in each school lead rigorous consultation with all stakeholders to gather views on possible ways the funding could be utilised. 3-5 options were decided upon to go out to vote. The participatory democracy stakeholder group marketed and communicated these ideas and launched the vote. All stakeholders (young people, parents/carers and staff) were given the opportunity to vote for their preferred option.
- October 2021 – Result of vote communicated to all stakeholders.
- October 2021 – May 2022 - Participatory democracy stakeholder group lead spend project and reported impact of spend to stakeholders.

Support was provided to schools throughout the process by central team. Good practice was shared on @SLCEquity Twitter feed, participatory democracy leads online portal and through individual school case studies (examples attached) which were shared across all schools.

### Innovation

*Explain what you consider most innovative in the practice. (In a **maximum of 150 words**)*

100% of schools who receive Pupil Equity Funding participated (146 schools). Of those schools, 81% allocated the minimum 5% of the Pupil Equity Funding to be subject to participatory democracy, whilst 19% of schools allocated more than this, with two schools allocating as much as 15% of their Pupil Equity Funding allocation to be subject to participatory democracy. Collectively, the 146 schools allocated £607,136.95, approximately 6% of the £9.9m local authority Pupil Equity Funding Allocation to be subject to participatory democracy.

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Each of the 146 schools formed a Participatory Democracy Stakeholder Group, comprising of pupils, parents, and staff, which ensured the process was truly participative from the start. The Stakeholder Group in each school lead a rigorous consultation process with stakeholders taking a lead in the project from start to finish. All pupils, parents and staff in all 146 schools were given the opportunity to vote and be involved.

### Inclusion

*Point out the importance of including as many groups and diverse populations as possible and how you have achieved it. (In a **maximum of 150 words**)*

As the Pupil Equity Funding should benefit young people and their families affected by poverty, this demographic group were given the opportunity to lead and develop this in their schools. This led to rich discussions about how the funding could be best utilised to help these young people and their families overcome poverty-related barriers to learning and school. Schools were innovative in how they included this demographic group. One secondary school worked with one of their associated primary schools by taking to the streets to gather families' views in one of the outlying local communities. All young people and their families in the 146 South Lanarkshire schools had the opportunity to be involved throughout the process.

### Communication

*What has been the strategy and communication channels of the experience so that the population knows about it and gets involved. (In a **maximum of 150 words**)*

Initial meeting and training with school leaders and identified participatory democracy leads in each school. A participatory democracy online portal and the @SLCEquity Twitter feed provided support for leaders and participatory democracy leads and facilitated the sharing of good practice across the 146 schools. Each of the 146 schools developed their own communication channels within their school community to promote the participatory democracy process. Schools used a range of medium for this, examples include social media marketing/communication; newsletters; websites; outdoor parent coffee sessions; pupil focus groups; Google Forms; use of electronic programmes like Jamboard to gather and communicate stakeholder ideas; QR codes; and wall displays for hands-on voting for younger children.

### Articulation with other actors

*It explains how the experience was articulated with different actors and simultaneous or pre-existing processes. What roles did these participants assume? Explain the degree of success of this joint. (In a **maximum of 150 words**)*

17 secondary schools, 122 primary schools and 7 additional support needs schools have worked in partnership with central South Lanarkshire Council staff to lead participatory democracy in their schools. Schools with Youth Family Community Learning Officers and Barnardo's workers involved these staff in the process to maximise participation across each stakeholder group. Some schools worked with local organisations when implementing

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the agreed projects following the votes. For example, one secondary school sourced support from a local company who provided materials and supported a group of young people to build the outdoor seating, which stakeholders voted for. These young people will receive an additional Scottish Credit and Qualifications Framework certified qualification due to their involvement in this participatory democracy work.

### Evaluation:

*What evaluation mechanisms have been implemented? Develop whether citizenship has participated in the evaluation of the practice (In a **maximum of 300 words**)*

Variable	Unit of measurement	Result
Pupil Equity Funding allocated to participatory democracy	Amount of money allocated	£607,136.95, approximately 6% of the £9.9m local authority Pupil Equity Funding Allocation
Projects designed and implemented by young people and their families	Number and percentage of schools involved, and projects executed	146 projects implemented in 146 schools. 100% of schools who receive Pupil Equity Funding involved.
Young People trained in participatory democracy and who lead participatory democracy in their school through the participatory democracy stakeholder group	Number of young people	2084 young people
Parents/carers trained in participatory democracy and who lead participatory democracy in their school through the participatory democracy stakeholder group	Number of parents/carers	1145 parents/carers
Young people who voted and had their say	Number of young people	27,972 young people
Parents/carers who voted and had their say	Number of parents/carers	9,689 parents/carers
Staff who voted and had their say	Number of staff	3806 staff



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In addition to the general indicators mentioned above, indicators with more specific information and other qualitative tools for program evaluation and follow-up have been generated:

- **Specific indicators:** Each school identified their own specific measure of impact for their participatory democracy project, examples can be found in the case studies attached.
- **Qualitative tools:** Feedback questionnaire to all schools and interviews with young people, parents/carers and staff were used - examples of views gathered can be found in the case studies attached.

### Impacts and results

*Describe the impacts and results of the process. How many people have participated, and which are their profiles. What have been the impacts on public policies, on the functioning of the administration and on citizens. (In a **maximum of 300 words**)*

For the first time, 146 schools (100% of schools who receive Pupil Equity Funding) have allocated a minimum of 5% of their Pupil Equity Funding to be subject to participatory democracy. This equates to £607,136.95, approximately 6% of the £9.9m local authority Pupil Equity Funding Allocation. 2084 young people and 1145 parents/carers were trained in participatory democracy and lead this within their school communities. All young people and their families in the 146 schools had the opportunity to be involved throughout the process. 27,972 young people, 9689 parents/carers and 3806 staff voted as part of the process. 90% of schools reported participatory democracy increased citizen participation in their school. 146 projects designed by young people and their families, which focused on closing the poverty-related attainment gap have been implemented. Each school has their own aims for their project, which are used to report impact. One secondary school had a record number of pupils and parents participate, and as a result will commit more money than the minimum required to participatory democracy next year. This school's project focused on improving the uptake of free school meals. They had 51 young people who did not use their free-school meal entitlement at the start of the project and have reduced this to just 3 young people. In another secondary school, a group of pupils received an additional Scottish Credit and Qualifications Framework certified qualification due to their involvement in this work. One primary school project focused on creating outdoor family learning workshops to improve engagement of young people and their families. One parent, who previously did not engage with the school became involved with participatory democracy becoming part of the participatory democracy stakeholder group. This parent has now enrolled in college to become a school support assistant and is fully engaged in school life.

## PART 3: EXPERIENCE SUMMARY

*A summary of the experience: origin, objectives, operation, results, monitoring and evaluation (Do not hesitate to repeat aspects that have already been written before, this summary is the one that will be shared on the digital platform for open evaluation and in the publication of the award). (In a **maximum of 500 words**)*

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The project based in South Lanarkshire Council aimed to promote the participation of young people and their families in participatory democracy by involving them in how a portion of their school's Pupil Equity Funding should be spent. Pupil Equity Funding is additional funding allocated directly to schools by the Scottish Government and is targeted at closing the poverty-related attainment gap. All schools who receive this funding, were asked in May 2021 to allocate a minimum of 5% to be subject to participatory democracy.

100% of schools who receive Pupil Equity Funding participated (146 schools). Of those schools, 81% allocated the minimum 5% of the Pupil Equity Funding to be subject to participatory democracy, whilst 19% of schools allocated more than this, with two schools allocating as much as 15% of their Pupil Equity Funding allocation to be subject to participatory democracy. Collectively, the 146 schools allocated £607,136.95, approximately 6% of the £9.9m local authority Pupil Equity Funding Allocation to be subject to participatory democracy.

Each of the 146 schools formed a Participatory Democracy Stakeholder Group, comprising of pupils, parents, and staff, which ensured the process was truly participative from the start. The Stakeholder Group in each school lead a rigorous consultation process with stakeholders taking a lead in the project from start to finish. schools developed their own communication channels within their school community to promote the participatory democracy process.

2084 young people and 1145 parents/carers were trained in participatory democracy and lead this within their school communities. All young people and their families in the 146 schools had the opportunity to be involved throughout the process. 27,972 young people, 9689 parents/carers and 3806 staff voted as part of the process. 90% of schools reported participatory democracy increased citizen participation in their school. 146 projects designed by young people and their families, which focused on closing the poverty-related attainment gap have been implemented.

Each school has their own aims for their project, which use to report impact. One secondary school had a record number of pupils and parents participate, and as a result will commit more money than the minimum required to participatory democracy next year. This school's project focused on improving the uptake of free school meals. They had 51 young people who did not use their free-school meal entitlement at the start of the project and have reduced this to just 3 young people. In another secondary school, a group of pupils received an additional Scottish Credit and Qualifications Framework certified qualification due to their involvement in this work. One primary school project focused on creating outdoor family learning workshops to improve engagement of young people and their families. One parent, who previously did not engage with the school became involved with participatory democracy becoming part of the participatory democracy stakeholder group. This parent has now enrolled in college to become a school support assistant and is fully engaged in school life.

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Participatory democracy will continue to evolve next year, as all 146 schools continue to commit to this agenda.