

Community Curation Methodology

Introduction

Working together with different communities and groups is of great importance in all areas of society. Through an active process of communication, participation and empowerment of disadvantaged or marginalized communities and groups, a number of problems and challenges could find qualitatively new and more widely acceptable solutions.

Thanks to the project funding of the "Cultural Entrepreneurship, Heritage and Cooperation" Program, the Museum was able to complete an important stage of the process of its renovation and modernization within the "Address of Satire..." project.

Together with the partner Norwegian University College for Green Development, the team was able to combine training with practical application of new approaches in working with audiences. We acquired knowledge and skills to support the artistic performances of social groups usually distanced or forgotten from cultural processes.

Three modules of the See One, Do One, Teach One community gardening training were held in June and October 2023 and February 2024, where methodologists from the Norwegian partner Johan Barstad and Rhys Evans presented to specialists from the museum and related cultural organizations their rich experience and set of methods for working with communities.

The main goal of the methodology and training was to prepare the team of the Museum and other cultural institutions for conducting a process of community curation. The main focus is the mobilization, participation and empowerment of specific communities, which, together with museum and gallery teams, create a new type of exposition or exhibition.

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The Museum team, convinced of the significant "added value" of cooperation with various civil groups, will continue to make efforts to spread the model, supporting the connection of Bulgarian museums and galleries with new audiences, new ambassadors and new topics and interpretations addressed to society. A process based on dialogue and shared creative effort that can make the professional work and achievements of museums more approachable and understandable to usually disinterested audiences, as well as give art critics access to better stories and different perspectives.

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Проект № BGCULTURE-1.001-0039 „Адресът на сатирата – създаване на изложба от фонда на Музея „Дом на хумора и сатирата“ – Габрово и съпътстваща програма относно ролята и границите на сатирата и експонирането ѝ в реновирани пространства в Музея”, изпълняван по Програма РА14 „Културно предприемачество, наследство и сътрудничество“, съфинансирана от ФМ на ЕИП 2014-2021

ENG

Mobilization, Participation, Dialogue and Empowerment

Rhys Evans

HGUt 2024

In Europe we live in a diverse system of democracies – generally represented by ‘first past the post’ democracy involving representatives who ‘govern’ at multiple levels through elections and formal bodies which ‘represent’ the people. These systems are subject to challenges from multiple factors including corporatism, crony-ism and other domestic and international challenges.

We usually see this as a system of governance we call *representative democracy*. But representative democracy is a system where we only participate every four or five years. While this is convenient, it also can lead to a *passive* rather than *active* democracy where citizens do not participate in the structures which govern their lives – structures which therefore determine a number of aspects of their lives.

Furthermore, in Europe, many countries have made a transition from authoritarian governments to the representative democracy model and old learned behaviours continue to resonate as cultural practices – in this case, ones which discourage active participation in the everyday aspects within which our lives are made.

Active Democracy involves *participation* in the processes and things that surround and shape our lives. Within our representative democracy systems, there remains great variability across systems in terms of citizen participation in the structures which govern their lives.

Active Democracy

Individually, we also participate in the formal structures of democracy – the organs of ‘governance’, as it were. Governance implies voluntary participation and active decision-making about whatever issues are relevant to the participants and the

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governance venue they participate in. Within these processes, participants must have real power to make changes, changes which can be felt, observed and which have positive impacts.

Participation without action is not participation!

We do this, to a greater or lesser extent, in our personal life choices. And our personal life choices have influences on others around us, both near and far. Our choices affect those around us. But at one level, these choices are personal.

At the same time, people are also members of *collectivities* – and members of many collectivities. They can be *geographic communities* – local, regional, national. They can be *communities of affect* – coalescing around a practice, a passion, certain factors of identity, etc. We *participate* in them as well.

Participation is the key word here. Participation is *active* – it is said ‘you get as much out of community as you put into it.’ Participation *contributes* to a greater or lesser degree towards shaping the collectivity and its goals. Participation thus *empowers* an individual within their various communities and it is that combination of the personal and the collective that make up the social existence of any individual.

As we can see when looking at power itself, some social rules, discourses or values empower some, and *disempower* some individuals as well. Indeed, for each individual, they are empowered in some realms and disempowered in others. Collectively, those disempowerments reach their extreme when all individuals are, for example, identified with certain racial or other group characteristics, and become subject to the valuation attached to those characteristics.

Representative democracy operates in such a way that the participation of voters after the election has traditionally been discouraged in subtle ways. Further, the demands of consumer society also can divert a population away from active participation. The result can be a passive population who feel they have little control over what is happening around them. This feeling leads to further withdrawal from participation as no benefit is seen to come from it. And although this can create a compliant population, easy to

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govern, it also can create a culture of demanding that things be done for them, increasing other pressures on those who govern.

Mobilization

In order to counter the multiple reasons not to participate, there need to be processes of *mobilization*

People become mobilized when they see one of two things:

The opportunity to take power in substantive and active ways

The opportunity to counter what they perceive as negative problems, whether structural, relational or otherwise

Mobilization

Mobilization can be also divided into positive or negative driven action.

In negative driven action, people act to remove 'dis-benefits' which are serious enough that they are willing to expend energy or take risk in order to remove them.

In positive driven action, people act to bring benefits which they perceive will improve their situation enough that they will, once again, expend energy or take risk.

It is possible to create cultures of participation, in which case, mobilization becomes more routine, and easier to effect, as such cultures have gained experience in achieving perceptable *action*.

"Never let a good catastrophe go to waste!"

Dialogue

The key tool to turning mobilization to participation is *dialogue*. Dialogue involves real two-way communication between parties, and can be difficult to implement practically,

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as so many human and social phenomena can interrupt it. Therefore, dialogue needs to be properly facilitated with, whenever possible, formal methods and preparation.

Truly effective dialogue tools not only assure that people's voices are heard, but that those voices have some influence over eventual outcomes. And therefore, dialogue is an act that moves people and communities from mobilization to participation to empowerment.

How to do Dialogue

There are almost as many dialogue tools as there are dialogue practitioners. This is because dialogue must be *facilitated*. Facilitation is a unique skill and each practitioner assembles their own ways of doing it.

There are many guides on how to perform dialogue processes. One, which contains many examples is: *Mapping Dialogue : A research project profiling dialogue tools and processes for social change*.

Examples of Dialogue Tools or Processes: Scenario planning; World Café; Appreciative enquiry; Deep Democracy; Sustained Dialogue; The Circle; The Change Lab. Each of these involves specific designs to encourage contributions from all involved, formalizing the creation of a safe space to speak, and encouragement to share knowledge, and most often, a process to translate dialogue into action.

Why Dialogue?

Open dialogue between different parties delivers a number of important outcomes. One is the inclusion of otherwise-excluded members of a community in a decision-making/planning process. This can help develop support for a project across a wider part of the community. It also can bring to light local knowledge otherwise unobtainable. Further, the stronger the community which supports a project, the stronger the Project is likely to be.

Dialogue can help address the following issues: Generating awareness; Problem-solving; Building relationships; Sharing knowledge and ideas; Innovation-building;

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Shared visions; Capacity-building; Personal/ leadership development; Dealing with conflict; Strategy/Action planning; Decision-making.

The decision to use dialogue processes also depends upon contextual issues. Some of these include: Complexity; Conflict; Group size; Multi-stakeholder situations; Peer group; Diversity of power and class; Diversity of age groups; Cultural diversity. Building Dialogue Processes for small groups involves, for example, a different set of tools and strategies than consulting a large group.

Mobilization, Dialogue, Participation and Empowerment

Whatever method, dialogue processes are designed to empower people by bringing them into a participatory process in which their input has some impact.

Therefore, Dialogue is one of the keys to an active participatory democracy, as well as a key way to harness collective energy, collective knowledge, and collective practice for the common good.

In Conclusion

What is needed are ways of supporting people in participating in the world around them. Through participation they empower themselves – to a greater or lesser degree – and, with each other, mobilize their empowerment to make things happen. A key tool in supporting these democratic practices is the use of dialogue processes. Speaking up, being heard, and seeing that have some influence on the issue at stake is empowering in itself. And further, the content of the dialogue can often supply optimal solutions to what originally look to be insoluble problems.

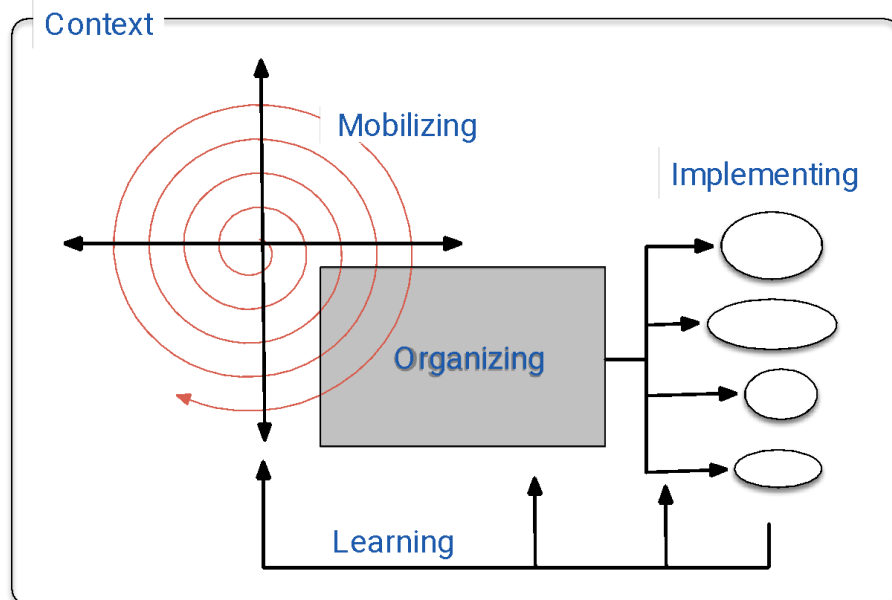
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Experience from Community Development in Norway

Johan Barstad

From the mid 1980-s into the 2000s there was a wide range of action designed to gain experience from how community involvement might or might not contribute to improved solutions and to strengthening social capital in a society. These took the shape of designs where local inhabitants, stakeholder-groups and various institutions were given room to create their own priorities and see them incorporated into the plan.

In this section we will explain the models underlying our description. These are, in particular, based upon the Communicative Planning Model (Amdam and Amdam 2006) and the Governance Model (Barstad 2015).



The Communicative Planning Model

This is not an explanatory model assigning the various activities a grade for "success" or setting levels of activity/intensity. Rather, it outlines a simple framework through which one can more easily portray significant aspects of a process. The model points to a set of important aspects that generally are present in processes and systematizes them so that the involved actors more easily can understand and react on how the aspects have been handled. The injection of such detailed process knowledge empowers developers to produce truly inclusive projects.

The model is more closely depicted in the books “Variables and tools in social planning” (Amdam and Barstad,1993) and “Planning as Action ”(R. Amdam 2005 and 2011) and has in particular been useful when learning from the outcome of several other local development processes (i.e. Stokken et. al, 2011, Barstad et.al. 2012 , Barstad 2014, Barstad 2017¹). The model is built around five key elements which were shown to be important in local process- initiatives. These are:

1. **The mobilization** (How the participants are/can be/should be involved to promote the desired action)
2. **The organization** (How the process is set up and in particular how it is connected to other activities the partners/stakeholders engage in)
3. **The implementation** (How to practically set up and perform the tasks in this particular setting)
4. **The learning or evaluation** (How the experience gained throughout the process is continuously used to improve action and build better knowledge)

¹ Amdam, R. (2011): Planlegging og prosessleing. Korleis lykkast i utviklingsarbeid. Det Norske Samlaget, Oslo
Stokken, R., Barstad, J., and Thokle, G. (2012): Impeding or promoting a Grassroots Phenomenon? – On Self-Help Projects as Public Sector Means in Norway. Article accepted for publication in International Journal of Self-Help and Self-Care. USA

Barstad, J., & Stokken, R. (2012). Den segmenterte prosjektorganisasjon: om vilkår for gjennomføring av prosjekt i Kyrkja. I A. Simonnes (Red.), Trusopplæring i en digital tidsalder. Trondheim: Tapir akademisk forlag.

Johan Barstad, 2014: Jæren Vannområde. Ei organisasjonsevaluering. HLB Arbeidsrapport 1, 2014

Barstad, Johan 2017: Frå villmark til spisebord. Betre utnytting av viltressursane til glede for jegerar, grunneigarar, næringsaktørar og konsumentar. HLB Arbeidsrapport 2, 2017

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5. **The context** (The framework conditions or the external factors that we know have effect on the project and its chances for succeeding)

The process itself influences - but is also itself influenced by these five variables, both in terms of establishing new knowledge and stimulating new and improved action. We have found these five variables (or perhaps more correctly: themes) characterize important aspects found in all planning and development processes. We further have learned there is no fixed relationship or even direction between the themes, no matter what the content or mutual priority. Thus, sometimes it will be correct to work most actively on one of the themes, e.g. to strengthen the weakest one in order for the process to function. In other cases, we found it right to grab on to what seemed the strongest and best functioning because we needed to show participants that things could be done. Quite often we have found it feasible to look for the smaller tasks, just to show that a little support at the right spot can show participants they can trust in the process and each other. This also is of use if we want to inspire people to get actively involved and to see the direct usefulness of their own efforts, to ease the establishing of a common understanding of the main challenges.

Using such a model when designing participative and inclusive processes has been a positive element and contributed to success. But we must keep in mind that it is not the model that solves the issues. The real gems in the process will always be the participants themselves and how we, as facilitators in the process, are able to unleash the inherent power of the group of participants.

Thus, we need a bit more information about the set of variables and how to use them.

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The five variables

Mobilization

Action aimed to promote own/common interests can be encouraged by strengthening participants' common perceptions about what are crucial aspects and challenges, and how a group can work to achieve these common goals. This requires the participants to be able to focus on what are the important issues and structures, and on the connections between the issues between the local and "larger" communities. Creating knowledge and support about the resources each partner 'brings to the table' thus becomes crucial for the mobilization to succeed. Experience has shown that although such common views can be stimulated, it generally takes a long time before such mobilization creates enough power to bring about the major changes aimed for by the community. Still, it is quite clear that successful mobilization processes do provide sufficient new incorporation of inherent 'points of improvement' to bring about comprehensive changes in organizational structures and processes, cf. Amdam, R. (1990,) and Bukve (1991).

Organisation

By the term 'organization' we refer to the creation or alteration of intermediary and permanent structures which can help promote participants' interests. These could be responsible for the production of goods and services, and/or for the implementation of measures and activities. Establishing responsible organizations often is a natural but challenging follow-up of mobilization processes (Hagen 1991).

It is often seen as an ideal to strive for harmony between participants, the established local organizations and the surrounding environment. But we need to recognize that conflicts are often unavoidable, as participants compete for scarce resources and positions in situations where partners will have different and conflicting needs and norms when engaging with another in the local communities and in the assigned environment. Thus, it is important to build in an understanding that that harmony usually

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is unobtainable, and that the best way to deal with it is through the processes in which stakeholders will learn more about and learn to respect each other's position.

Implementation

By implementation, we here mean that the organization/the process has power in the form of resources, tools, and capacities, to overview, support and complete the necessary actions and plans. This includes following up measures, changes, activities, etc. to ensure that the implementation of agreed action is in accordance with the visions and strategies. One stakeholder/actor seldom has the power to carry out all planned actions alone. Thus, implementing power is usually divided between several actors who therefore become dependent on each other to achieve the desired actions and effects. It is therefore necessary for the process to establish agreements that draw up, among other things, what is to be done, who is to do what and when activities are to be carried out (i.e., action contracts).

Learning/evaluation

By evaluation, we address the issue of bringing about change in the attitudes and actions that characterize the actors within communities such as (local) communities and organizations. Processes need to be built around the fact that learning processes bring out knowledge about events, actions, and attitudes, and can contribute to new recognition; and to promote learning through laying the foundation for new actions, the adjustment of current practices, implementation of more fundamental changes, etc. For all local communities, organizations, and individuals, it is useful to gather experience from processes and activities that they are and have been involved in, in order for this knowledge to be used to bring about necessary changes in practice. Feedback is needed to provide input and keep learning processes going. They are crucial to support, further develop and correct current and new action. It is through a (preferably) continuous, retrospective evaluation that ongoing and completed activities can contribute to the understanding of what has happened, how and how we can further improve it.

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Context (frame conditions)

The themes discussed above all have a reciprocal effect onto each other and can add up to positive and / or negative self-reinforcing processes. Continuous processes require the variables to be stable or positively growing over time. This is necessary, but still not sufficient for the processes to be successful, as the process also will need to act up against the general macro forces of any society. So, in order for the local process to succeed, there has to be a good understanding of how the larger, more uncontrollable processes are faring, and how to include them to promote the local process's chances for success.

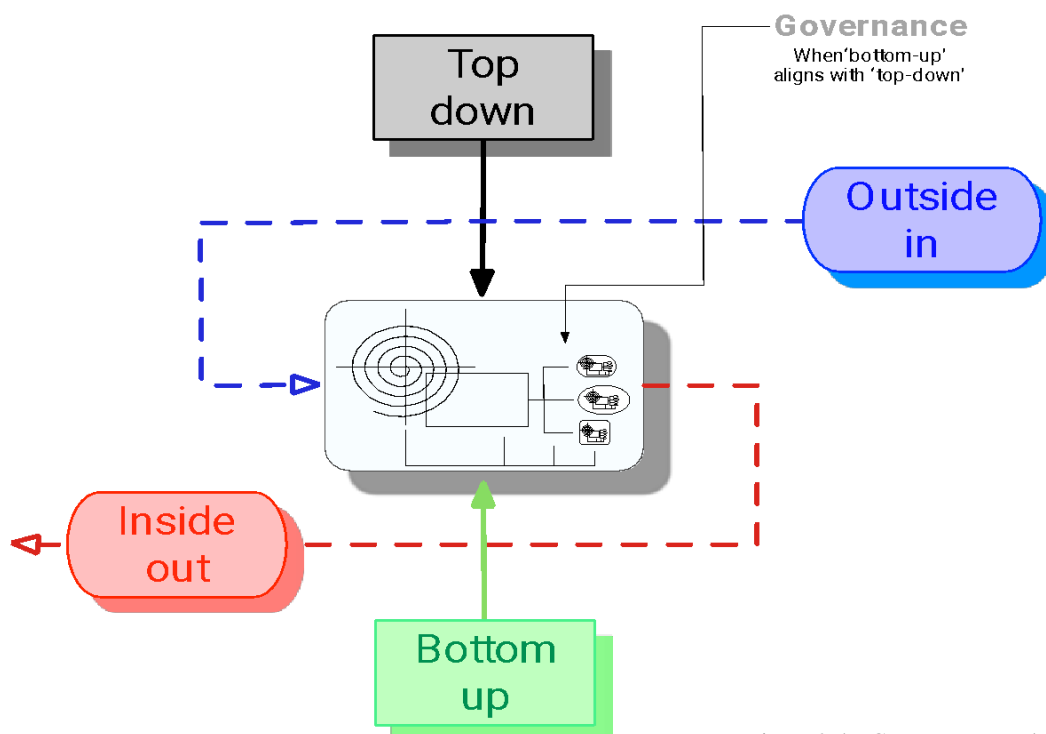


Figure 2 the Governance Model (Barstad 2015)

This implies the governance approach: enabling large scale and small-scale processes to align and strengthen each other. In a local development process, or when working to solve local challenges, this implies the process needs to involve macro-forces rather than to fight them. We usually present this as the issue of having “top-down meet and

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integrate with bottom-up forces”. It is therefore crucial for any successful process to have good knowledge of and a good understanding of how the major context of society come into play.

Those who are familiar with Putnam’s concept of horizontal and vertical social capital will recognize it at play here. In this case we are discussing the ‘vertical social capital’ between a community and those that surround it.

Viewed against such a framework, our model points first and foremost to factors that are significant, but without stating explicitly which of the factors are decisive for achieving the desired results or how one should design and facilitate to optimize the relevant factors. The main message is that adaptation to achieve the best possible effects are linked to the special circumstances that will become apparent when working in the current situation. Thus, the Communicative Planning Model will be a good model for improving knowledge of what can happen and for, at any time during the lifetime of a process, discussing what comes out of the stakeholders’ engagement and how this may be improved.

Using the Communicative Planning Model as a structure for community development processes

What follows is a brief exploration of the type of process which can be developed through dialogue when using the Communicative Planning Model in a local community context.

The use is directly related to the understanding of the model's five main variables.

- Attitudes and conditions for attitudinal changes in any organization are core elements of the mobilization theme; dealing with if and how, one manages to establish a basis for and a good understanding of the aims and conditions of the process

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- Societal changes are described and discussed through the context and theme; how society at large and how general development promotes or challenges current development opportunities, and how to adapt to these.
- The advantages, disadvantages, and challenges of current and future organization are matched in the organizational theme
- A groups' function and usefulness are linked to a review of the implementation theme
- In addition, the model has a particular focus on learning, connected to the fact we strongly recommend regularly (continuously) evaluating results and goal achievement as you go along.

Below, we present a selection of key factors related to the five variables. Based on our experience, it will be important in setting up and carrying out the process to strive for better clarification and understanding of these aspects. This should, as much as possible, be in the form of an ongoing conversation where the partners are given the opportunity to formulate their own views and opinions of what is going on and how well/bad is the progress going. A comprehensive list is presented. From experience, all will not be necessary in their entirety, but they need to be kept in mind in order to be able to follow them up/check them out, as they may become relevant topics further into the process. In addition, other issues can come up through the initiative participants themselves.

Often, we expect the main focus to be on the mobilization variable and the learning variable. If the project/process we are engaging, through its organization and structure, has managed to build a foothold among participants and others involved, it has already managed to use previously obtained experiences to learn and to develop the organization in a positive direction. To supplement such themes, it will to a certain extent be necessary to go into more detail also on the choice of organization and actual implementation.

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Operationalization of the themes

The following can give examples of how we work with the mobilization theme (*anchoring*)

- Does the process show a realistic understanding of the current situation?
- Do the participants to focus on the most important development features and challenges?
- Is there a vision for the goals of the process on which there is broad agreement among the participants?
- Does the process have accepted and meaningful strategies for achieving the vision?
- Are the actors themselves committed to improving their own situation?

The following factors may express something about how the organizational theme is handled (i.e. the process around establishment / operationalization):

- Are the organizational and enterprise structure(s) which can take responsibility for or contribute to the implementation of activities and measures in place? How can they be established/improved?
- Do participants, especially local stakeholders and various organizations / partnerships have the legitimacy to act on behalf of their organizations?
- Do we have suitable arenas, networks and alliances between the established bodies and persons/organizations in the local communities, and between these and the outside world? Or must we work to establish them?
- Is there is a governing body in place that is able to prioritize resources for measures and activities, concretize this into action programs with the ability to follow up action programs into practical policies?
- Are there, in the process we work with, enough and suitable competencies available, especially regarding how to work in a process to initiate, delimit, organize and implement the desired activities?

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We insist that the following are crucial to implement in such a process:

- That there are passionate people with knowledge, competence, creativity and time for commitment and activities.
- That the participants have control over and access to resources such as buildings, facilities, machinery, equipment, etc. for implementing activities.
- That there exist good proposals for measures and activities that empower the participants in discussions with other actors on which implementation is dependent, in order to fully implement the proposals. This includes both the levels of government as state and county and the governance system in private enterprises, voluntary organizations, and municipal/higher level governing bodies.
- That, if a municipality is involved, it has cooperation agreements with other management levels and other management systems which influence and regulate the activities.
- That there are clear formal laws, guidelines and competence, access to instruments and that a real capacity to control the implementation of measures and initiatives is present and available in the process.

In relation, we consider that the following indicators can express something about learning and evaluation:

- That groups regularly perform and assess systematic evaluations and provide data that constitutes a good basis for status-reporting and which gives opportunities for inspection and audit by outsiders.
- That through the processes, new contributions in recognizing the real situation are made, connections between causes and effects and between goals and means are clarified, and that they are actively used for changing/improving the content of the participants' strategic, tactical, and operational efforts.

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- This relates to the process as well as to bringing new knowledge back into the participants own organizations thus also empowering them to change/adjust accordingly.

We want to stress this point, as we over time have learned this to be one of the weakest points in most processes we have encountered. This general failure implies that when temporary structures (as projects often are) cease to exist, little of what has been learned is continuing to have effect.

- That the new knowledge is evaluated and tested against a common reference of understanding, and that the assessment criteria for what is good and bad are verified also by others than those who themselves have performed the evaluation.
- That learning can be found turning into tangible results which really lead to changes also in the actors' actions and attitudes (cultural change).

Based in our experience, we highlight the following indicators to describe the implementation (in a project-situation):

- Is the project limited in time and space?
- Are clear goals formulated and an approved plan for implementation in existence?
- How will the new knowledge be used as input into other, continuous processes?
- Has the project management developed/been assigned a clear mandate as well as responsibility and power?
- Has it been ensured that the project has sufficient resources – particularly related to personnel with specified responsibilities?
- Has the project leader really been provided with all that is needed to act as a driving force in the process?
- Are the necessary administrative resources provided to accomplish, among other things, information work and office work/writing/reporting?

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- Do all 'external' participants have the time and resources needed – particularly in relation to what they are assigned to do by their home-organizations?
- Does the project have a clear progress plan with milestones and division of responsibilities for the implementation of sub-activities? These needs to be flexible at the same time -- in order to make necessary adjustments along the way?
- Are the cost and financing estimates for the project realistic – related, in particular, to the anticipated outcomes?
- How well suited are the routines and procedures for reporting and evaluation?

These lists will form a concrete basis for a project leader or a process facilitators' ongoing work when running the activities, and will be crucial for how the participants build their work together. The key concern, at all levels and at all times, is not that one must strictly follow all of these, rather that based on the current situation faced, one must choose to focus on the ones that show to be most needed and most effective and that best describe the current situation and the relevant processes.

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Experience of the Museum of Humor and Satire in applying the methodology

The methodology was mainly developed in 2024, but its structure was discussed and prepared in a number of online communications and correspondence, and, above all, during the three visits to the Museum by Johan Barstad and Rhys Evans - project methodologists and consultants from of the Norwegian partner Høgskulen for Grønn Utvikling Stiftelse.

In the workshops preceding and following the community curation training modules ("See One" in June 2023, "Do One" in October 2023 and "Teach One" in February 2024), the Norwegian experts, based on their rich experience and a set of methods for working with communities, developed and agreed with the museum team on the main theses and approaches that form the Methodology.

The main goal of the methodology and trainings is to prepare the team of the Museum and other related cultural institutions for conducting a process of community curation. The main focus is the mobilization, participation and empowerment of specific communities, which together with the museum teams, create a new type of exhibitions.

The knowledge and experience of the Museum team, developed and supplemented in the training modules, was acquired as a result of the preparation and implementation of a temporary exhibition, part of the Project, and a student digital curation competition.

The exhibition "Humor and Satire through the Eyes of Gabrovians" is an attempt to publicly share the views and values of a local community by creating a temporary exhibition with works from the collection of the Museum of Humor and Satire. Several months of work with representatives from the Club of the Disabled in Gabrovo led to a different exhibition that was available to Museum visitors in the period 27 December 2023 - 10 April 2024. The good foundation provided by the partners from the Norwegian University of Green Development helped us to transform the citizens involved in the process from passively perceiving the museum narrative into "creators" through the art of different stories inspired by the community's experience.

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The process of creating this exhibition became a good basis for developing the practical model for working with different groups of society, including disadvantaged communities - a process leading to their inclusion and becoming a direct participant in the activities of our museum institutions .

The second successful attempt to apply the methodology for creating an exhibition was the holding of the "Teen Curator" competition - for students from the 8th to the 12th grade.

It was held in the period February 28 - March 29, 2024. The museum issued a challenge to high school students from the Gabrovo region to "create" their own exhibition in a digital environment with works from its collection. The candidates, individually and in teams, had the opportunity to acquire knowledge and practical skills in the field of this activity, to develop their creativity and critical thinking: they had a meeting with a professional curator who introduced them to the basic rules for creating an exhibition; were acquainted with the requirements and manner of preservation of movable cultural assets and basic standards for this.

The participants were given 100 works in digital format, including those for which their authors were awarded the prestigious "Golden Aesop" prize of the Gabrovo Biennial; an inventory of the works, as well as unfoldings of one of the renovated museum halls, to develop their thematic exposition plan and design, according to the concept they prepared.

Interesting and varying projects for a digital exhibition were presented, suitable for the realization of real exhibitions in the halls of the Museum, and also suitable for a youth audience.

The winners were awarded at a public event on April 1, and the concept that won first place can be viewed on the Museum's website.

The Teen Curator competition is the second successful attempt to apply the methodology and to support the artistic expression of an important audience and partner - the youth audience.

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Elements of the methodology, as well as the previous one, were presented at a meeting of museum specialists and experts on the topic "Popularization of museums today. Attracting museum audience in the digital age - effective classic and modern strategies", held on May 9, 2024 at the National Polytechnic Museum in Sofia. The theme of the presentation presented by the museum staff, who coordinated the community curation process, to over 70 museum specialists from the country, was "Examples of the community curation process of the exhibition "Humor and Satire through the Eyes of Gabrovians" and the holding of the "Teen Curator" competition " in the Museum of Humor and Satire in Gabrovo".

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