



A diákok költéségvetése

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K-monitor

Democratic experience

in the stone classroom



Report from the Medgyessy High School in Debrecen
completed participation budget



In the 2021/2022 school year, the students of the Medgyessy Ferenc High School, the Secondary School and the Technical School in Debrecen were the participants of a joint selection process that was unusual in Hungary. The majority of the school's students had a say in deciding what the community should spend 350,000 euros on.

The nuts budget is a methodology for participatory budgeting in an in-school or out-of-school nuts budget. The idea is that the people involved in a community project use the funds themselves to make proposals, discuss them and then decide on the programmes or improvements to be implemented.

Methodology of the participatory budget

Lotin started in America in the 1980s. The involvement of residents had a strong democratic leverage, as it gave the inhabitants of poorer neighbourhoods a direct say in the development of their neighbourhoods, which had previously been only influenced by their privileged representatives. In North America and Europe, participatory budgeting first spread at the level of the local government. Here, instead of a bottom-up social reform, the watchwords were civic activism, financial literacy, leadership and social responsibility. Tens of thousands of local people are now sending a proportion of their money to the implementation of the Residents' Initiative, with the aim of ensuring that the widest possible range of residents can participate, including those who cannot vote or can only vote in the first round of elections (homeless people, refugees, foreigners, people under 18).

In recent years, dozens of municipalities in Hungary have launched participatory budgets, in which residents can benefit from up to tens of millions, sometimes hundreds of millions of forints. The age of participation is usually 16 years, with young people in the municipality participating in a riverboat with adults. However, there is no specific youth participation programme for young people, either at municipal level or in the local schools.

The participatory budgeting methodology has been used in school communities in the United States. Here, a part of the school's pivotal participatory budget formed the basis for a programme designed with the involvement of the pupils. The innovation is that young people can gain democratic experience and civic experience, while at the same time bringing to the forefront cultural needs that are not known or considered important by the educational authorities. A good example of this is that while educational institutions spend a lot of money on installing cameras and security staff for the safety of their students, the subjective sense of security of the students is often more effective tools (e.g. an online anti-bullying awareness-raiser), which can then be used to generate more hot ideas. The methodology is based on the fact that school staff are the and their civilian helpers, an operational group of nuts and bolts is heavily involved, planning the steps of the process, participating in the campaign and the implementation.

This was the model used by the Association of Alternative Societies (AKE) in Debrecen and the K-Monitor in Budapest when the United States Budapest
nogykövetségének the first
Hungarian-Russian demonstration of the
method was started with the help of the as
a pilot project. The locally established
AKE community organisations were
participation budget
for methodologists Miklós
Merőnyi (K-Monitor), who works as a
disseminator, and an American mentor,
Madison Rock, coordinator of the Center for
the Future of Arizona, offered their
professional help.

In this article, we will show how the introduction of the nuts in the Medgyessy Gymnasium in Debrecen took place, and what the learning and results of the process were compared to the initial beginnings and the examples from Clfold. We will describe the steps of the processor and its citation point by point, and we will also discuss the results and experiences of the project. As part of the report, we will present the main documents of the programme (leaflets, posters, ballot paper), the visual identity and communication materials used, and the main words used in the promoter's campaign.

Our aim is to share the pilot project's topo-toloto with those who are interested in new methods of nut coating in or outside the classroom. The nuts' approach is not only useful for a single programme within an educational institution, but also for a smaller group of students or, more generally, at the level of a municipality. It can be initiated by teachers, students and NGOs, working with students, organising a programme or providing a service for them, and involving them in the selection, planning and implementation of programme elements. The nuts' budget could be a good complement to a school theme week, a school or thematic programme, a civic 3project, or even the re-design of a youth space at local level.

The methodology of the participatory budgeting is flexible and well adapted. It can be implemented in a single day for small, homogeneous groups of students, but can take up to a whole school year in a large school. Even compared to such more complex projects, however, it would be a step forward to institutionalise participatory learning in peanut sauce. If such specific processes were to be widely adopted and if there were to be more professionals to provide professional assistance to the facilitators, it would be worthwhile to consider, as a future objective, how to formalise the implementation of the nuts and bolts at the municipal level or in the co-curricular level.



The basic condition for this is that the proportion of the programme that **can be** used in an organic way must be provided by some kind of budget (school or municipal budget) and not by ad hoc measures (bundling, collection of donations). Another condition for institutionalisation is that the process should not be a one-off event, repeated year after year, as this would allow conservation to be incorporated and the nut industry to be more deeply involved. However, in the present report we shall confine ourselves to a methodology demonstration of the stone projection of nuts.

Conventions:

Why find the programme?

The nuts and bolts budget offers a real **opportunity**, similar to the one at the municipal level, to **offer** a real financial opportunity at the neighbourhood or school level to young people, through a tailored apprenticeship-education process. There is a growing participatory budgeting process in the world and in our region, at the initiative of the local government or even of citizens, but there is little prospect of a **real, grassroots** involvement of the nuts in the highly focused hozo stone school. This is not to say, of course, that there is not a living link at school level between the development of projects and developments and the link between the nuts, the nut producers and the nuts themselves. However, this is done on a case-by-case basis, informally, and depends to a large extent on the person of the head teacher, for example. A consciously structured, room-by-room process not only **strengthens** trust and a **sense of belonging**, but also allows for deeper reflection and learning about responsibility for belonging, autonomy, the relationship between teacher and students and the role of the school.

"At the level of participation and participation of the local authorities in the actions and measures, we are building a more formal, if democratic, inclusive and pro-active approach."

The Europe Teaches' charter on youth participation begins with this idea, which seems both obvious and utopian. Young people are, like it or not, the new citizens, the new members of the political community. Yet democratic citizenship education, which is highly valued in principle, is bleeding from many wounds.

The results of youth examinations of Hungarian youths in the context of the systemic change are based on low levels of interest, moderate activity and strong distrust in the attitude towards the age group, which does not provide a good basis for the political culture of the participants. The data are not encouraging, and the resulting hyphens will over time add to the problems of managing a democratic political system. Attitudes to social affairs are also gaining ground in the debate on social affairs in schools.

It is telling that the Hungarian education system does not put enough emphasis on either the promotion of the skills needed for a successful life (finance, legal literacy, civic culture, leadership - presentation skills, etc.) or the promotion of related interests (social irony, sense of responsibility, civic curiosity, critical thinking). The problem with civic education, according to many, is that if it is taught, it is not experiential. The gap between didactic knowledge acquisition and time-tested knowledge of the nuts and bolts seems to be almost unbridgeable.

In the accelerated social communication of the twenty-first century, it is now a laughable suggestion that school is the most dominant role in the socialisation of the adult citizen, and the one that can be expected to prepare the students for a life of citizenship. The young person is confronted with the issues of the Internet and the young person's education, but the teacher does not take this into account because it is 'not the right place'.



Yet many found it problematic that democratic topstitolacquisition and civic education was not only hampered by the poor quality of vocational education in the local school system and the poor quality of the science curricula, but also by the poor quality of alternative and private schools.

But we, the initiators of the project presented here, are not octogenarian professionals. We work with civil society, right outside the classroom, to promote these skills and values. We had memories of our years in the co-educational field, but we were not guided by systemic ideas when we became involved in trying out a method that we had learned from inspiring examples from abroad.

Why we kept }ontosnak, to be1evágj unk?

Ágnes Molnár - LFS



"I first met with the New York-based C:ommunity Voices Voice through a workgroup in 2015. Since then, I've been wondering how we can adapt this method to local conditions. The fact that this could first be done in a school has given our organisation a lot of impetus, creating a long term job for the long term development of our social education. Young people as a target group have always been at the forefront of the LFS, but this has been the most important idea and democracies of the LFS so far. The schoolchildren had to fight for a high level of commitment from schoolchildren in a relatively small number of concrete, identifiable points of reference. The programme allowed for so much creativity and creativity that could motivate the students. /nstanr democraciopostalát!"



Ágnes Tóth - AKE

"I have just spoken to the employee of the gyakorlat in Kosovo. I was just thinking about it, I didn't think I'd ever be a Russian. So, when the LFS came to me with a project, I was very enthusiastic about my role in the project. In the process, the diÓcosoÓgue proplems were produced and the school's own word of mouth was used as a watchword or/etekro/ word of mouth. This is a good example of how long it has been worthwhile to take a look at the school's programmes and find solutions. Push a problem, get a team together, think of a solution and get behind your solution."



Miklós Merényi - K-Monitor

"We have planned for the residents of all the districts of Budapest Nowadays, where you could vote from the age of 16, young people are crowding the streets. I would also like to have some kind of headquarters in , it's all too complicated: planning, administration, what is 120 million forints for outside? But fortunately it can be done once, with as much success as the adults are used to. This is a good way to get back to work, because it is very simple: your place, your time!"



The school gravel truck was unknown territory for us. If there were some expectations that the study of nuts could somehow make the issue of civic participation and democracies relevant, this was not the case, but rather a great deal of learning and cooperation, with surprising discoveries. The nuts-and-bolts project became a community experience which, while in many ways about active participation, campaigning, persuading others, money and organisation, was first and foremost about the stoniness itself. It was like a high school core: open, creative, artistic, with a strong emphasis on expression, social interaction and hooking. And less emphasis than originally envisaged on the abstract vocabulary of democracies, civic education and civic orientation.

And that was fine! In the wake of the coronavirus epidemic and the weakening times of online tutorials, the nuts needed these impulses, these impulses to be together. They could not be truly enthusiastic. For them, it was the weakening of their school and classroom communities that brought the good news, with a sense of fear and of being marginalised associated with the so-called political events (opening ceremony, graduation). Due in part to the COVID jury, the teaching was crowded, which prevented us from holding classroom sessions where there would have been more scope for serious topics. Participation took place in the school's end-of-school classrooms, on a voluntary basis. In the classroom, where everyone talks, talks, runs for hours (and everyone is in a hurry, because of the constant time pressure of hours, hours of school, hours of travel!) The assembly hall is a photographic space and a marketplace (since the buffet is also here), something like the Athenian democroissance soumora, the agora. In this creative chaos, time and space had to be created for the nuts to take a moment to reflect on the world and the place where they spend their daily lives.

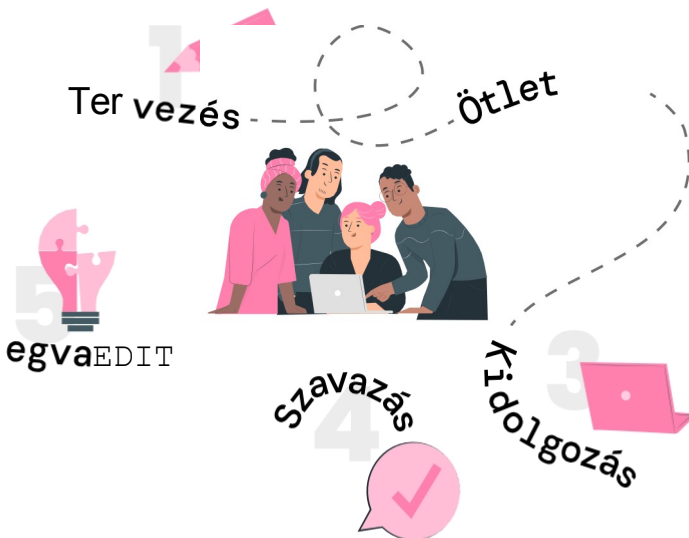
It took a lot of field work, a lot of research, getting to know the characters. We needed a team of nuts (the operational team) who, in addition to their busy school schedules, regularly found time to help the process along with us. We needed the openness of the headmaster and the teaching staff, and the lively, trusting relationship we had built up with them. And, finally, it took the stakes that the nuts' stone project was all about: the ancestral blessing that made it possible for what the nuts were thinking about to become a reality. It made it possible for the process to be about practical rather than intangible values, about the immediate environment of the nuts, the development of the school, the life of the church.





A folyamat 1step to 1step

There is no single model for the stone budget of nuts. It is necessary to go through the cycle of nut picking in order to talk about a real, full-fledged involvement, but the specific operator and the content and depth of each stage must be tailored to the specific situation.





Fieldwork we do, e1?ikand z 1t j great a } olyamatot

The AKE and K-Monitor have been in contact before, and the two organisations are members of People Powered, a global umbrella organisation working to promote participatory democratisation. We had a long-standing plan to launch a participatory budget for schools, and the open partnership with the US Embassy in Budapest seemed like a good opportunity. The first phase of the filmmaking process was developed in a workshop, where we worked through the need for the process and the workload and timing. With the award of the contract, the way was opened for us to agree to Medgyessy's taking over the project, following a recent meeting with the school principal, which reflected the opening ceremony. We agreed on the first steps before the start of the school year. In the second half of September, we presented the programme to the DOK and the teachers, who were active and organised in the school.

To do this, we had to formulate our agenda. The presentation to the DÖK in September still bore a lot of scars, it spoke too much of the project language of pose and not of nuts. We were inadequate, but by October we were able to talk about what we planned to do in the school in a much more sophisticated and understandable way. However, the presentation during the big break was definitely a good way to get to know each other, and Mór then indicated that he would like to join the group. At the same time, the AKE team was set up, with K-Monitor from Budapest taking part in the ongoing consultation, and the mentoring session was launched. Madison, Arizona, despite the large amount of work (9 hours of time!), helped us with useful suggestions for shortcuts.

The filmmaking process was an intensive learning process for us, not only for the participatory learning methodologist, but also for the teacher. In addition to the lecturers, we also consulted the main school actors in person to learn about the possibilities, needs and to tailor the process to the school pupil. This fieldwork is important to identify those who are aware that the process is taking place, those who are sceptical or distrustful of outside guests, and those who are enthusiastic and can be involved as partners in the process. In all honesty, the open, democratic culture of the school meant that we had no difficulty: the headteacher and teachers had consulted the nuts and planned with them.

During the filmmaking process, it became clear to us that due to the rising COVID budget and the workload on the schedule, we were not able to do any tonal occupations. We were confronted with the workload of the nuts, and it turned out that a significant part of them are incoming, so it is more difficult to reach them in the morning and at noon. There are a lot of drop-outs for talent management and art classes, and more people are taking event management and project planning training at the school. We have explored the school's facilities (library, readers, lobbies, cafeteria, garden, philagoria), learned about the school's rules and regulations, its symbols, identity elements, active diy groups, communication platforms and important events of the school year.

At this point, it was still unclear what kind of improvements we would need to agree with the maintenance department, but later, when the proposals were received, it became clear that the small number of these did not require agreement. The administration was simplified by the fact that the CFCA was the financial manager of the winning projects, so that a formal transaction between the school, which was also authorised to do so because of the focus, and the promoters was necessary. By getting the school's management to agree to the project and by negotiating with the opening of the schools, we were able to get involved in planning the process and getting the school interested in participating.

(Poster and flyer showing the print)

In parallel, the recruitment of the operational team took place. This organising team of nuts ensures that the process is embedded in the community and that the nuts themselves have control over the concrete actions. To do this, we needed motivated "boynosts" who would represent the nuts' collective will, who would be deeply involved in the concrete implementation of the project, rather than having to seek contact with the community through individual organisations. We tried to recruit with the pond advisers in a very short time, which was not an easy task, as the workload of the ponds meant that only short breaks were suitable for recruiting.

We also asked for and were able to involve some of our teachers in the organisation (e.g. the project design teacher mentioned above, and the teacher responsible for coordinating the nuts' stone service). In general, however, we felt that, with the teaching and administrative burden and the projects themselves, they had little capacity for volunteering. In the teaching staff at that time, there were also difficulties in writing the curriculum. Several members of the DOK were active co-chairs of the process, but physically there was good cooperation. Next time, we would certainly put more emphasis on involving the elected officials more closely, so that they do not feel that we are interfering in their activities as an external actor.

Contact was almost exclusively made in person, with messages not really going through online channels. The steering group was contacted online (Facebook chat and e-mail), but the more substantive, in-depth discussions were also held in person. Based on our experience, we would be much more proactive with the recruiter in order not to leave out classes and grades from the group, so that the outreach could be more effective. An unfortunate situation resulted in the fact that, due to personal circumstances, the group was mainly attended by students (but there was no such perceived difference between the voters and the voters). The motivation for the recruitment process was that the LFS was able to provide participants with a certificate of school leaving certificate (SSC). We also obtained a written declaration from the youth members of the operational group, which allowed us to interview them later on when documenting the process, and to take photos during the organisation work (e.g. vote tally).



We plan a {volume

The first, more informal meeting with the steering group, outside the school (organised in the AKE's conference room), was the first step in the final process. The outside venue and the cooked meal were an important part of the group's reunion meeting. It was also a time for reflection on what the school's core values were, on which the budget of the students could be based, and what our goals and priorities were. It was an emotional and enriching experience to hear what the students think about the school, the personality of the headmaster, the open, open-minded, accepting school, the cooking, the exciting personalities. The core values that the Nuts' stone projection reflects are well-established. These are non-erosion, mutual respect, treating the nuts as competent partners, a spirit of competition and cooperation, openness to experimentation and to the retention of well-made rules, and openness to learning and to the use of emerging skills. These aspects have been implemented within the operational group without any major difficulties.



...közösen gondolkodunk, mik az iskola alapértékei, amire a diákok költségvetése alapulhat...

Since the planning meeting, we have discussed the aspects and objectives of the process in breakout groups and then in large groups. We were able to involve a teacher who teaches project planning at the school, and who is also a member of an NGO, who was able to translate the ideas of the NGOs and the nuts and bolts of the project. Since we had to think outside the framework of the form teacher, it was not difficult to find a facilitator on the basis of a participatory budgeting scheme. We did not, however, find a really simple way to ensure that the messages were systematically delivered to all the departments. The process was efficient, but we also discussed in detail with the nuts and bolts what ideas could be used and what ideas did not fit into the framework. This also helped the group members and, through them, their tutors, to better understand what the scale of the available stone budget meant in practice. There were no external or project design events in this context, and the basic framework for the input received was in line with the expectations of the donors.

In the operational team, due to the **overload**, the word request and communication was not a snap, for example, the callers were not able to speak when we tried to connect someone online. The 20 minutes of break time for the talk-back sessions did not allow for in-depth planning, the most important thing was to talk about the tasks and collect feedback. The steering group initially had 6-7 dios actively involved, eventually reaching a dozen dios in the autumn, but it was not possible to organise the individual programmes to suit everyone's time slot. We were also able to involve the nuts in creative tasks, for example, they designed a logo that was a good display for the voters. The operational group was later involved in the voter, the ballot box and the implementation of the OZ ideas together with the idea promoters.





Extremely her1 etel ünk a 1e het séges proj ectr?i1

After inviting the nuts, setting up the steering group and finalising the process, the nuts' desertion formally began with the announcement of the harvest. This can be done individually, through a stealth approach, but also through a football teamwork approach, through a group approach. The aim is for the students to think through the problems they have identified and then to identify the most important points for action, bearing in mind the values and criteria of quality that have been firmly established. In this way, proposals that are mobilising rather than individual or group interests are put forward that are truly relevant to the school community as a whole. Forums could not be organised in our school, and suggestions could be submitted in suggestion boxes placed in each building. In addition to these, we campaigned and helped the contributors in the conference rooms together with the operational members. We pushed the nuts in the corridor, gave them leaflets and explained the process. We also posted on Facebook and an online forum that is useful for students.

The most effective way to stimulate action was at classroom and group level. A message was also sent to the teachers through the school's director asking them to attend the operational meetings and, if the teachers could not be there, to present the information in their own classroom. It is best not to delay the introduction too long, and to keep it open until we can actually talk to the nuts, be present at the school and have a voice in the process. For us, this stage lasted for a month to a week. A

"Cold", non-personal enquiries were less successful, as indicated by the fact that no online enquiries were sent, although the online enquiry form was also sent via Google Classroom.



Kic beí ja"

In the autumn, 30 entries were received from students in different grades and specialisations, mixed individually and with communities. After the collection of entries had been completed, the operational team processed the entries received and selected those which would eventually be put on the ballot paper. In the first round, similar ideas were screened and, by contacting the promoters, the appropriate but not yet developed ideas were developed. Consultation with the promoters was a process of consultation, but it also brought us into contact with an active layer of the community beyond the operational group. If we had had more ideas, or had been able to hold a workshop in a classroom setting, it would have been more efficient to work on project plans (refining descriptions, budgeting, scheduling) in a coherent framework with the project teams, involving teachers, school staff and parents.

Out of the 30 proposals received, seven were essentially the same: the replacement of uncomfortable chairs. The problem was known to the Director, but this was also the area where we had the most financial and technical difficulties. Because of the need to purchase special chairs and the high cost of the chairs, the budget could not be spent on this (the requirement was for 140 chairs, we could have afforded 12), so the replacement of the seating surfaces was put on the ballot as a ploughshare. In addition, there were a number of other events that were left off the list: some wanted to have a fancy dinner, but this event was then being organised. There were some ideas that were not part of the school's scope (e.g. the creation of a water closet, a vending machine, or that could be implemented easily and without cost (gender-neutral bathrooms). After lengthy discussion, the idea that was submitted for the year could not be taken forward because of its considerable complexity and the length of time it took to prepare. The idea of adding a stone carving of the parents to the ancestral name of the cloister in the swaddling clothes was raised, but was finally abandoned. In all cases, the donations were also notified to the owners.

Under the supervision of the steering group, a sovozólop of ten proposals was developed, with only feasible, concrete ideas, ready to be put to the vote. They also included the goodwill of the Director, who was a far-reaching partner in the process of finalising the proposals, and did not shy away from any of them. In the end, it was not necessary for the steering group to sift the proposals to get a manageable number of words on the ballot paper, but if it had been, we would have selected the winners in a group meeting.





Our campaign

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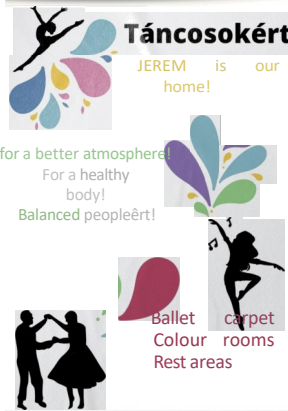
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Heralds me1l ett

We asked the holders of the winning five to actively campaign for their five. They should make a poster that can be displayed on the notice board in the hall. Design a video that we will help them make in the main video, which will appear on the school's Facebook page, and help us write a short 1-2 sentence summary that will be on the ballot. It was not easy, but we managed to mobilise the general public. The nuts also provided more creative material, and some of the school staff (porters) were involved in the campaign.







From I sko1ac1voting on the strength of the 1 int

All the nuts in the row were given the opportunity to have their say, those who had participated earlier and those who had not. The voting was voluntary at the time, no pressure was put on anyone to cast a ballot. According to the decision of the Steering Group, only the students were allowed to vote, not the teachers and school staff.

In organising the poll, we aimed to reach as many people as possible in the shortest possible time (3 days), with the most intensive presence. We were also present in the school building and in one of the other buildings. In the autumn, 385 voters came, most of whom voted in the first round (about 200), so it might have been that there were some who were still voting, so it would have been pointless to prolong the voting period. In order to evoke the honguloto of the hivotal voters and to create excitement among the nuts, we tried to reproduce the polling station in the hall with an official ballot box, a list of names (dealer's list), a voting booth. The nuts were brought to the ballot box by presenting their nutcracker or CREDIT profile. One nut could vote for two of the five, helping to ensure that not only did they put an X on their favourite nut, but that they also thought about the next nut.

The reason why I was so excited about the outsides was that this happened shortly before the April polls, and some of the final voters were also able to participate in that poll as first-time voters. A

each voter received a big smile and a sticker with the school logo on it, along with a "I vote!" from the ballot box.





On the voting day we had the opportunity to share some of the snow .mobile ballot box", i.e. to present the process in the presence of the tellers (the o call clock). Here, those who wanted to could vote in the open. This was only a small part of the votes cast, but it was important in terms of reaching out to those who had not been active in the earlier stages of the process. The turnout in some wards was close to 100% (donors, steering group members), but in others only a few voters participated - this could be reduced by the inclusion of the steering group in the process.

DIACONATE KÖLTSEGVETÉSE

IN MEDGYESSY --2022 -

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NAK AZ ISKOLA JOBBÁ TÉTELÉRE. IÁKOK-

DE MELYIK VALÓSULJON MEG A DIÁKOK
KÖLTSEGVETÉSÉBŐL?

ÉRVÉNYESEN LEGFELJEBB KÉT ÖTLETRE SZAVAZHATSZ!



1. A 71-ES ÉS 73-AS TEREM SZÉKEI	Székpárnák a 71-es és 73-as terem székeire a puhább ülőfelületekért.
2. SZELEKTÍV KUKA A FOLYÓSÓKRA	21 db szelektív hulladékgyűjtő az iskola folyósóira a környezettudatosabb mindennapokért.
3. GAME OF BALLS	Új csocsóasztal az aulába rendszeres iskola utáni csocsóbarajtnoksággal a közösség erősítéséért.
4. TÁNCOSOKÉRT	A táncosok próbatermeinek megújítása festéssel, babzsákokkal, szivacsokkal a boldog táncosokért.
5. PORTA-LAK	A diákok életét (és étkezését) megkönnyítő eszközök (vízforraló, evőeszközök, hűtő) a B épület portájára egy otthonosabb iskoláért.
6. VÉGZŐS KAMPÁNYHÉT	A hét során a végzősök szerveznének programokat és egy bulit a főbbi osztálynak, versenyezve a legjobb végzős osztály címért.
7. SANITARY BOX	Ót doboz ingyen betéttel és tamponnal a női mosdókban a kényelemért és a tabuk ellen.
8. PÁRNA AZ AULAI PADOKRA	Színes, puha párnák az aulai padokra a kényelmesebb szünetekért.
9. PIHISZOBA	Pihenőszoba babzsákokkal, farsokkal az órák közötti feltöltődéshez.
10. ÚJ MIKRÓ, KEVESEBB SORBAN ÁLLÁS	Új mikró az ebédei sorok elkerülése érdekében az A épület portájára.



Megvalósítottuk a Retrieved from him1st

After the ballot, the operational team counted the votes and the results were announced by the voter in the school newsroom at the end of a lesson. The winners were also communicated through the local media. The "Pihisoba" (156) and the "Sanitary box" (148) were the two most popular ideas. The implementation line was limited to projects within the available budget, so that in this exercise even the renovation of the second-ranked pond could be included in the budget. The operational team and the promoters and stakeholders themselves were involved in the implementation, from the initial installation to the final delivery.





Compare notes we have gathered, j avasl atlcs } ogalmac and a {o1ytat áshoz

Talking about the nuts, we kept on collecting the recoveries, taking notes on each of the groundwalkers. We were unable to carry out a more detailed survey (e.g. questionnaire), but we would not have missed it in a stone quarry. Because of the timeframe, it is more useful to have a structured but quick way of giving feedback (verbal feedback, motorcycle survey) and it is valuable if the project is not only talked about by us but also by the people involved in videos and public events.

The educational incorporation and further reflection of feedback can only be a success if the nuts and bolts project is institutionalised and held year after year in a stone village. It can be a particularly useful idea to map out the 'journey' of the more active participants: when they encountered the process, when they became involved, where they had positive and negative experiences. From these pathways, we can identify where the process was not sufficiently successful, who were the key players, who were the ones who were left out. If we are to be able to continue the work in Medgyessy, it will also be worth examining the longer-term effects of the process: whether the people's involvement, level of trust, willingness to participate*

On the basis of a single pilot project, there is no point in such a complex impact measurement, but we believe that by strengthening the already existing democratic values of the school, the students' perspective could help to strengthen its conviction and also to make participation in democratic processes more tangible for many.



It will take a lot of long-lasting processes and a lot of exchanges of ideas between the facilitators before we can talk about a real Torosadolm effect. However, we can start in the coming year with a much better understanding of what makes such a process possible, and what more work is needed to convince those who are not with us now of the importance of participation.



The budget for the 2021-22 nuts has been finalised in Medgyessy, but this is the end of this pilot project. We do not think that the methodology we have followed can be adopted without any hesitation, as every decision is a challenge and every nut must be fought for. And unlike the way we think in the lead, here it is a priority to fight for the trust of those nuts who do not think it makes sense to participate in the stone work in the first place. There may be different problems and different goals where the school culture is less open and democratising, where the church is more divided, or where the needs of the students are more elementary. There are different standards and attitudes to be found in a 'competitive' school (elite gymnasium) and in a 'second chance' school, where the process takes place within the framework of the DCEs, or where there are no other DCEs. It would be challenging if the river were to be launched in the context of some kind of pivotal project, for example, a cookery project, or a project specifically designed for pivotal projects, or a project specifically designed for a scaled-up project.

It would offer new opportunities to work with nuts through a **workshop** (e.g. a project week). This could be done by developing standardised training programmes and lesson plans, such as project management, finance, presentation training, logo and poster design, language courses, etc., as we have been **t r y i n g** to do _____ with the help of. In this way, the hookyolos could be supplemented with nut forums where the promoters can discuss their ideas. It would also be exciting if the hot ones were to be provided by end-of-pipe trumpets.

We were seventh-grade economists, so it would be great to work with the operational group to _____ age group - they could be built from the outside _____ a _____ process _____ year by year _____ year on year _____ repeated _____ year after year. Institutionalisation and _____ institutionalisation and capacity-building would also allow the school community to implement the process itself, with or without much less external assistance, involving its own stakeholders (e.g. parents, teachers, students). This would require a **detailed** _____ and our experience has been that in early childhood education and training programmes NGOs working on the subject for many years are also open to sharing their experience. We hope that those _____ companies, NGOs, local authorities and governments _____ actors, _____ who _____ moor _____ Until now _____ also _____ the nutcrackers, they have a fantasy that this is what the nutcrackers _____ **with a coating salt** **tegyék** _____ more more effective. We hope that our batch will provide useful practical lessons for those who want to start organising such a process.



Žgy 1 saw a part tvevok:

"This an o lyan 1ehe fossil, which is 1 more beautiful more
beautiful. a
centrally located dvežnkel. " (ö11e tbeadóy)

"A diacques regularly tell us, that they would be
useful participate participate in the tórsadolmz èlet.
A budget of the dikes an a **help** /o1yamat,
at we can try this out so, to really dice,
but there is also a real possibility. What it is is the greatest
need, the voters can tell us, but we have a I know that in I, the only limit is
the technology I age. I am proud of my dičkya i nk! " (Director)

"On a maths trip to the city of Dunk, I thought: a rest room would be a
great help in the school, which is where the guard is based. IU more we
are more more mones, but we leave a more more for posterity to
remember us. " (five depositors)

"The students started to think about how Cobb could do more for the
school community. I tried to help with the workshop: foreword
chat, text iml, talk about it in the diocesan council, and **get** the
dioceses to talk about it. (operat žv group member)

"This oz orszógon oz sweep isko la, where where. PU
vogyunit o you! We come from to ct programme
'idto Iehetőiségeire t. " (opera t(v group tag)



A programme a nouncement :

- 2 community workers working an average of 10 hours per week
- Implementer of ideas: 350 thousand HUF
- Food, drink (operational group events): 20 thousand HUF
- Graphic designers (external): 150 thousand HUF
- Printing: 100 thousand HUF (200 flyers, 300 brochures, 10 placards, hook and loop placards)
- Accessories (T-shirt, kit): 100 thousand Ft

Options (a presentation of the project, in order to promote it):

Process evaluation, processor (from digital to expenditure) 200 thousand HUF

- Video materials 300 thousand HUF



A } olyamat 1épései and schedule :

September - October: preparation, pond briefing
(yoga, DÓK, teachers, parenting)

November J5 - 27: Lake information campaign, volunteer recruiter for the operational team

29 November - 17 December: harvesting of ancient remains

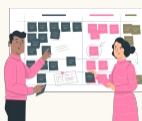
December - Jonuór: draining of the hereditaments, elaborator, final unloader of the hereditaments list

9-10 February: meetings with the investors in two rounds

February JO-March 4: Composting, introducing the children to the nuts of the school

March 2 - 4: Voting, followed by the announcement of the winners

Mórcius - Mójus: The winner of the five sets



He wrote the report:

Miklós Merényi

K-Monitor



The participatory budgeting process Next
Generation Democracy project, in the
framework of the with the U.S.
Embassy Budapest, the Alternative Churches
Association and the K-Monitor
Stone Benefit Association, in p with the People
Powered mentoring programme.