

1st round results of the „Acting Communities – Active Community Involvement” Delphi research

1. Introduction

On September 16, 2016, the Ministry of Human Capacities of the Hungarian Government launched a project with the primary aim of strengthening social cohesion within the region. Funded by the European Union, the project entitled „Acting Communities – Active Community Involvement” offer means to realize this aim by an increased involvement of public education institutions, libraries and museums. Increased involvement of such cultural institutions come at a time when parts of the public sector are under pressure from economic and political restructuring, and ongoing changes associated with party political skirmishes over cultural influences; the debate of which is also divided along disciplinary lines which consists of the aggregation, The Ministry of Human Capacities is confronted, as are most other Government ministries, with the question of how and on what basis to allocate scarce and limited resources among competing projects. In addition, it must also seek to target its support - which can be actuated in a variety of ways - where they are needed the most to address problems in social cohesion, and where they can have the greatest impact, given the resources available, to solve these.

In this context it is extremely important that support toward new initiatives, newly introduced community development methods, or specific improvements in local social communities effectuated by local governments and other organizations should rely on data-based decisions. It is equally important that this data should show the visions, needs and capacities of the actual people in question, more specifically of those elected or appointed experts who form, implement and supervise policies of the local communities. This make possible to identify future trends within each chosen field and will help in bringing clarity to assess the situation before deciding whether to support or hinder the formation of tendencies.

The problem is that currently, there is no previously documented knowledge, less a consensus of opinion for key topic areas by public education, library and museum experts that could provide insights in higher-level decision making, aiming to help develop healthy, field-specific cultural communities. To fill this gap in reliable information, we have many possible methodologies for gathering data and evaluating expert-based knowledge, among which the Delphi method was employed. This method enables key members of the above-mentioned field-specific communities to collectively address a problem through a structured and guided group communication process (Hasson, Keeney & McKenna 2000). In this report we will present the 1st round results of a 3-round Delphi study, which consists of the aggregation, analysis, interpretation and discussion of primary data collected from 62 expert-participants affiliated with Hungarian institutions and 33 affiliated with international institutions. Thematic analysis of expert answers was used to formulate Likert-scale questions for a survey questionnaire to be used in the 2nd round of the study. It aims to contribute to determine expected future trends in the field of community development, libraries and museums both in a Hungarian and in a wider European context by the means of statistics, results in futures research and analysis of interviews with experts and key decision makers.

2. Futures of museums, libraries and community education institutions. Theoretical framework, key concepts and literature review

Museums and libraries can be conceived as a place of interaction with material objects that projects the culture and values of the past into the present (Appadurai & Breckenridge, 1992, Harrison, 2013), and it is common consensus that memory communication is one of the most important roles of these institutions. Libraries, archives, museums and various institutions functioning under the umbrella name of public education have a very important social role, one of which already grabbed the imagination of scholars and policy-makers: The metaphor of *memory institution* (Dempsey et al. 2000) is used to describe institutions which provide access

to information for connecting communities of the past and the present, in the emerging vision of a cultural network with the potential of producing new knowledge in current societies.

Community education share many features with public education, but their focus is on building local communities with shared cultural values. Its institutional network consists of community centres and similar institutions providing interactive, more personal communication. The process of transformation currently occurring affect these institutions with regard to openness, access, and digitalization (Tóth 2015). The aim of this transformation is to enhance communication by the integration of knowledge about the past, thus transforming institutions protecting and mediating knowledge into reconstructed community spaces, which could provide an experience of happiness and liberty to communities using them. The role and institutions of community education can be interpreted as unique to Hungary (a so-called 'Hungarikum'), its role is to mediate knowledge and culture through which it can nurture and develop communities. It is strongly connected and essentially „one with the future of the nation, since in community education, the culture is building the nation” (Cserép and Németh 2012: 2)

This means that compared to libraries and museums, they can be grasped as a less specialized value-mediating agent. When putting the focus on communal activity, the concept of public education changed and the term itself was replaced by „community education”. It is not simple to grasp the content behind the change of terminology, but it can roughly be said that community education is a kind of (and in this sense: controlled) community development process which is based on giving people the ability to do, to realize things, and on the principle to promote belonging to the local community and society (Vercseg 2013). Cultural community development, starting from the existing and potential cultural values of the community, is built upon the infrastructure of public education, museums and libraries. It motivates to self-initiated cultural activity and participation, through which it contributes to strengthening the abilities of the local community to initiate and to act (Arapovics 2016).

Theoretical frames of this study are embedded in a social constructivist approach -itself part of the wider frameworks of symbolic interactionism by Mead, Blumer, Goffman etc.- assuming that interacting with interpretations based on the material (museums) and intellectual (libraries) cultural memories and the traditions of community development of previous generations shape the way of thinking and behaviour of those who communicate with the past through them, and, when sharing the same cultural codes, pave the road to a more or less shared, common identity of people distant from each other in space and/or in time. These (identity formation, community development, and cooperation between state-financed institutions and private citizens) are of central importance both to the current Hungarian Government and to the European Commission, which, based on Article 3.3. of the Lisbon Treaty, not only safeguard over European cultural heritage, but secure processes through which this vast heritage enriches the individual lives of EU citizens and enhance Europe's social capital.

The framework heavily relies on the assumption shared by a great amount of futures studies, namely that representations are performative; they have a potential to produce changes in the activity of people (Fuller & Loogma, 2009). Benedic Anderson's (1991) notion of „imagined communities” also have a significant impact on how we will try to explain our data. Anderson's line of thought establishes that projecting sentiments of belonging and brotherhood beyond those of direct experience is a primary component in forming imagined national communities and goes back as far as what has been called the 'circuit of culture' (du Gay, Hall et al., 1997, Hall 1997). Representations by museums and libraries are one of the central practices

producing culture, and public education provide common cultural code to interpret them in a roughly similar way. This way institutions mediate *cultural memories* which, depending on the current needs of society and individuals, become socially constructed *heritages* (Graham et. al. 2004, Assman 2011).

The framework emphasize the role of thematization and interpretations instead of material objects and fixed meanings, which can make museums, libraries and community education institutions key agents in civil society: when these institutions project specific notions and ideal types of identity and citizenship, they can make cultural participation a scene of forming both a cosmopolitan and a national citizenry (Carter and Orange 2012, Orange 2016), again, in line with, in the case of the former, the European Agenda for Culture (Resolution 2007/C 287/01) and in the case of the later, the Fundamental Law of Hungary.¹

The *Acting Communities – Active Community Involvement* project seems to react to changes and new relationships, on the one hand, between the individual and society which, by the means of digital media encourage a certain ‘culture of participation’ (Fischer 2011), which means that museums and libraries became more and more collaborative and started to aim, from the mid-2000’s, for a dynamic engagement between their collections and its visitors (Black 2011). From the point of the project approach the activity of the community education institutions incorporates the process of community development, as well as of the community organisation meaning mainly the development of the abilities of neighbourhoods, domiciliation and areas to initiate and to act, in which the citizens, their communities and the networks of those play key role together with the community developers to the extent of the local needs, whose encouraging, facilitating, informing and contact organising activities realise, complete or improve the available community resources. (Vercseg 2013)

As a report summarized, in the past cultural institutions assumed customer initiative, but

...most institutions are now looking at outreach and other ways to be more relevant to their communities and their customers’ daily lives. The focus is now on the experience, both real and virtual, of the institution itself, as well as the institution’s collections. (Yarrow, Clubb and Draper 2008: 5)

This made these institutions a complex social entity which facilitate the interactions, meaning-making and meaning-negotiations of heritages from the past by prioritizing, for example, which books to digitize or which special collection or exhibition to display online, therefore widening their reach, and attracting more (and new) customers (Gibson 2007: 63). Complexity of these social organizations with regard to audiences, however, differ from each other in at least one significant point: while museums tend to influence pre-existent user communities (as visiting a museum is often a social act), libraries present heritages to individuals: people visiting a library choose reading materials for themselves or for their children. In the background of the community development’s point there is the value declaring that the people are able or can be made able to form their own world so as the citizens could rule their lives much better and could acquire the necessary skills, experience, education and competency in an empirical way. Digitalization also had different effects on the formation of communities here and there: while in the past, museums had to be visited in order for memory communication to take place, books

¹ Article P1 of The Fundamental Law of Hungary states that „...cultural assets shall form the common heritage of the nation; it shall be the obligation of the State and everyone to protect and *maintain* them [emphasis mine], and to preserve them for future generations” (2013)

were typically rented and read at home, in practice mostly newspapers and magazines (which depicted current stories and not something from the past) were the most common materials read at place. This means that the museum-customer relationship was affected deeper by introducing, let's say, the possibility of a virtual tour of an exhibition than the library-customer relationship by, f.e., digitally accessible collections: they both made possible memory communication to occur at other places chosen by the customer, but this was something that a customer of a library already have (though in a lesser degree² and a different form; with rented physical copies), but a museum visitor did not have. From the point of community education, the community behaviour is an active relationship that means the choice of community and the chance to access it virtually. But before community engagement strategies, decisions about digitalization in the process of memory communication also have to take into account the original object itself, as many discussions were centered on this topic before (see f.e. Reuter 2007, Marty 2008, Trant 2009, Srinivasan et al. 2009): Is a digital copy of a rare book, including the text in a searchable form and enhanced with hyperlinks an appropriate substitute for the original? And a digital copy of a renaissance painting or an antique bronze statue? One could say that the former may even be considered as an improvement over the original, at least for knowledge transfer purposes, but the latter is „unlikely to ever be accepted as a substitute for the original work of art” (Trant 2009: 373)

On the other hand, cooperation is not limited to existing or potential customers only, but, in fact, museums and libraries being in a sense two branches of the same tree (meaning they share both similar missions and similar audiences, at least if we speak about public institutions and not including private collections), are often involved in collaborative projects. Combining resources available for libraries and museums are often an effective way of offering new and exciting services to the public, and communication of cultural heritage benefits from a range of EU programmes and funding. 2018 will be the European Year of Cultural Heritage, and in the past 7 years, a total sum of €3.2 billion was invested in heritage from the European Regional Development Fund (a further €1.2 billion on rural heritage from the European Agricultural Fund for Rural Development, and the 7th Framework Programme allocated around €100 million for heritage research) (Supporting Cultural Heritage 2017). The role of community educational institutions in the bigger picture is manifold: its task is to organise educating communities and to develop the community and social participation, to transmit the traditional and cultural values of the community, to support the conditions for the amateur creative and performing arts, as well as for the talent management and improvement, and culture-based economic development. In the meantime, the community education institutions, the museums and libraries are part of an informal educational structures maintained by the public, and supported and managed by their elected government. Regarding public education's role in expert training, the crucial point is to teach key people to take advantage from digitalization. As Jennifer Trant puts it, memory institutions

...move toward providing access to their collections increasingly on-line, it is challenging to preserve what each institutional tradition can bring to the creation of the networked information society. The coordinated education of professionals (...) within schools of information could contribute to a dynamic integration of these traditions and to the enhancement of professional training as currently offered for each of the separate disciplines. (2009: 370)

Digitalization and acquiring digital skills are obviously not a „final” goal; they are means by which memory communication can be more efficient and have greater reach in today's technology-networked environment. It also has an effect on how cultural institution experts

² There are materials that can not be rented and can only be read, either in physical or in digitized form (on microfilm), in the brick-and-mortar building of the library.

„should” see things, the imperative here refers to changes in the dynamics of social actions with which these key persons have to cope in order to remain efficient in what they are doing. First, a shift in the point of view with regard to Information and Communications Technology (ICT) is required: ICT is no longer a mere tool for supporting efficiency, but an integral part of a digital profile, including social, media sharing, consumer review, blogging, and interest-based networks. Second, mainly because of the above-mentioned networks, visitors are no longer „simple” consumers. Visitors can now be “friends” with a memory institution, be digitally connected with museum, library or public education experts. Consuming content on the receiver end of memory communication became a complex process with many opportunities for feedback and public reactions from the consumer side: they are increasingly becoming co-creators and co-innovators. Which means, third, that from the side of the institution, focus is shifting on public value management and on the characteristics of the community built during memory communication, including a focus on long term outcomes instead of managerialism and narrow, short-term (financial) results.

Given the increasing significance of inter- and extra-institutional forms of cooperation, one could wonder about the self-perception of present and future role of librarians, education and museum professionals. How these experts conceptualise the role and position of their institutions? This question seems to be of interest to the wider academic public, however, as Huvila (2014, 2016) pointed out, theoretical discussions on this topic are of relative abundance, but empirical research, especially in the European context, has been scarce and limited to specific countries. Therefore, currently there is no real state-of-the-art of expert self-conceptualization of museums and libraries, except maybe with regard to the digitalization of archives, texts and exhibitions, where there is agreement among various experts that nowadays a much more holistic approach is needed to interact with audiences including social, cultural, and behavioural aspects, rather than focusing merely on access or to the adaptation of technology which makes digitalization possible (Lyman 1999, Tonta 2008, Parry 2010, Beazley et al. 2010, Gianini and Bowen 2015). Outside this narrow, but important territory, sporadic results from small-scale qualitative studies report no general trends or expert consensus in needs, visions or implementation strategies. Maceviciute and Wilson (2009) studied the differences in the perception of present and future library research issues in Swedish libraries, and found -but the results were rather indecisive- that different libraries have different priorities: Concerns about the relation of libraries to education and society at large were more frequent at public, regional and school libraries, while academic and special libraries emphasized the impact of new technologies and changes in scholarly and business communication. Huvila (2014) found that archive, library and museum experts expressed their need to discuss and define the future of their institutions with regard to their societal role, but when they had to concretize their ideas about this future and the strategies necessary to realize it, it turned out that they „lacked consensus about the essence of the future role of the ALMs and especially about the means to maintain, increase and reassert it” (Huvila 2014: 55)

Given the above, there is a clear gap in the literature regarding expert self-conceptualization with regard to museums and libraries. This is strongly limiting and directing our research methodology. As in any case when we want to conduct research on a particular well-defined segment of the cultural field, ideally, we need not only current data, we need data from the past to compare with it. When past data are non-existent or not available, as in the case of innovation research to which the *Acting Communities – Active Community Involvement* project belongs, you cannot rely to quantitative analytics; those decisions are best supported by results stemming from qualitative research. Among qualitative research methods, there is a wide

consensus about the Delphi Method being particularly suitable in cases where information is limited or conflicting, but the issues need to be addressed are complex. (O'Faircheallaigh 2010; McBride et al.2012)

Although Davenport and Harris (2007) suggest that extensive data, statistical and quantitative analysis are the best candidates for supporting decision-makers when you need predictions for short periods in the future, this is not really applicable to the cultural environment of the CEE region, including the Hungarian one. Even if we had past data, data-based statistical predictions are trustworthy only if there is a relatively constant environment, so when current data is gathered from a period of which is known to be not similar to the past, the role of subjective opinions and „gut feelings” will start gaining weight in forecasting (Sauter 2010). One can hardly contest that East-Central European countries, most notably Poland and Hungary are increasingly diverging from the EU mainstream and are faced with a politico-cultural upheaval. This change is often interpreted in academic circles as an autocratic turn associated with state occupation (Bozóki 2011), an „illiberal turn” (Rupnik 2012), as a rise of Potemkin-democracy (Ágh 2015) and de-Europeanization (Ágh 2016) and so on. These labels, beside showing the stigmatizing power of language, are also strong indicators of a turbulent environment, of a country where the confidence in liberal democracy is shaken yet she must manage to fit in a legal and cultural environment, and to cope with external influences, committed to the values of liberal democracy. State-maintained institutions using EU funds for development find themselves in a delicate situation not comparable to the post-2010 era, where cooperation between the Hungarian state and the EU -even if most divergences are mainly on the level of political rhetoric- was less burdened with national tensions and war narratives.

This turbulent environment is especially relevant in connection with meaning-making and meaning-negotiations of heritages. Public cultural institutions have always been subject to external economical and political pressure. One difference between the two types of external influences are that while economical pressure is well-known and widely experienced in the Western world, resulting in the rampant commercialization of public culture, value-based, state-supported, social transformation-aimed pressure have been, if not non-existent, but to some extent less significant in old constitutional democracies. In Hungary, since 2010, when the current ruling party FIDESZ won a supermajority in parliament, value-based decisions in cultural politics can be legitimately (*de iure*) interpreted as the „will of the majority” against which existing constitutional guarantees were rendered powerless. This period can also be considered as a start of a turning point in Hungarian cultural policy, as attempts to alter the preexistent cultural canon (which means to re-negotiate the body and meaning of key cultural heritage considered to be of significant important for national culture) and introduce the new canon of „national right” („nemzeti jobboldal”) became stronger and stronger (for a more detailed discussion of the canon-rewriting program of the FIDESZ party, see Kristóf 2017: 133-135).

This can heavily influence not only the self-conceptualization of experts or their visions about the future, but also their will to report their thoughts and opinions for research purposes, even if providing complete anonymity. This is, naturally, not a specific challenge of the CEE region; it was debated as early as in the '70s in the U.S. that a government's interest in knowing what people think about the future may come from their need of identifying unacceptable contingencies that require more control from their part (Scheele 1975:47).

3. Methods: Public sector and the use of Delphi method for forecasting

Being part of the *Acting Communities– Active Community Involvement* project, a preliminary requisite for the chosen method for analysis was to be adequate for forecasting formation of probable trends with regard to community development, museums and libraries. These institutions serve multiple objectives, and from the viewpoint of the current study exhibit at least three important features:

- they are sites of socialisation, providing both frames and content for complex interactive processes building specific knowledge and behavioural patterns, resulting in individuals becoming socially competent
- they are mostly public institutions, meaning they are run for the people, and are either part of a state entity, or state administration exercises final managerial control over them
- they are hierarchical on the organizational level, which allows accurate identification of decision-makers and the distribution of decision rights across layers (both vertically and horizontally)

These characteristics were crucial when we decided to choose the Delphi method (DM) for analysis. Without writing too much about the history of the DM -c.f. (Brown 1968), (Uhl 1971), (Adler and Ziglio 1996) - or its place among qualitative methods for analysis (Bazeley 2009, Brady 2015), as these are well-documented topics redundant to elaborate here; we would like to stress its contribution to community formation, decision making and futures research. In general, these are the objectives of most Delphi applications in the public sector.

In the context of community research, it is not extraordinary -and generally considered as good practice- to involve, in a way, members of the community in the research. On a more general level, in social sciences, the leap from positivist to interpretative sociology consist of recognizing that beside objective, observable facts, subjective experiences, beliefs and behavior of the members of a studied community are of equal importance for the researcher - this line of thought concerning the relation of empirical data and reality can be traced back to the philosophy of Locke, Kant and Hegel (Turoff 1970). Qualitative methods are generally accepted as being more apt to encourage community member participation in addressing strengths and challenges of the communities studied. (Miles and Huberman 1994) When this participation is structured, anonymized, and restricted to those members who are experts and/or leaders of their communities, we receive a sample and a method which is very effective for attaining knowledge that can directly improve the well-being and performance of a community on a system level: the Delphi method.

The DM is used for a wide variety and considerable number of cases in the public sector, mainly for the purposes of forecasting, communication, budgeting, and goal setting for public policy (Adler and Ziglio 1996). In the U.S., the DM has been used extensively to engage local communities in education policy making. (Baumfield et al. 2012) A review of the early adaptation of the DM for education (McGaw et al. 1976) suggest that the method was widely used in public education-related forecasting even before the time when the first serious debate about the methodological accuracy of the DM reached closure (Sackman 1974, Goldschmit 1975). The case is similar when we look at using the DM for research in the public sector in

general: review of studies started mostly in the '70s can be found in Preble (1983), who concluded that most Delphis conducted were used for forecasting, and anticipated that DM as a method will „enjoy a bright future in the public sector” (1983: 86). We are of the opinion that Preble’s assessment was correct: The DM became an established method in research fields with relevance for the public sector, such as social policy, medicine, nursing, tourism and sustainability science (Mukherjee et al. 2015). A quick search for the keywords „Delphi Method” in Elsevier’s Scopus database showed 391 documents from 2013 to 2017 in documents categorized under Social Sciences; with a steady annual increase from 57 published items in 2013 to 107 published items in 2017.

3.1 What are we doing exactly when using the Delphi Method?

As we can expect from a research method named after an ancient Greek oracle, the aim to realize here is to gather information about a well-defined group of expert’s views on the future. The rationale behind including only experts in the sample is the assumption that based on their superior knowledge compared to non-experts of their field, such persons are more competent in forecasting future trends and events, meaning their visions about the future are better suited to study. After choosing a group of experts to be involved in the research, the researcher(s) prepare a questionnaire and invite them to respond individually in a series of two or more rounds. When a round is finished, and the answers analysed, those in charge for the study feeds back the experts with a summary and anonymized samples of reasons given for judgements made by the participants, based on which the experts re-evaluate (or stand by) their answers until they have all agreed on a common view, and a consensus about elements of the future are reached.

3.2 First round: Sample selection and gathering preliminary data

The first round of a Delphi study, the results of which this report will explain, is mainly about collecting and structuring data from the experts chosen to participate, based on which we will formulate the problem and define our field of investigation as accurately as we can. Research aims and methods were determined by a research consortium, in cooperation with Kodolányi János University of Applied Sciences. Members of this consortium are: the Hungarian Open Air Museum Museum Education and Methodology Centre, the National Széchényi Library, and the Hungarian Institute for Culture Nonprofit Public LTD. Data collection, cleansing and analysis was carried out entirely by the Kodolányi János University of Applied Sciences.

The very first step here was to determine the characteristics of experts to be sampled for surveying. We specifically sought people who are, besides having expertise in their fields, enthusiastic and dedicated professionals. Our predetermined purpose was to have experts and decision makers of this field among the interviewed persons. Potential candidates had diverse background: leading officials of museums, libraries, community houses, leaders of professional organizations, undersecretary or head of department-level executive government officials, mayors and city council members etc. A list with the name, institutional affiliation and contact addresses of experts to be contacted was compiled and approved by the research consortium, taking into account suggestions provided by Kodolányi János University of Applied Sciences. Preliminary contact with the experts, asking them to participate in the study and for

approval was made before sending out the surveys by the Hungarian Institute for Culture. Selected candidates received an invitation in a form of a formal letter of address [see Appendix 1] in which a link was given to a questionnaire containing open-ended questions, with the exception of the first one asking about the name of the organizations they represent.

The cover letter was not personalized (literature about the positive effect of personalizing a cover letter are mixed and we decided against it) and contained a short description of the study, a short explication of and a deadline for filling out the survey, our anonymity policy and the address of a person they can contact with any questions they have. The survey questionnaire was created using Survey Monkey (www.surveymonkey.com), an online survey tool for professional use. Access to the questionnaire was distributed as a link which was included in the cover letter sent out to the selected expert's email address. The Survey Monkey link remained live for 43 days, from the 6th November, 2017 to the 18th December, 2017. In total, 86 people accessed the link of which 86 completed the survey. 8 experts filled out the questionnaire and sent back the answers by other means. Respondents were restricted from accessing the link more than once, and, based on the institutional affiliation given, a manual check after collecting the responses ensured that there were no duplicate answers, and that each answer sheet collected belonged to different experts.

A total of 204 experts (142 Hungarian and 68 International (non-Hungarian)) have been contacted this way. Initial response rate was very low: Based on the responses of the 142 Hungarian experts, 75 of them received the survey. An additional 12 Hungarian experts also received the survey who were recruited independently by Kodolányi János University of Applied Sciences. From the 68 International experts initially contacted, only 13 replied. An additional 41 experts received the survey at the end of November and at the beginning of December, 2017. We ended up with 62 fully filled out questionnaire from Hungarian and with 33 from International expert [see Table 1]

Table 1: Distribution of answers per expert fields

Institution	Answers from Hungarian experts	Answers from International experts
Community education	22	12
Museum	20	10
Library	20	10
Total	62	33

All completed surveys (there were no partially completed surveys) were entered verbatim into Microsoft Word, then processed -including editing for typos- for analysis. We used QSR International's Nvivo 11 (<https://www.qsrinternational.com/nvivo/home>) for qualitative thematic analysis, focusing on emerging topics and frequencies.

3.3 Categorization

First, we divided the full corpus to various well-defined subsets of texts. These sub-samples of analysis were constructed horizontally, emerging as a set of answers provided to each question in the questionnaire. Transformation was necessary because the full sample for analysis is not an organic text; its construction was guided by answering specific questions pre-defined by the researcher.³ In cases when questions following each other try to measure reactions on the same topic, answers to the two questions are integrated into one subset. With this method we receive accurate statistical data on the dimensions in the answers received (which dimensions of the question are emphasized or neglected by the respondents). Moreover, difference between the priorities of the professionals in each field (libraries, museums and community education) will become more accurately discernible.

3.4 Second levels of qualitative coding⁴ - Definition of main categories (second level nodes)

Questions presented to the expert-participants measured the following main categories

VALUES AND STRENGTHS – Question 2

TRENDS – Question 3

PROBLEMS, AREA TO DEVELOP– Questions 4 and 5

VISIONS – the ideal future situation in 10 years– Question 6

LEADER'S PLAN refers to the actions an expert would take to realize their vision - Question 6

MAKING COMMUNITY INITIATIVES APPEALING – Question 8

CRUCIAL POINTS OF THE EDUCATION OF CULTURAL PROFESSIONALS - Question 9

TARGETS OF SECTORIAL COOPERATION – Question 10

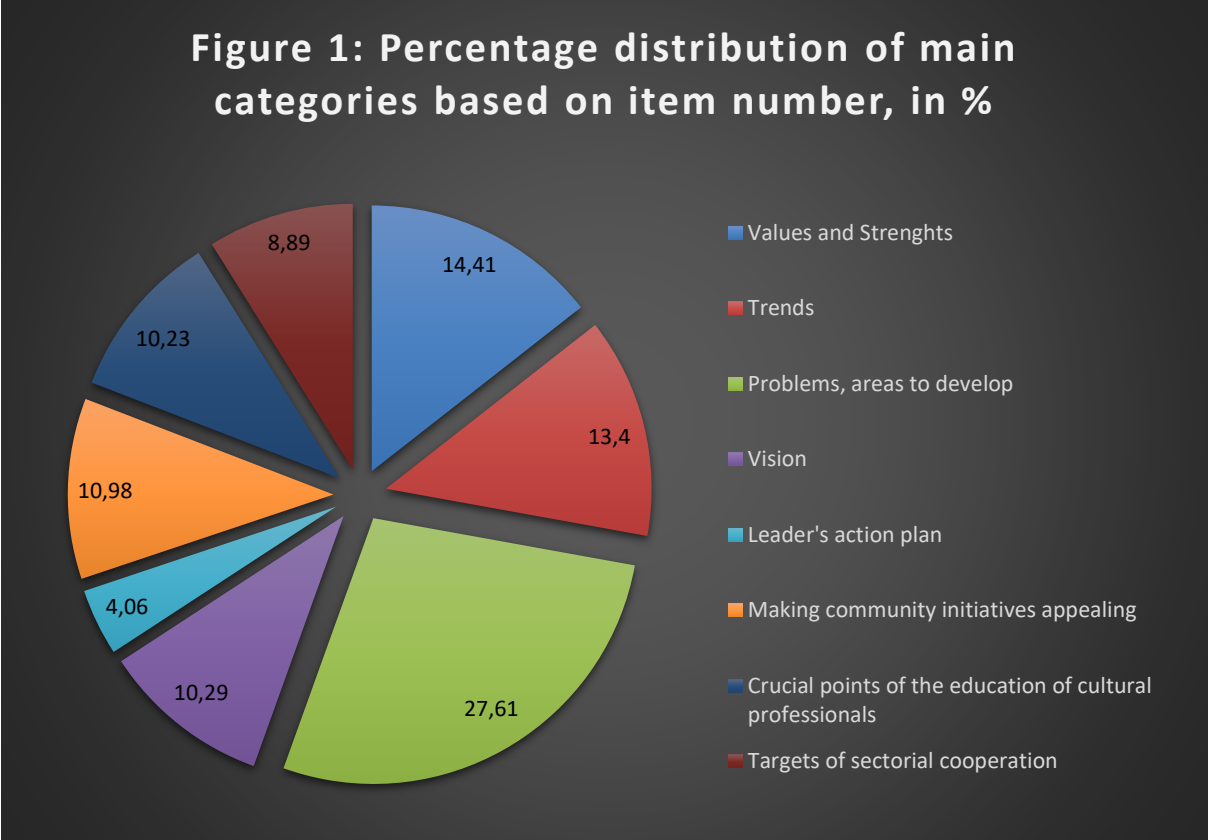
In order to make things clearer, from now on, main categories will be numbered similarly to the order of the questions in the questionnaire. During the categorization, there were occasions when a word or expression in the answers belonged to more than one category, or an answer presented content referring to a previous question. In the former case, the word or expression was categorized under both main category, in the latter, the word or expression was categorized under the applicable main category.

³ If we would interpret and analyse all answers as one corpus, results would be misleading, since words grouped under a category can refer to different topics and in different contexts in the answers provided. F.e., the reference of words grouped under „Education” may substantially differ in questions aiming at identifying current problems, and in questions measuring experts' opinion on the values and duties of their institutions.

⁴ In the Nvivo software, we use nodes for hierarchic coding. In the report, „main categories” are the equivalents of 2nd level nodes and „subcategories” refer to 1st level nodes. Occasionally 1st level nodes will be segmented further, which will be indicated in the text.

Taking into account the amount of data, there would be plenty of opportunities for further research that could deepen our understanding of the presented issues but given the scope and timeframe available for the work these analyses cannot be a part of the current report.

The distribution of main categories (by assigned item number) is as follows [Figure 1.]



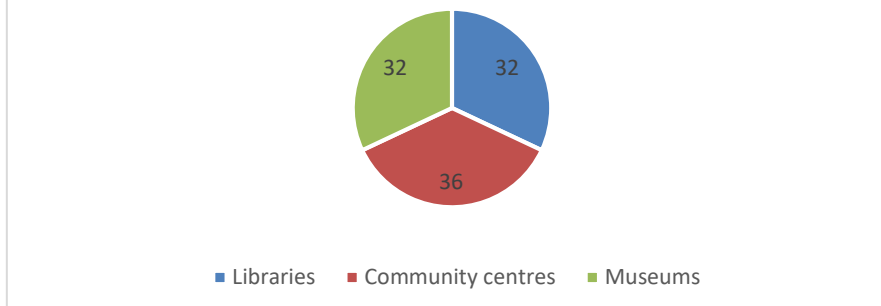
On the first place, we can see that the main category of PROBLEMS, AREA TO DEVELOP have a little more than a quarter share (27.61%) of all items, followed by VALUES AND STRENGTHS (14.41%), TRENDS (13.4%), MAKING COMMUNITY INITIATIVES APPEALING, VISIONS, and CRUCIAL POINTS OF THE EDUCATION OF CULTURAL PROFESSIONALS (10-11% each). The least discussed topics were SECTORIAL COOPERATION and Leader's Plan, with 8.89% and 4.06% of all items.

From the data shown on Figure 1, we can see the which topic was the most significant for the expert-participant in the sense of being the most communicative about it. Indirectly it also indicates our most sensitive topic.

4. Results

The sample contains the experts' answers from the three fields in approximately the same ratio: [see Figure 2]

**Figure 2: Distribution of experts
(per fields, in %)**



We may declare in connection to the questions 1-3 and 9. that the priorities given by the Hungarian and international respondents were similar. The further replies, especially on the problems and the areas to be developed provide different approaches in the Hungarian and International samples, that's why the categories are separated for these questions for the Hungarian and International samples.

It can be seen on the basis of the international responses that the respondents living in the Hungarian areas out of the borders of Hungary have similar point of view to the ones of the Hungarian respondents and also mention similar difficulties while the responders of EU (mostly of Western-Europe) are more focused on the minorities and their rights. Beside of the need for the financial support provided by the government they expect the political pressure of the current government not to be present in the sector, that is, the state shall not restrict the free operation of the institutions.

4. 1 Affiliation

The surveys sent to the respondents contain a question about the institution of the respondents in order to go on with the research, but the replies given to this question 1 are not included in the analysis for the responses give information only about the name of the organisation represented by the respondent and they have no (e.g. demographic) information to be analysed. Including the institutional affiliation to the analysis would also go against our anonymity policy, as anonymity of the experts was guaranteed during the process of data collection.

4.2 Values and strengths of libraries/museums/community centres

The original question was: What is your opinion about the values and strengths of community development, cultural/community houses/centres, museums and libraries? (Ön szerint mi a közművelődés/könyvtár/múzeum értéke, erőssége?)

From the answers received to this question, a priority list of main duties and raison d'être of these institutions can be compiled, as defined by the respondents. Based on this list we can

aggregate a consensus-based shared definition regarding the interpretation of these three fields.

Within this main category labelled 'Strengths and Values', the following subcategories have been defined:

SUBCATEGORY 1: the collection

We assigned every word and expression to this subcategory which refers to physical objects belonging to the cultural institutions studied, like collections, pieces of art and documents. A few examples to the expressions assigned to this subcategory are 'cultural objects and artefacts', 'original artwork' or 'documental asset'

SUBCATEGORY 2: (helping) cultivating and passing on traditions

This is the place for those words and expressions which refer to upkeeping, protecting and passing on traditions, as well as those signifying protecting and passing on ideal values and cultural heritages. A few examples to the expressions assigned to this subcategory are 'may convey', 'shared knowledge' etc.

SUBCATEGORY 3: Identity

Referring to protecting and nurturing identities; this subcategory is the home of words and expressions referring to identities, like 'sense of cultural identity' or 'intensifying identity'.

SUBCATEGORY 4: Community

Building and protecting communities, this subcategory holds words and expressions referring to community building. The subcategory contains all words and expressions containing the „community/ies” pre- or suffix, and many other words like „local needs” etc.

SUBCATEGORY 5: Education

This subcategory is the home of words and expressions referring to any institutional roles in connection with communicating culture, or enhancing individual knowledge, or to those places where the above processes take place. Examples from this subcategory are „learning”, „community education”, „adult education” and the like.

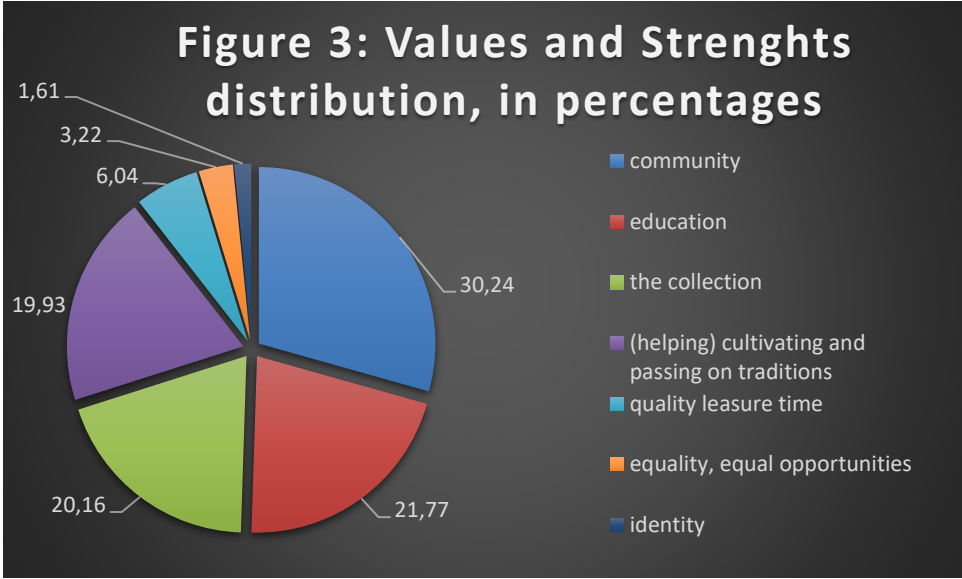
SUBCATEGORY 6: equality, equal opportunities

Words and expressions connected to social equality were assigned here; like „social differences” and „making (equal) opportunities”

SUBCATEGORY 7: Quality leisure time

This subcategory contains the words referring to passing quality free time in the studied cultural institutions, which interpret museums, libraries or community education as a place for recreation. Examples are „relaxation”, „free time” and „entertainment”

Aggregated results for libraries, museums and community centres [Figure 3] show the following distribution with regard to the most important communal values of cultural institutions:



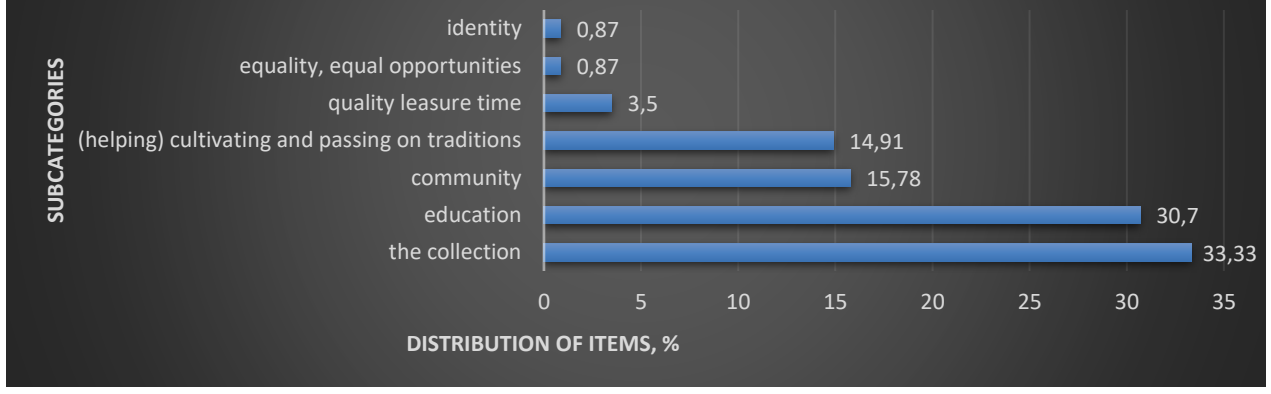
We can see that the first place here belongs to the 'Community' subcategory, which covers near one third (30.24%) of mentioned strengths and values combined. The second most important value of their institution, as mentioned by the experts answering the survey questions, can be found in education, followed closely by the collection these institutions are making available to their visitors, and cultivating and passing on traditions. In their opinion, though still mentioned, regularly, being a place for quality leisure time (6.04%), protecting and nurturing identities (3.22%) as well as facilitating equality (1.61%) are not among the dominant strengths and values of these cultural institutions.

Data shows that according to the experts, the most important role of the cultural institutions can be found within establishing and maintaining communities. Their second most important role is -beyond protecting and cultivating them- to make accessible their own collections to the wider public; this are the two key elements of their social usefulness which can be manifesting both in education and in passing on traditions.

The priorities of strengths and values are showing some field-specific differences, the one with the most notable pattern differences are community education institutions, compared to museums and libraries, their patterns being more similar to each other. A plausible explanation of the phenomenon is that while the former is an „active” cultural institution, focusing more on interpersonal relations and with a relatively small or non-existent collection to exhibit, museums and libraries are repositories of material objects and make them available for external „consumption”, showing images of more passive entities among cultural institutions, which can be visited by customers - if and when they make an initiative.

Values and strengths of museums are as follows [Figure 4]:

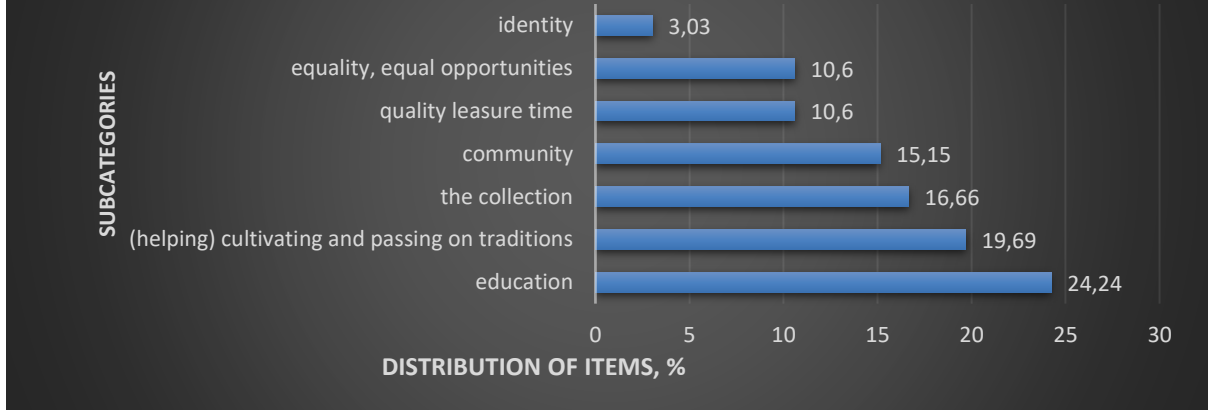
Figure 4: Strenghts and Values of Museums



Museum respondents feel that the main values and strengths of their institution relates to their collection (33.33%); the appropriate first level node contains almost a third of all Strength and Values mentions of respondents from the field of museum. Education (30.7%) closely follows collection, receiving approximately double the number of mentions allocated to „community” (15.78%) and „(helping) cultivating and passing on traditions” (14.91%) each. Other first level nodes with less significance were also identified: „quality leasure time”, „identity” and „equality, equal opportunities” are present with a weight of 3.5%, 0.87% and 0.87% respectively to all mentions here.

The results of the international sample correlates to the responses of the Hungarian respondents. It can be said in general that the priority of the International respondents is the maintenance of the local and regional values and collections of the interviewed museums, as well as the organisation of exhibitions and programs of high quality. They mention the cultural effect of the museums and the importance of the communication with the communities. The exchange of experience and the gain of new cultural experience are also of importance.

Figure 5: Strenghts and Values of Libraries

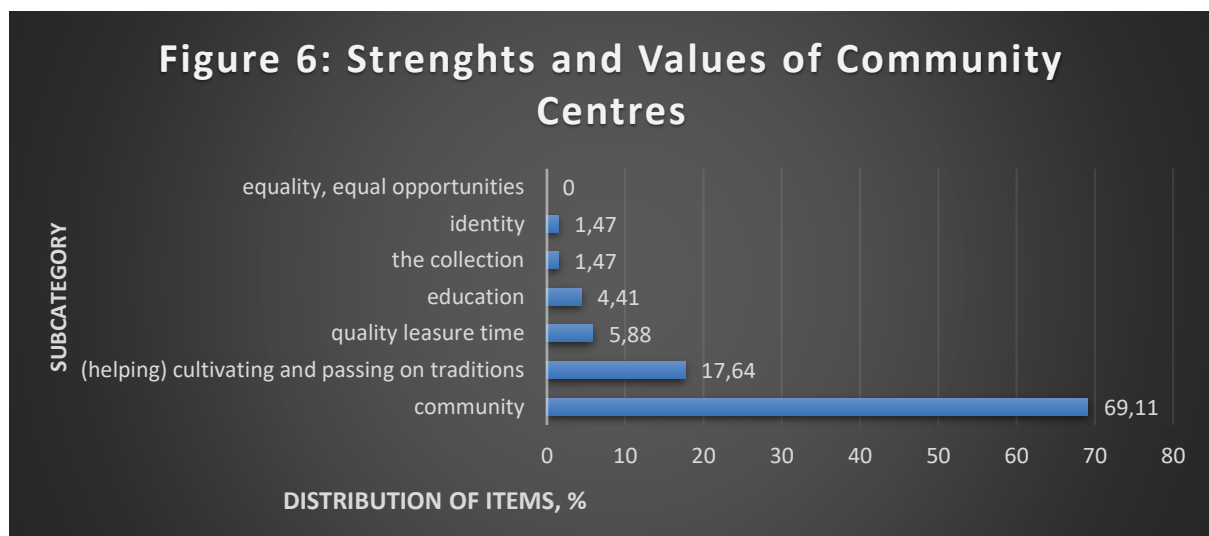


Primary functions of the library are different from museums, but the least prioritized topics (identity, equality and quality leisure time) are identical. Mentions about identity reached a higher level compared to museums (0.87 and 3.03 % respectively), so experts are on the opinion that identity-cultivating function is a more important aspect of libraries than of museums (see Figure 5).

The main values of libraries are found not in their collections; this is another significant difference compared to museums. The leading function here belongs to education (24.24%), and not to the physical documents the institution keeps in its inventory (16.66%). Their second most important role is helping to cultivate and passing on traditions (19.69%), closely followed by the collection itself and their community-building functions (15.15%).

Most of the international respondents have emphasised the community area as the strength of the library. It is very important for them to improve the society and the transfer of knowledge as service. The collection of the library and its service was mentioned as the third most important value.

Answers received from the institutions of community education, as would be anticipated from an active institution (see the corresponding part from the theoretical framework), put the community building function as their institution’s main strength; almost 70% of all allocated items is allocated to the subcategory of „community” (see Figure 6)



Their second most important role is helping cultivate and passing on traditions (17.64%), with a focus on local traditions. „Quality leisure time” fare better (5.88%) in the case of community education institutions compared to museums (3.5%) but stayed below the values recorded at libraries (10.6%). From the three types of cultural institutions, educational functions and the collection received the lowest share here, which can be explained by the fact that community education institutions usually do not hold a significant number of items to exhibit or rent. To sum up, the main task the respondents think community education institutions have to fulfil is building and nurturing local communities, to keep the member of these communities together.

The main duty of the community education institutions from international point of view is supposed to be the development and service of the community involving as wide range of society as possible, as well as the maintenance and transfer of the cultural values by the respondents. Other point of the responses was the provision of HR and technical background of high quality.

4.3 TRENDS

The original question was: „What kind of tendencies, trends and development policies can you see in the field of community development, community culture/community education, museology and librarianship? (Milyen irányzatokat, fejlődési irányvonalakat, trendeket lát a közművelődés/könyvtár/múzeum területen?)”

Mapping trends as experts see them, we can gain valuable information on where things are currently progressing, as well as on the characteristics currently dominant within the respective fields. The latter include, as we will see later, the strengthening of their communal, society-influential functions, or the struggles to solve financial hiatus emerging regularly.

In this main category, we have found the following trends frequent enough to serve as subcategories:

SUBCATEGORY1: community development, influencing the society

This subcategory contains words and expressions referring to capacities, potentials and functions of cultural institutions. F.e. „local community development”

SUBCATEGORY2: popularization, commercialization

This subcategory contains those elements which relates to the increasing commercialization of cultural institutions. The characteristic of this trend is that institutions either try to research customers'/visitors' needs or make an informed guess about those, and adjust their public image, programs and strategies accordingly. In this trend, the need to be popular may overshadow the need to provide quality. Examples for items coded in this category are „for the sake of increasing the number of visitors”, „managerial and professional service provider approach”, and „entertainment factory”

SUBCATEGORY3: upkeep traditions, identity development, identity politics

In this subcategory, we grouped together words and expressions referring to a trend of the strengthening roles of tradition. Examples for items coded in this category are: „heritage-centric museums” or „strengthening identity-awareness”.

SUBCATEGORY4: financial hardships

Mentions referring to lack of resources, financial problems or hardships were included to the „financial hardships” subcategory. Examples for items coded are: „meagre financial support”, „the sphere of museum left alone”, „without proper technical staff” etc.

SUBCATEGORY5: technological development, digitalization

This subcategory includes mentions related to technological development and the phenomenon of digitalization. Contains expressions like „increasing role of digital technology” or „informational and technological revolution”

SUBCATEGORY6: other

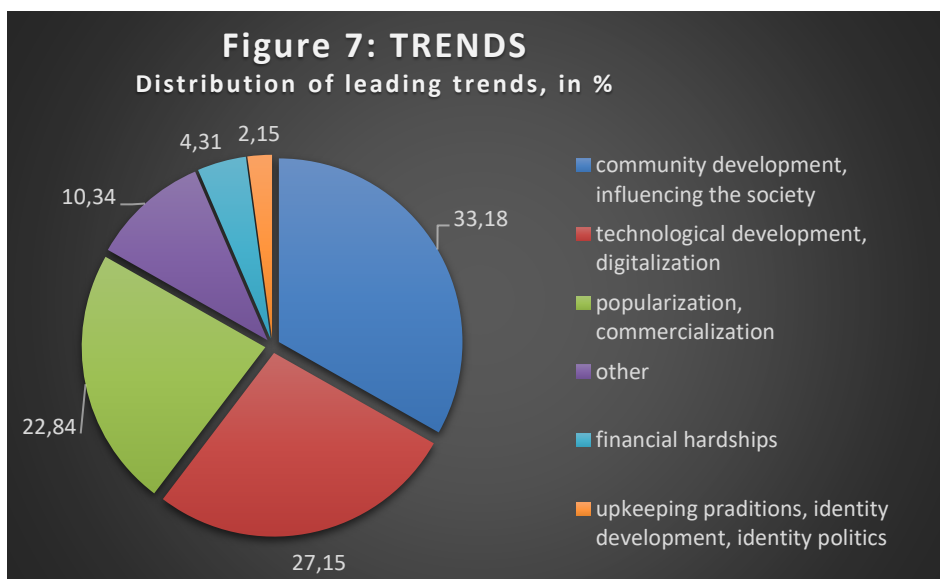
A separate subcategory was created for mentions not fitting into any of the previous categories. Various trends were mentioned, but unfrequently. According to the word count analysis of this subcategory (see Table 2), tourism (especially cultural tourism) and public education appeared in TRENDS.

Table 2: items in the „other” subcategory

Word	Length	Count	Weighted Percentage (%)	Similar Words
egyre	5	6	6,06	egyre
közművelődési	13	4	4,04	közművelődési
inkább	6	2	2,02	inkább
irányzat	8	2	2,02	irányzat
kevésbé	7	2	2,02	kevésbé
könyvtári	9	2	2,02	könyvtári
közművelődés	12	2	2,02	közművelődés
múzeumi	7	2	2,02	múzeumi
turizmus	8	2	2,02	turizmus
agóra	5	1	1,01	agóra
bemutatni	9	1	1,01	bemutatni
színház	7	1	1,01	színház

We also have to mention briefly those less explicit references which appeared in connection with the institutions’ dire financial situation. Not being explicit and definable enough to include them into the „financial hardships” subcategory, their context made their reference clear anyhow. To quote from an answer to illustrate: „Staying on your feet is what is utmost”.

Distribution of visioned trends on the field of cultural institutions is showed by the following figure [Figure 7]:



The foremost trend we can see from the expert's answers is the strengthening of these institutions' social function (33.18%); with regard to community development and being an influencing agent in society.

The appearance of the subcategory in the international sample

The responses in connection to the museums provided by the international samples mention the adaptation to the community and the institution, as well as the organisation of quality programs. The processing and presentation of cultural heritage is also an important trend. The participation in different projects, the improvement of the institutional network and the cooperation with media are supposed to be long-lasting, as well. The importance of the digitalization and the participation in it were mentioned in connection to the libraries by several respondents. The other important trend is supposed to be the action helping the libraries to revise the condition and the needs of the inhabitants. It is the way to support the local history, the researches, the culture and the local artists in order to get closer to the everyday life of the community. It is also very important to open to the community even if it means that the libraries have to leave their comfort zones. The development of the information infrastructure and the involvement of the media were mentioned in connection to this field as well.

The second most mentioned trend is technological development and digitalization, being independent from regions and more or less a global phenomenon, responsible for 27.15% of all mentions in this category. Technological development and digitalization is followed by popularization and commercialization, with 22.84% while the „other” subcategory, being a melting pot for various, infrequently mentioned trends pulled together, received only 10.34%.

In the answers of the Hungarian respondents, though the original question did not touch upon the topic, there are references to financial hardships. In spite of we asked for trends in the field we received a significant amount of criticism and worries about the lack of financial resources, dominated by problems in human capital (f.e. lack of professionals in the field)

The appearance of the subcategory in the international sample

The international comparison shows the subcategories of the improvement of service-orientation, the development of the community and the social function parallel to the upkeep of tradition. Besides of these this subcategory consists of the relevant rate of the subcategories of digitalization and the technical development while the Hungarian respondents from the area out of the borders of Hungary mention the subcategory of financial hardship, as well.

4.4 PROBLEMS, AREAS TO DEVELOP

The original questions:

Q4 What tendencies or issues do you think problematic and should be developed in the field of community development, community culture/community education, museology and librarianship? (Mi az amit problémának érez, mit kellene fejleszteni a közművelődés/könyvtár/múzeum területen?)

Q5 What kind of development would be necessary to improve the cooperation of cultural institutions (community/cultural houses/centres, museums and libraries)? (Milyen fejlesztést tartana szükségesnek a kulturális együttműködések érdekében?)

This main category was created mainly from item in answers to questions 4 and 5. It contains a vast amount of information and it is the largest category of the analysis, with 475 references coded. In spite of being linked to two questions, this category is homogenous since both questions refer to currently existing lacks and scarcities, and respondents were very focused on these issues in their answers.

Based on the expert's answers we created the following subcategories within „Problems, areas to develop”

SUBCATEGORY1: funding, wage, income quality

This subcategory includes all mentions related to funding problems, including income quality of the employees of cultural institutions. Examples for items coded in this category: „there is no normative funding for public goals” or „scarcity of financial support”

SUBCATEGORY2: human resources

This subcategory includes all mentions related to the field of Human Resources. Examples for items coded in this category are „everything depends on the expert”, „to retain current colleagues” „better appreciation” etc. It was necessary to divide this subcategory into three separate dimensions, since there were very clear signs of experts' thinking mainly on these topics when asked about problems and necessary developments. The three dimensions of HR is lack of professionals and skill shortage, lack of social and financial appreciation, and the third dimension was hold for mentions referring to various areas of professional education and development.

SUBCATEGORY3: need to develop technical, IT skills and have modern tools

This subcategory includes all mentions referring to the technical environment, to the presence and accessibility of necessary hardware and software, as well as well as to necessary renovation or upgrade work stemming from the current condition of the institution's brick-and-mortar establishments. Examples for items coded in this category are „appropriate infrastructure”, „lack of tools” etc.

SUBCATEGORY4: need for a paradigm shift or a substantial change of attitudes

This subcategory contains references describing the need for modernization and a paradigm shift in attitudes -these items are connected not with modernization in a material/financial sense; those are already coded into SUBCATEGORY3. Examples for items referring to a non-material sense of modernization are „not equals to train them to the old order of thing”, „they still think about themselves as „owner” and „keeper”, „time has passed by this profession”

SUBCATEGORY5: equality

The subcategory contains elements emphasizing the importance of equality or giving notice to the lack of involvement in providing equality in the activities of cultural institutions. Examples

for items coded into this subcategory are: “disadvantaged, severely disadvantaged groups receive less attention than necessary” or „in order to improve the quality of life of Roma people” in the responses of the Hungarian respondents.

SUBCATEGORY6: cooperation with other sectors

This subcategory is overlapping with Question 5. Since several respondents focus on expressing their problems and hardships there -as if they were continuing to answer Question 4- we thought that it would not be redundant to create a separate subcategory for cooperation here, especially because it has emerged from the data naturally. Examples for items coded here are „finding a purpose together”, „there is barely any integral cooperation”

SUBCATEGORY7: marketing, popularization

Expressions referring to insufficiencies on the area of marketing were grouped together in Subcategory 7. This subcategory also contains those items which emphasize upgrades and developments needed in the marketing activity of cultural institutions. For example, „up-to-date marketing” „advertisement and propaganda aligned” or „(human centric) methods for reaching people”.

SUBCATEGORY8: other

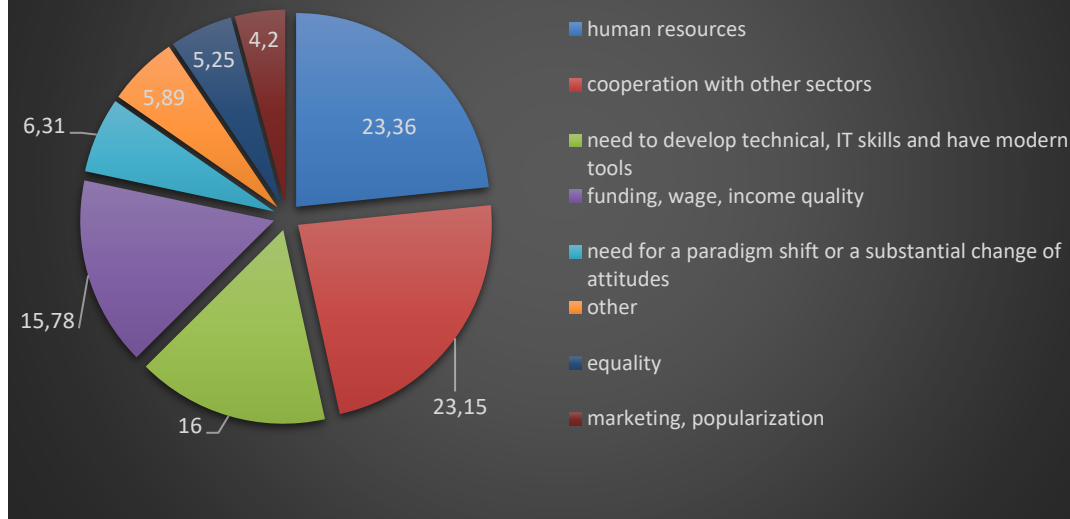
We coded here all items in which the respondent expressed problems or needs of change but are not a good fit for any previous subcategory. It is important to mention one particular topic which was mentioned multiple times by the Hungarian respondents, that of the concept of visiting hours becoming obsolete. According to certain experts, visiting hours should be adjusted to the free time available for potential visitors; in the old system a major part of employees is unable to visit museums, libraries or community centres because they close at approximately the same time as work hours are over.

4.4.1 Distribution

4.4.1.1 The most urgent problems

Patterns emerging during the analysis of problems and areas to develop can be seen on Figure 8:

Figure 8: Problems, Areas to Develop
Distribution, in %



Mentions belonging to „cooperation with other sectors” are a close second (23.15%); the most problematic area what experts see is the area of human resources (23.36%). According to the answers of the Hungarian respondents, but the profession itself also suffer from lack of workforce. Not just the present workforce, but the supply of potential workforce is also an issue. Less and less people choose cultural fields of work, which is often decided before going to university. People who’ve chosen this field of work often leave it for something else, this combined with the lack of technical staff pose an even bigger challenge. The core of the problem can be found in the lack of budget – people who work in this field are underpaid, there’s barely any financial aid, which means it’s basically impossible to employ this number of people, even if the lack of human resources wasn’t a problem. There’s a general uncertainty in this field which can be easily felt in the following quote:

„Those working in the field of public collections didn’t get a salary raise since 2008, extra pay was introduced in 2017, but that only lasts until November. Due to the outdated salary table, additional money must be assigned to completing the salaries in order to meet the national minimum wage, this is a humiliating situation. Due to the increase of minimum wage in January, the recently graduated workforce’s salary won’t even reach minimum wage. This is a serious issue that prevents professional innovation and development. The situation of university libraries and private institutions is also very similar.”

„We need a solution to adjust the workers’ salaries as soon as possible because experienced professionals are leaving these institutions.”

The second biggest issue found in the Hungarian samples is the state of the technical tools and the buildings. According to the aggregated answers, basic technical tools are missing, some institutions use decades-old technology – their colleagues simply can’t work with these outdated tools, which means that these cultural institutions won’t be able to compete for visitors. These institutions need modern equipment and an adequate workforce however, this

can't be done with the current financing. Should financing not change (increase), the relevance of these institutions and the number of visitors will continue to decrease, and it will become private. If this happens, culture won't be something that is basic to citizens, but something that only the more privileged can afford. All in all, it's easy to deduct that technical problems also lead back to the lack of finances, just like the problem with human resources; the lack of workforce and their fair salary.

The third, spontaneously mentioned issue among the Hungarian respondents is related to finance and salary at 15,78%, which is not far behind from the technical issues at 16%.

It's important to note that 42% of the mentioned problems are directly related to lack of resources mentioned by the Hungarian respondents. If we're looking at spontaneous mentions, then we're looking at an even higher percentage of 54%. This means half of the problems mentioned by the experts of these institutions are *directly related to lack of financing and resources*.

4.4.1.2 Other important issues

As mentioned above, the majority of problems are directly related to lack of resources, however, there are other issues as well, albeit they are of smaller importance:

- importance of change of perception and of a paradigm shift in thinking, intellectual modernization
- the 'other' subcategory
- equal opportunities in society
- lack of marketing

As the replies show, the Hungarian cultural sphere requires a comprehensive change in order to guarantee its success. Changes need to be implemented regarding financial aid, equipment and the workforce itself need to be modernized as well. Without these, the existence of cultural institutions is at risk.

4.4.2 Problematic areas by field

In order for a more nuanced approach of the problem, it's worth to take a glance at the problematic areas, and their weights in each studied field, respectively. [Figures 9 to 11]:

Figure 9: Problems, areas to develop - Museums



Figure 10: Problems, areas to develop - Libraries

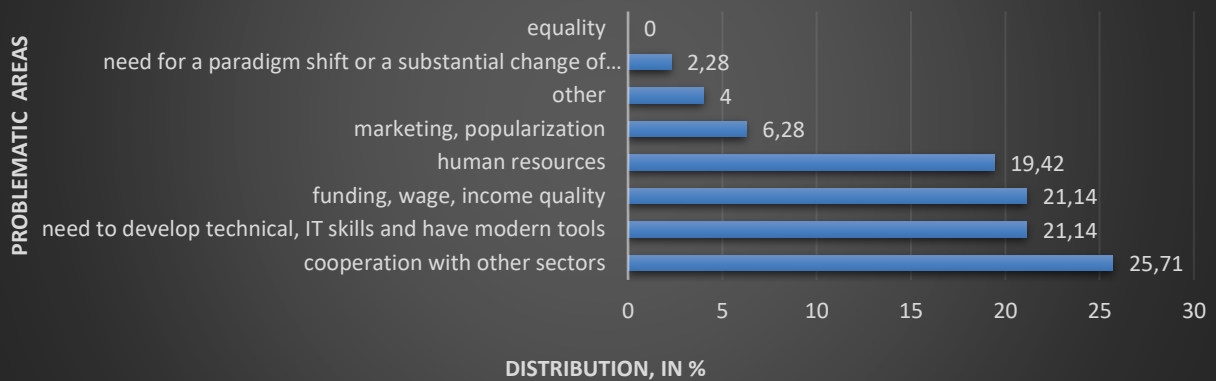
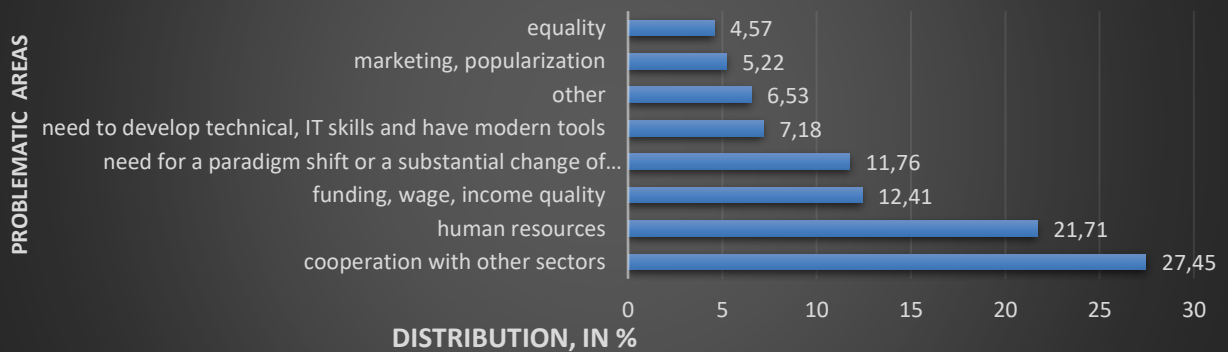


Figure 11: Problems, areas to develop - Public Education



The graph on the processing of the Hungarian replies illustrates that the directors of community education institutes treat obsolescence as a secondary problem, which is not surprising considering the fact that presenting books, documents or collections is not the main task of these community education institutes. However, the digitalization of their libraries or the proper storing of their priceless artefacts is a pressing issue.

The tendency at the community education institutes of updating equipment is 21%-19% more common among museums and libraries, however, the real issue is the lack of cultural workers. Finding proper employees becomes even harder when you consider the fact that community education institutes must be multidisciplinary as well, similarly to the institution itself. There is a huge shortage due to lack of resources and trained workforce, this means that these jobs in relation to the community education institutes should be made more appealing in order to attract trained workforce.

In regards of financing and salary, these factors were among the top four issues. If we're looking at spontaneous mentions (without 'cooperation'), it's still in the top three. This means that the issues mentioned by the directors are all similar regarding lack of resources and trained workforce. **Hungary's three main problems in 2017 concerning cultural institutions is the outdated technology and infrastructure, lack of trained workforce and financing problems, which leads to the two previous issues.**

The existential problems of museums, libraries and community education institutes are the most pressing ones, since professional progress cannot be made in improper conditions. It is also important to note that in cases of statistically popular, highly visited institutions, you can find underpaid, but enthusiast 'everyday heroes'. These places are popular because of the hard work of these heroes and not because of the system.

'(...) certain institutions may be popular compared to others, however, this is because of the individual performance of the directors, employees and their community, not because of the way the system works.'

Moreover, it's also interesting to note that this poll also contains political mentions and opinions, which is very surprising considering the fact that this is a professional poll. E.g.:

'We don't agree with the integrated institution model introduced in 2017 by the government. This was made up by someone sitting in front of a desk in Budapest, without any experience whatsoever. This could seriously DAMAGE the way these institutions work.'

The poll has lots of similar answers which will be presented on their corresponding topic during the study, since they are spontaneous responses regardless of the question itself. The issue of marketing is just a drop in this sea of problems, however, according to our data, museums don't lack marketing.

According to the responses, cooperation in the cultural sphere can be achieved via the following:

- by designing strategies together
- designing websites and (online) program interfaces where visitors can see the actual programs in that certain city. It's important that they must not be competition in that city, which

is why it's important to plan their programs together. They must work together and cooperate throughout the whole year.

- tenders that encourage cooperation could also start a dialogue concerning cultural institutions
- using the same advertising space, cross-promotion, planned advertising strategy and marketing
- creating databanks together
- programs, projects, events and workshops together could be also useful
- online site for united search (e.g. a united database for all the libraries that users can reach)
- courses and advanced training together where employees get insight into their colleagues' work – thus, they will know and recognize better different types of work as well

The aforementioned cooperation opportunities were mentioned several times, the above constituting the backbone of the main trends in suggestions for cooperation.

The appearance of the category in the international sample

The international responses say that representatives of the museums are of the opinion that the elimination of the gap between the generations is of utmost importance. While the younger people are for the modernisation, the media and the innovations, the older generation prefers the traditional forms. Some of the detected problems are the application of the incorrect way of exhibition, the changes of IT caused by the rush, that is, the facts the museums are not able to adapt.

According to the international sample the problem most of the libraries have is supposed to be the problem of communication. The respondents are of the opinion that the institutions do not communicate with each other causing the failure of the mutual help and the coordination of the programs. The other vital problem in this field is the insufficient financial support making the relevant improvements (either in the frame of the collection or technically) impossible. The number of the employees is rather few and their salary is insufficient.

The international responds provide the following problems in the field of community education. The improvement of the HR and the technical facility. The equal opportunities in society. It is very important for the respondents to address the different groups, as well as to reach each part of the society if possible, especially the ones with disadvantages. It is the reason why digitalization is supposed to be of utmost importance and they are intended to cooperate with other areas.

4.5 VISION – The ideal situation in 10 years

Original question: Draft your vision for the next decade of your local cultural/community house/centre, library or museum? (Milyennek látná szívesen 10 év múlva a települése művelődési házát/könyvtárát/múzeumát?)

We can see two main paths in the expert's answers: One led us to questions concerning the institutions' function, the other is their operational costs and relevant factors. These main paths are represented as two subcategories of analysis:

SUBCATEGORY1: Function

Concerning the functions of cultural institutions, visions tend to draw around three topics, represented by the following three dimensions for analysis.

DIM1: the institution as a space suitable for sharing time together, as a community centre and a multifunctional institution

DIM2: the institution as a think-tank or a workshop for ideas

DIM3: the institution as a target of tourism (previously we could see in 'TRENDS' the perception of cultural tourism, to which this dimension may relate)

SUBCATEGORY2: operational factors, costs

In this subcategory we can find problems with human resources mainly. Other significant groups are the wish for more stability in financing, digital presence, modern infrastructure and technical equipment.

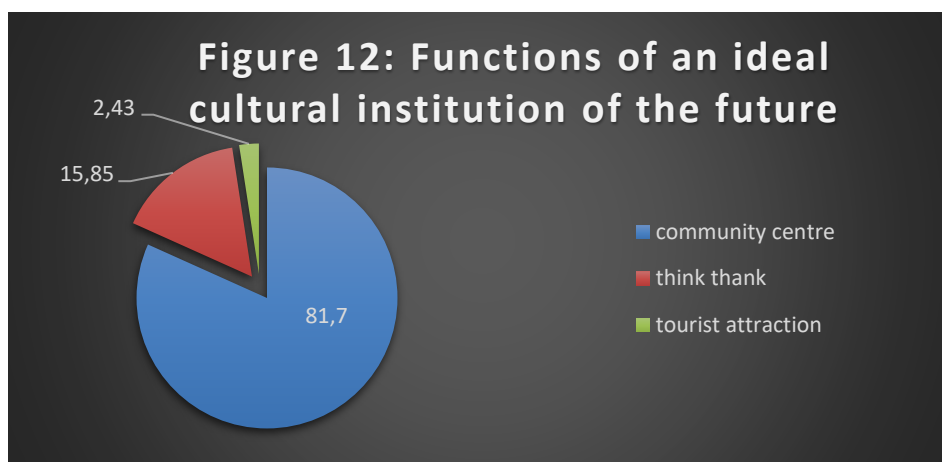
DIM1: stability in financing

DIM2: human resources

DIM3: digital presence, modern infrastructure and equipment, other thoughts on modernization

In the visions of the experts one can see recurring topics from the main category of „PROBLEMS, AREA TO DEVELOP”, which strengthen the validity of those answers, since the expert's visions are mainly manifestations of wishes to never become real, explicitly because of the problems mentioned before: the lack of financial and human resources

Regarding the functions of the institutions, characteristics of the common vision of the three fields (libraries, museums and community centres) can be seen on Figure 12:



It is obvious that the cultural institution of the future should function as a kind of community centre, where various services could be offered for their communities. Even when looking at the data from libraries, museums and community centres separately, we see the same the same order of priorities, patterns showing minimal differences in weights, for example museums and libraries are much eager to see their future selves as think tanks compared to

community education institutions. This function received 8+4 (12) mentions from the former two, while we could code only 1 item here from the area of community education. The „community centre” function is obviously the most important vision of community education institutions, and many experts from that field was affiliated with community centres at the time of the survey. The Hungarian sample provided 37 mentions, the museums provided 21, the library provided 9, while all fields of the international sample emphasised this priority. The touristic centre as aspect was only mentioned in connection to the museums in the Hungarian sample.

In the subcategory of „operational factors and costs”, aggregated results are showing that the absolute winner here is DIM3 with 67.36%, which cover digital presence, modern infrastructure and equipment, and other thoughts on modernization. This practically means that when experts think about the ideal situation of their institutions in 10 years, they imagine that they will be able to operate these institutions in a more modern, nicer and technologically better equipped building compared to the current situation. DIM1 and DIM2 are connected both with each other and with DIM3: improvements and changes in human resources gets one-third of the cake, while items referring to stability in financing (from the part of both the local and the central government) receives 4.21%.

To conclude on the bases of the Hungarian responds, it can be said with confidence that respondents filling out the survey wish for more funding, which they would like to receive primarily in technical tools and infrastructural upgrades. They also want upgrades in human resources and financing; basically, they would like to have institutions

„Where visitors are greeted by nice and professional people, which are adequately equipped and furnished, according to the standards of the age, where members of the local community, wider or smaller, can have a quality time. Where no public workers are working as staff, hired for opening and closing doors in the building (...)”

Exasperation over the current situation is showing himself in other occasions when experts elaborate on their visions:

„Being in the situation we are, I cannot form such vision”, replied one expert to Question 5.

However, in spite of the general lethargy felt from quite a good number of answers, there was another, more positive vision with which we could easily identify This vision was about an agora-like, modern, multifunctional intellectual workshop, suitable for all ages, a future community education institution, museum and library where people are happy to spend their free time. This is something capable of building and nurturing communities.

„The elderly should be made aware that libraries are not only for books you can read in your free time. They can learn here how to communicate online with their grandchild, how to use social media, how to gather recipes for Sunday dinner, how to discern between fake news and legit news.”

„(I see it as) Bright, spacious, comfortable, transparent, and loved.”

„Should remain similar to the current one, be an open, extroverted organization, being able to react to changes, to initiate changes, not living on routine work, an organization where spaces keep their modern feeling, and their infrastructure make possible providing XXI-century services and support, and not emanating pitiable retro-feeling.

„It should become a veritable agora, a market for urban intellectuals, a meeting point.”

The appearance of the category in the international sample

The international points were similar to the Hungarian responses. The most important for museums were the cooperation between the institutions in relation to their programs, as well as the personal contact and cooperation. The future vision for several museums covered the modernisation and IT improvement, as well as the participation in vital projects. Furthermore, the organisation of interactive programs and exhibitions and the provision the chance for all age groups and societies to visit. Exchange of experience, establishment and completion of strategies and the provision of financial support for the museums are also required.

Several libraries underline in the international response the importance of the good communication and cooperation among the (either cultural, political or other public) institutions. They think that the involvement of the inhabitants and the participation in several education programs are essential. The similarity between the Hungarian and the Hungarian but out of the borders of Hungary libraries is remarkable. These libraries are for the increase of the number of competent employees, the provision of the financial resource, the participation in the trainings and the provision of the appropriate premises and facility.

The international responses underline that the community education institution should be an area to spend time together, a community centre with different functions. The institution itself as an intellectual workshop can also be found in the responses. It is clear that there is a demand for the more steady financing and the improvement of the human resource.

4.6 The Respondent's Plan – what would a leader do in order to achieve the hoped situation?

The original question: What would you do to realise it? (Ön mit tenne ennek érdekében?)

A főkategóriában szógyakoriság-mérés után kerültek meghatározásra a fő irányvonalak, melyek az alkategóriákban öltenek testet:

SUBCATEGORY1: human resources

This is one of the direct results of the lack of resources. The content of this category confirms this, since according to the Hungarian responses, the respondents are of the opinion that these fields need to be developed and reformed. The subcategory contains notes related to personnel such as 'competent professionals should find jobs for long-term' or 'motivated professionals'.

According to the poll, the most important factors are professional competence, enthusiasm and attitude, moreover, the size of the personnel should be increased as well. Appropriate wages are the foundation of this, as mentioned in the subcategory. What's more, courses and further training is also very important according to professionals because of digital competence. As the Hungarian responses show notes related to personnel are the most important for community education institutions (18 mentions), then libraries (11) and museums (5).

Notes related to personnel are the most important for cultural centres (18 mentions), then libraries (11) and museums (5). The reason for this is probably that the respondents had already spoken about their worries related to human resources (they have the highest percentage of HR problem subcategory).

The problem of the personnel development can be detected in the international sample as well. The respondents representing the museums underline the exchange of experience as one of the most essential factor. The training of the personnel, as well as the provision of chance to improve are vital to make the employees more creative.

SUBCATEGORY2: infrastructural development

This contains problems like investment related to property and technical equipment, such as 'infrastructural development/maintenance' or 'IT development'. This subcategory detected in the Hungarian sample mentions what these institutions lack in technology and in their buildings.

The appearance of the category in the international sample

The respondents of the museums mention in the international sample the joining into the socio-cultural life, the introduction of new technologies, as well as the participation in relevant projects. They are of the opinion that the base of the development should be the invitation of external experts to help the operation of the libraries.

Each responding international library takes it essential to establish a community area. They think it should be more attractive and active for the community. The other essential activity is supposed to be the cooperation with the local cultural and education institutions, as well as other libraries. The exchange of experience is also supposed to be important independently on the fact if it is good or bad. It is also supposed to be vital to organise several culture programs for they can help to involve the local community in the organisation or the decision making. Furthermore, they would like to facilitate the completion of the technical development and the organisation of trainings. Beside of the development of HR and the infrastructure, the PR extension of the demand analysis, the completion of mini projects, as well as the establishment of a monitoring system are mentioned in the international responses representing the field of culture. An other essential point is the cooperation with the cultural institutions of the given city and the European cultural organisations.

SUBCATEGORY3: financial resources

This subcategory contains mentions of the Hungarian respondents related to increasing the size of financial resources, 'I'd provide more financial resources', 'constant financial resources' or 'the funds for the cultural sector don't affect these institutions enough'.

It's worth to read these lines in the original context:

'This means that the role of these institutions decreases and the funds for the cultural sector don't affect these institutions enough. Financing needs to be reworked.'

'Welfare system should be built in a way that wages take mental/recreational parameters into account so that wages actually finance culture; we shouldn't depend on the mercy of the government.'

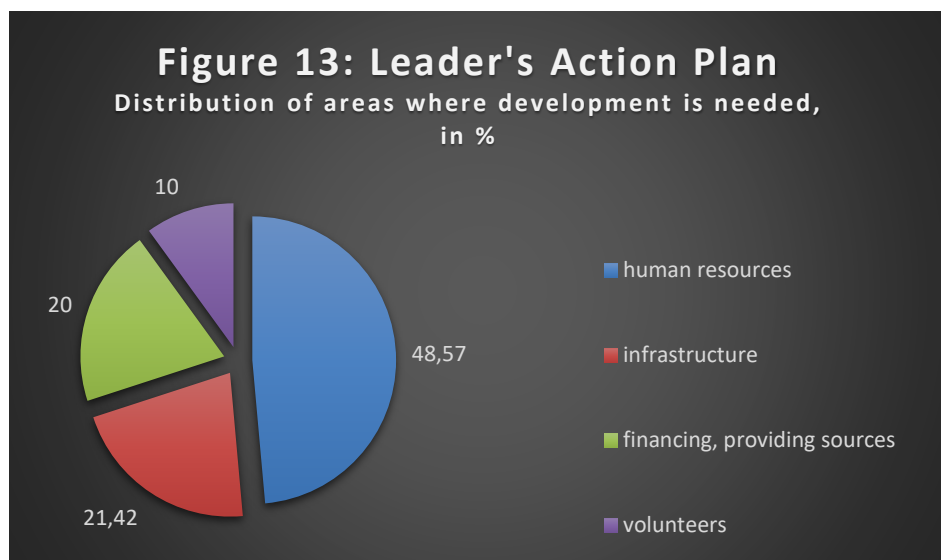
These reflect on the previously mentioned problem: cultural institutions are underfinanced.

SUBCATEGORY4: volunteers

On the basis of the Hungarian responses this subcategory contains mentions related to volunteers such as 'building volunteering circles' and 'the involvement of volunteers'. Community education institutions have the highest need of volunteers (5 mentions), museums had two mentions while libraries had none.

'(...) I'd build a friendly circle where I could solve some problems with the help of volunteers'

The Hungarian respondents could work on developing their institutions on the following areas -if they would have the chance to do it. [see Figure 13]:



The most urgent change is related to the professional workforce (human resources); this covers almost half (49%) of the requested changes. More, more prepared, more educated and motivated professionals are needed. The wages professionals currently earn should be corrected and they should be educated further. The second most requested change was the renovation and modernization of buildings with 21.42%. Providing more resources and a better financing was similarly popular (20%), and the last request was a subcategory related to correcting insufficiency with volunteers (10%).

4.7. Making community initiatives appealing

Original question: How can the local initiatives of cultural/community house/centres, libraries or museums be made more attractive? (Hogyan lehetne vonzóvá tenni a művelődési ház/könyvtár/múzeum közösségi kezdeményezéseit?)

We divided this main category of the Hungarian sample into the following subcategories:

SUBCATEGORY1: by means of communication, PR, marketing & market research

Items connected to research on areas of communication, PR and marketing were coded here. An example for items coded in this category is: „to base every initiative on a legit needs assessment”

From the mentions included in this subcategory, we can deduct how significant are communication, marketing and the knowledge about target groups for institutions aiming at selling their (in this case, cultural) product. Community education institutions and libraries show approximately the same need for the development of communication and marketing (~18% and ~19% of characters coded at the node), and on museums, coverage is 28.32%, which means that among all possible tools which have the potential of making community initiatives appealing, museum experts would be the ones using communication, PR and marketing tools in the greatest number of cases.

SUBCATEGORY2: by organizing events, programs

From this subcategory we can see how significant programs and events are in making community initiatives appealing. An example to items coded into this subcategory is „external programs brought to the people”.

The significance of programs in making community initiatives appealing was the highest in museums (11 mentions), then libraries (5 mentions), and community education institutions only had 1 item belonging to this subcategory.

SUBCATEGORY3: by involving volunteers, volunteer work

The main category seemed to have a recurring topic; in the case of making community initiatives more popular; experts mentioned the role of volunteers and volunteer work. We received one such mention from the field of libraries and two from museums.

SUBCATEGORY4: by infrastructural developments

This subcategory contains all items in the answers which refer to a solution to the question of popularization by infrastructural developments. Examples for items coded into this category are „through significant infrastructural upgrade”, „with sewing machines or 3D printers” (!), and „a modern look ”. Infrastructural development’s role in popularization was mentioned mostly in the field of libraries (6), community education institutes (2) and museums (1) had less references of this type. The most cases in this subcategory are about the developments of the buildings.

SUBCATEGORY5: by HR developments, attitude changes

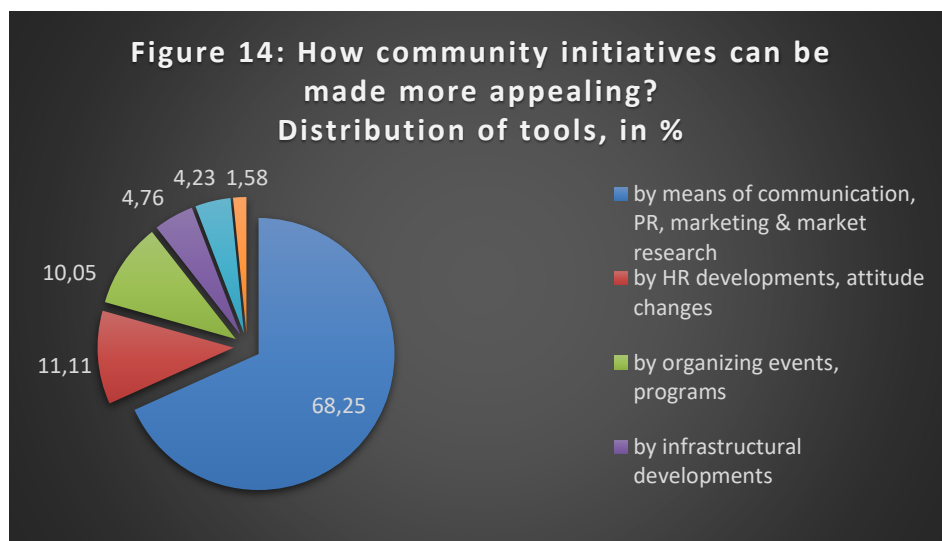
Valued highly by respondents in community education institutions (20 mentions), HR developments and attitude changes occurred mostly among experts of community centres. They also expressed, in general, an implicit critique about the (professional) efficiency and (mental) capability of their staff. As a recurring topic, we encountered again with the vision of the loyal, honoured and well-paid employee and aspects of professional education. It could be interesting to point out that the one (1) item coded in this subcategory from the answers of the

library experts expressed needs for a more „western” behaviour from the part of their colleagues.

SUBCATEGORY6: by increased funding, ~monetary opportunities To increase financing for cultural institutions also appears in the context of making community initiatives appealing. This subcategory contains items related not only to critiques, but to suggestions for possible solutions too. Examples for items coded her are „these too are characterized by stringency”, „it should be paid well”. Most (6) of these items are coming from libraries, community education institutions produced 2 mentions while museums expressed no such ideas.

The survey of the target audience and their needs is frequently brought up when talking about the popularization of these events and institutions. A survey specifically for this purpose is highly recommended, which should be a countrywide, rather than a local survey, the content of comments on social media could be analysed as well since this is the best way to survey young people’s habits. A survey research could be good, too. The leaders know how important strategical planning and customized marketing is, so a change like this could greatly help in bringing back the cultural sector from the brink of death (obviously, popularization can only work with infrastructural development at the same time).

The aggregated diagram [Figure 14] turned out as follows:



In the field of social initiative, marketing and communication achieved a landslide victory with 68%. of all items coded. This means that well-grounded communication and campaign is needed that actually is customized for the user’s needs in order to reach the target audience.

In the field of making cultural institutions more popular, the second one was updating and replacing the workforce for professionals at 11%. Programs were placed at a similar level (10%), then infrastructural development (5%), more financial resources (4%) then volunteers (2%) with a few mentions.

The responses also described the state of the country and politics, and highlighted the importance of physical and mental modernization:

'40% of the population make less than the minimum living wage, and while this persists, people will think about supplementing their income instead of reading daily newspapers in the reading room.'

'The state of our society is horrible. Generations that have already grown up have no social experience whatsoever.'

'We must adapt to the changing needs, world and people. Most institutions still live in the 1980s.'

'If we can't rejuvenate the workforce, either this situation will persist for decades or these institutions will close down, and businesses will take their place. (Which means that lots of people will be excluded from entering.)'

'We should leave the old 'stories' and realize that this is the 21st century, the 4th industrial revolution.'

The appearance of the category in the international sample

The respondents of the international sample are of the opinion that the most important point is the reaching of the target public.

The museums underline the importance of the correct choice of topic so as they can reach the target public more easily. The tools being able to provide a big impact are required for this purpose. It is essential to organise and publish attractive programs even with the involvement of the community. The survey of the people's interest, as well as the adaptation to it are supposed to be a tool as well.

The responses of the foreign libraries mention the same duty. They are of the opinion that the thorough survey of the needs of the foreign communities is of great importance. That's why they think it is essential to involve PR, the social media and the local target public. The introduction of new and more attractive activities, the modernisation of the community area plays important role in this process as well.

The organisation of programs meeting the requirements of the target public, the improvement of HR, as well as the change of attitude can be found in the international responses as well. The involvement of the volunteer work in the field of culture was mentioned but was not relevant. The development of infrastructure and the enlarged financial resources were also mentioned.

4.8. CRUCIAL POINTS OF THE EDUCATION OF CULTURAL PROFESSIONALS

Original question: What kind of theoretical and practical contents are important to train and retrain the experts of the cultural sector? (Milyen elméleti és gyakorlati tartalmak fontosak a kulturális szakemberek továbbképzésében és felkészítésében?)

Analysis of this category gave us answers to the question of most needed areas in educating cultural professionals; to the fields, areas of expertises and skills which are currently absent from the human resources available for the cultural sector.

According to the opinion of the Hungarian respondents this main category is further divided into 18 subcategories which show the key points of the education of cultural professionals.

SUBCATEGORY1: andragogy

SUBCATEGORY2: skills in economics and financing

SUBCATEGORY3: sociology

SUBCATEGORY4: museology

SUBCATEGORY5: pedagogy

SUBCATEGORY6: marketing

SUBCATEGORY7: communication

SUBCATEGORY8: psychology

SUBCATEGORY9: digitalization, IT skills

SUBCATEGORY11: leadership education, strategy planning

SUBCATEGORY12: event organization

SUBCATEGORY13: international know-how

SUBCATEGORY14: skills in obtaining external funding

SUBCATEGORY15: legal skills

SUBCATEGORY16: skills in logistics

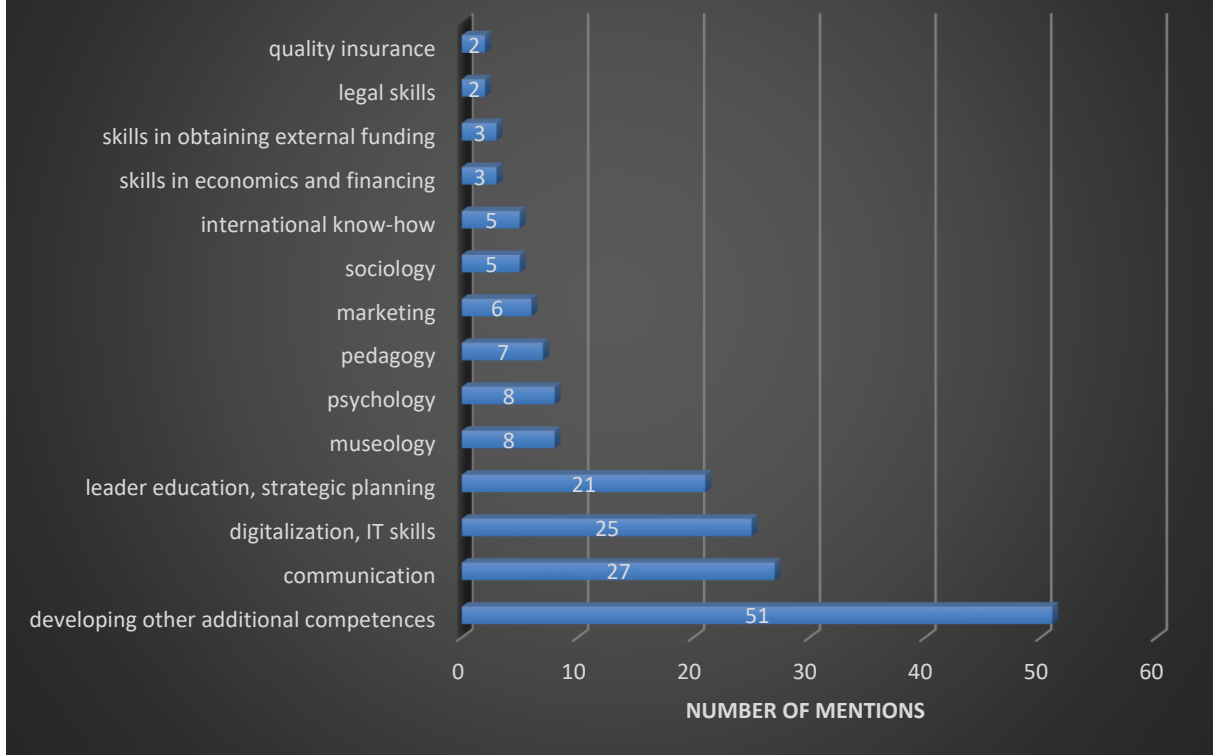
SUBCATEGORY17: quality insurance

SUBCATEGORY18: developing additional competences

A separate, 18th subcategory was created for those items that referred to the competency enhancement of experts but could not be coded clearly into any of the above.

Based on the number of items coded into each of these subcategories, we drew a list of priorities which is aimed at ranking the educational needs of cultural institutions. [see Figure 15]

Figure 15: Types of content important in the education of professionals reversed priority list, by number of mentions



On the area of education for professionals, communication (25 items) and digitalization and IT skills (27 items) proved to be the most needed according to the answers given by experts. Leader education and professional planning have the second place with 21 items, and, after a long pause more specific areas like museology (8 items) , psychology (8 items), pedagogy (7 items), marketing (8 items), sociology (5 items) emerged, together with a general wish for acquiring international know-how (5 items). We also find skills in economics and financing, skills in obtaining external funding, legal skills and quality insurance in the lowest quartile. Items coded into „developing other additional competences” were not specific enough to be coded separately (like „cooperation” or „fieldwork”, or received only one mention (like „history of music”, „history of literature” etc.) The word cloud below [Figure 16.] show the distribution of individual items in SUBCATEGORY 18:

Figure 16: Word cloud for the „other” subcategory



We can see that if, in spite of its undefined and unelaborated nature, we have opened a separate subcategory for the need to educate „community development”, it will be in the lowest tier of the priority list with 6 mentions (3 from community education, 2 from museum and 1 from library experts). Anyway, when the respondents talked about „other skills” they found to be substantial in the education of professionals, it was these community development skills which received the highest number of mentions. The data correspond with the vision of cultural institutions functioning as community spaces in the future (‘VISIONS’ main category) and to the finding that the most referenced value of cultural institutions are their ability to create and develop communities (‘STRENGTHS AND VALUES’ main category). We could also observe in the answers that there is further need to develop the experts’ cooperation and conflict resolution skills, and more fieldwork and practice in educational modules would also be useful.

We can find the need for (and lack of) communication experts on the first place within answers in this main category, mentioned by museum, library and community education experts in approximately the same ratio. Digitalization and IT skills -which are skills that a communication expert, at least nowadays, cannot acquire – are a close second, the two leading needs are overlapping. The need for leader education and strategic planning, in other words, managerial skills correspond to the increasing commercialization of culture in the 21st century and to the trend of the gradual transformation of cultural institutions into service providers, selling culture and access to culture as their main product in order to remain visited. For this it needs experts who know and can manage the target audience.

In the past years, government-introduced measures in higher education (which tend to give less space to Communication and Media Studies, and to soft sciences in general) are in contradiction with the above needs expressed by cultural institution experts, as leaders in the

cultural fields are struggling with an extreme lack of professionals with (digital) communication and other soft skills right now. According to the answers received, one of the main cause of this wretched situation is that careers in the cultural sphere are not at all attractive to highly qualified professionals and employment in the state-financed cultural sphere is very far from a viable career model

To sum up; currently communication and IT professionals are what is most needed for cultural institutions; in the case of the former they should also have leadership competencies and they should be able to plan strategically.

The appearance of the category in the international sample

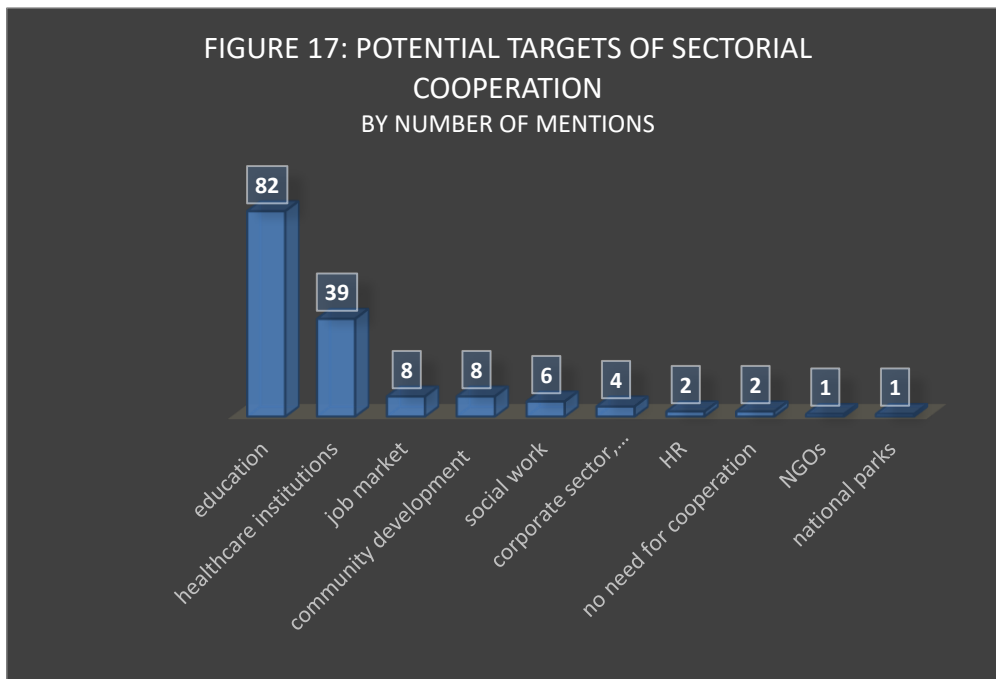
It can be stated on the basis of the responses given to the international questionnaires that this question was difficult to interpret. It was the reason why the majority of the responses belong to the category of developing additional competences or were rather general. The subcategory characterizing the Hungarian sample can be detected in some responses. Almost each institution says that the exchange of experience with other institutions is essential. They think that the practice-oriented training and the organisation of study tours are vital. The organisation of trainings, workshops, conferences and projects is an important part of the education of professionals. The learning of new trends can improve the skills and creativity of the professionals relevantly. The motivation, the knowledge of the local history and the open way of thinking are required.

4.9 TARGETS OF SECTORIAL COOPERATION

The original question: What kind of sectoral cooperation can strengthen and increase the recognition and significance of the cultural fields? (e.g. sectors in education, health and employment etc.) Milyen szektorális (pl. oktatás, egészségügy, foglalkoztatás) együttműködési lehetőségeket lát a kulturális ágazat elismertségének és jelentőségének növelésére?

This question would have been deserved more care during the questionnaire design, because it not only shows the characteristics of a guided question, it even provides hints for the answers („e.g. sectors in education, health and employment etc”). Therefore, spontaneity of answers was compromised, answers would have been informative only if they were spontaneous. Suggestions for answers incorporated in the question are distorting our results; it cannot be rejected outright that education and healthcare institutions are responsible for the dominant majority of codable items (82 and 39 respectively, together they are responsible for 79% of all items coded into 'Targets of sectorial cooperation') exactly because these possibilities were the ones explicitly mentioned in the question -respondents may have felt compelled to react to these points. Because of that we should not use results from this category to conclude anything about other potential fields with which museums, libraries or community centres can strengthen and increase the recognition and significance of their respective fields.

On the area of sectorial cooperation [see figure 17] the distribution of mentions is as follows:



The cultural field is directly related to education, so it only makes sense that they'd reach a high number of mentions without directly asking. The same cannot be said about healthcare so the subcategory's mention number cannot be used. The participants voiced their surprise; they learned that you could measure your blood pressure and blood sugar levels in cultural education institutions:

'We've yet to delve into healthcare, but thank you for your question, we are thinking about what a museum can offer to the county hospital.'

Participants also voiced their opinions about society:

'The reason we don't cooperate with schools is that education is heading to the opposite direction compared to libraries, e.g.: independent studying, critical thinking, LLL.'

'Increasing the prestige of the cultural sector is a political question. Does the government want the population to be happy in a community with their own choice of activity or not? If they do, then they will provide the necessary infrastructural and professional change. (...)'

'How the hell could education and healthcare, both of which row in the same boat, help the cultural sector when they themselves are also overburdened with issues?'

'I am sorry that the answers provide too general information. I don't know what type of conclusion you can make out of this that would help us. If the whole system isn't changed, then I'm afraid these types of polls won't bring progress.'

'This is a typical Bachelor of Arts-type of smartass question. The answer is simple. Put your heart into it (even when you're significantly underpaid)!'

'The link to education is evident, however, nowadays school and museum competition descriptions are so dilettante that they ruin the already existing relationship of museums and teachers. These need to be taken out and their creators fired. This alone would tremendously help the system.'

'The question related to employment is unreasonable. Contact with illiterate people is hard in any form, and for others, everybody who works in a museum is a 'loser' since they can barely buy food. If the government doesn't do anything to aid these institutions, then it shouldn't expect cooperation from our part so that they could show off something.'

This response raises the problems related to false statistics, which is mentioned by another respondent as well:

'They must do well in their own field. Their performance isn't good just because their financiers are content with the fantastic, but false statistics.'

Others say that cooperation between sectors wouldn't help the cultural sphere, but a change of paradigm would, e.g. family friendly attitude, appreciation and the reform of professionals.

'In my opinion, the cultural field would be more appreciated if they'd be open to concepts that are not accepted in Hungary yet. For example, family friendly, dog friendly, access for disabled.'

'The workers of culture aren't appreciated in our society.'

'Every organization and specialization are the way they think of themselves. You can't get recognition if you're ashamed.'

'Cooperation is important, but human resources can't strengthen cooperation.'

4.10. Mentions related to lack of financing

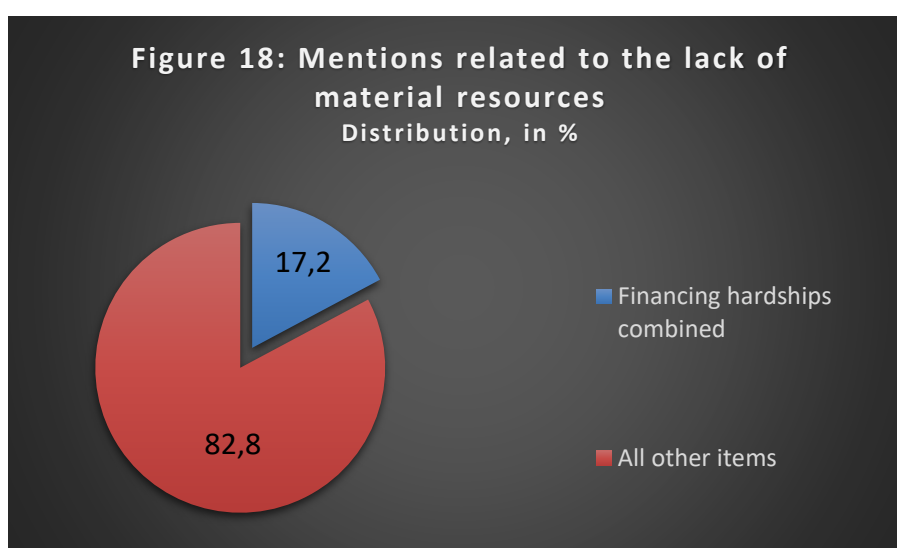
The analysis clearly shows that the main issue is the lack of resources. Table 3 will show us those categories in which coded items was mentioned in the context of inadequate financing (we checked for context with a repeated reading, and screened out those items which did not qualified for context, which means that the No. of items showed below are not necessarily the same as the total number of items in the categories) [see Table 3]

Table 3: The mentions related to lack of resources compared to all coded mentions is illustrated on Figure 18.

TOPICS	No. of items
TRENDS/financial hardships	10
PROBLEMS, AREAS TO DEVELOP/human resources/lack of professionals, skill shortage	37
PROBLEMS, AREAS TO DEVELOP/human resources/lack of social and financial appreciation	10
PROBLEMS, AREAS TO DEVELOP/human resources/need to develop technical, IT skills and have modern tools	76
PROBLEMS, AREAS TO DEVELOP/human resources/wage, income quality	75

VISIONS/operational factors, costs/ digital presence, modern infrastructure and equipment, other thoughts on modernization	64
VISIONS/operational factors, costs/human resources	17
VISIONS/operational factors, costs/stability in financing	4
LEADER'S ACTION PLAN/human resources	14
LEADER'S ACTION PLAN/infrastructure	15
LEADER'S ACTION PLAN/financing, providing sources	14
MAKING COMMUNITY INITIATIVES APPEALING/ by HR developments, attitude changes	4
MAKING COMMUNITY INITIATIVES APPEALING/ by infrastructural developments	9
MAKING COMMUNITY INITIATIVES APPEALING/ by increased funding, ~monetary opportunities	8
Total no. of mentions related to financial hardships	357
Total no. of all coded mentions	1720

The mentions related to lack of resources compared to all coded mentions is illustrated on Figure 18.



It's truly a serious issue when in the answers to complex questionnaire measuring a range of issues from cooperation through trends to visions, every sixth codable concrete items are related to financing and lack of resources. Instead of focusing on progress, these leaders are forced to ask for help in order to provide the bare minimum that is required to maintaining the institution, all they can do is basically voice their concerns.

4. 11 Word frequency of first mentions in the answer

The topics and most common words of the replies are shown in a separate study. The previous part of the research is an accurate and informative analysis, this study simply highlights the findings of the previous one. The following word clouds demonstrate the frequency of some words, however, keep in mind that phrases, negative statements and expressions are not taken into account. These clouds give us a picture of what comes in the experts' mind to that question⁵

The word clouds demonstrate the emphasis of the words (in their first mentions); font size and centre position is based on word frequency.

4.11.1 WHAT are the values and strengths of the MUSEUM/LIBRARY/COMMUNITY EDUCATION?

Figure 19: Highest occurring words: Strengths and Values



Highest occurring words of Strengths and Values are referring to protecting cultural values, which is the main objective of the mission of cultural institutions. [see Figure 19.]. Securing

⁵ The reliability of the measurement can be increase significantly if a new content analysis is made with the help of the application of the whole vocabulary of category in connection to the first mentions ont he parts of the sentences buti t is impossible for limits of time and volume but the samples can be analysed within the frame of a new study.

Hungarian sample

The study clearly shows that the cultural sphere is plagued by financing issues. More funds need to be allocated to the cultural sphere workforce's salary, which need to be significantly raised in order to develop it into an attractive career model for professionals. The second biggest priority is the reform of the professional training which is achieved by supporting and promoting the actual BA and MA degrees.

Dialogue need to be initiated between universities and cultural institutions in order to make these studies more effective. The cultural sphere not only needs bachelor of arts and social science graduates with technical knowledge, but also technical professionals in order to develop and maintain the cultural sector.

Cultural institutions need urgent reform and modernization in order to not lose visitors.

Museums/libraries/community education institutions need professional research as well so that they could get to know their target audience and users better for marketing is a necessary tool for keeping visitors. As long as these developments aren't brought to life, the only results are produced by individual performance, enthusiasm and sense of duty:

'The answer is simple. Put your heart into it (even when you're significantly underpaid)!'

International sample

It can be seen on the basis of the international responses that the respondents living in the Hungarian areas out of the borders of Hungary have similar point of view to the ones of the Hungarian respondents and also mention similar difficulties while the respondents of EU (mostly of Western-Europe) are more focused on the minorities and their rights. Beside of the need for the financial support provided by the government they expect the political pressure of the current government not to be present in the sector, that is, the state shall not restrict the free operation of the institutions. And the reach of the target groups, the development of the communities, the development of the infrastructures and the digitalization were noted as the most important field to be developed.

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Appendix 1: Survey cover letter

Dear Sir or Madam,

Thank you for accepting our request to participate in the *Acting Communities – Active Community Involvement* (EFOP-1.3.1-15-2016-00001) priority cultural project. The primary aim of this project is to strengthen social cohesion by way of an increased involvement of cultural institutions (libraries, museums, public education institutions). Please read the cover letter and choose if you would like to proceed.

The survey can be accessed through the following link:
<https://www.surveymonkey.com/r/VFQYS5P>

Please click on the link and follow the instructions. You will have to answer one question at a time, in a given order. When you finish answering a question, please click on the „OK” button. After completing the survey, please click on the „Done” button.

Please answer the questions touching upon a cultural field with regard to your own field of expertise.

You will have to answer 9 questions -this would take approximately 10-20 minutes of your time, depending on the length and depth of your answers. There is no length limit for your answers. Your responses will not be identified with you personally, please do not give your name in the answers. Email addresses will be kept during the data collection phase for tracking purposes only. Only a limited number of research team members will have access to your answers during data collection. Only group results will be presented or documented, not individual answers, though quotes or extracts from anonymized individual answers will be used for illustrational purposes.

Your help with this research is strictly voluntary -there is no reward for participating and no penalty if you do not participate. You may decline to answer any question (type 'I do not want to answer' in the textbox) and you have the right to withdraw from participation at any time without penalty. If you wish to withdraw from the study or have any questions, please contact us through this email address. Return of an answered survey will indicate your consent to participate in the research project indicated above.

Please fill out the survey within X days after receiving this email.

Should you have questions about the survey or about the project, please do not hesitate to contact the partner responsible for the survey (name, e-mail address) or the project coordinator (name, e-mail address).

Thank you

On behalf of the Hungarian Open Air Museum Museum Education and Methodology Centre, the National Széchenyi Library, and the Hungarian Institute for Culture Nonprofit Public LTD.

Kodolányi János University of Applied Sciences

Appendix 2: Survey Questionnaire

Q1

The name of the organisation you represent:

Q2

What is your opinion about the values and strengths of community development, cultural/community houses/centres, museums and libraries?

Q3

What kind of tendencies, trends and development policies can you see in the field of community development, community culture/community education, museology and librarianship?

Q4

What tendencies or issues do you think problematic and should be developed in the field of community development, community culture/community education, museology and librarianship?

Q5

What kind of development would be necessary to improve the cooperation of cultural institutions (community/cultural houses/centres, museums and libraries)?

Q6

Draft your vision for the next decade of your local cultural/community house/centre, library or museum?

Q7

What would you do to realise it?

Q8

How can the local initiatives of cultural/community house/centres, libraries or museums be made more attractive?

Q9

What kind of theoretical and practical contents are important to train and retrain the experts of the cultural sector?

Q10

What kind of sectoral cooperation can strengthen and increase the recognition and significance of the cultural fields? (e.g. sectors in education, health and employment etc.)

Appendix 3: Codebook

Name	Description	Sources	References
CRUCIAL POINTS OF THE EDUCATION OF CULTURAL PROFESSIONALS	Experts' opinion on the theoretical and practical contents important to train and retrain cultural sector experts.	3	176
andragogy	mentions belonging to the field of ~	1	1
communication	mentions belonging to the field of ~	3	27
developing additional competences	additional competences	3	51
event organization	mentions referring to event organization	1	1
international know-how	mentions referring to specific knowledge of international standards (compared to, or contrasted with local or Hungarian know-how)	2	5
IT and digitalization skills	mentions related to the ability of using computer hardware and/or software, digital platforms etc.	3	25
leader education, strategic planning	mentions referring to management and leadership skills/competences	3	21
legal skills	mentions referring to legal skills, knowledge of legal environment	2	2
marketing	mentions belonging to the field of ~	3	6
museology	mentions belonging to the field of ~	1	8
pedagogy	mentions belonging to the field of ~	3	7
psychology	mentions belonging to the field of ~	3	8

Name	Description	Sources	References
quality insurance	mentions referring to the review and control of production processes	2	2
skills in economics and financing	mentions belonging to the field of ~	2	3
skills in logistics	skills related to the organization and implementation of various complex operations	1	1
skills in obtaining external funding	mentions referring mainly to grant/tender writing	3	3
sociology	mentions belonging to the field of ~	3	5
LEADER'S ACTION PLAN	Things that expert would do to realize their visions.	3	70
financing, providing sources	words and expressions referring to the opportunities available for these institutions to access external funding (extra money)	3	14
human resources	changes and developments to be made in available human resources	3	34
infrastructure	developments related to the material environment (brick-and-mortar buildings, IT infrastructure etc.)	3	15
volunteers	involving volunteers and relying on the (free) work provided by them	2	7
MAKING COMMUNITY INITIATIVES APPEALING	Experts' opinion on how local initiatives of cultural/community house/centres, libraries or museums can be made more attractive.	3	189
by HR developments, attitude changes	-	2	21

Name	Description	Sources	References
by increased funding, ~monetary opportunities	-	2	8
by infrastructural developments	-	3	9
by involving volunteers, volunteer work	-	2	3
by means of communication, PR, marketing & market research	Items connected to research on areas of communication, PR and marketing were coded here	3	129
by organizing events, programs	-	3	19
PROBLEMS, AREA TO DEVELOP	What experts think problematic and to be developed in the field of community development, community culture/community education, museology and librarianship.	3	475
cooperation with other sectors	-	3	110
equality	in the sense of social justice and social integration	2	25
human resources	This subcategory includes all mentions related to the field of Human Resources	3	111
areas of professional development	Those words and expressions which refer to the shortcomings (in skills, in education etc) of the professionals in the field, or even those of the professional education of experts (lack of competencies, trainings, language skills)	3	54

Name	Description	Sources	References
lack of professionals, skill shortage	not enough ppl	3	37
lack of social and financial appreciation	low pay, low prestige	3	10
marketing, popularization	-	3	20
need for a paradigm shift or a substantial change of attitudes	(not technology-related) This subcategory contains references describing the need for modernization and a paradigm shift in attitudes -these items are connected not with modernization in a material/financial sense; those are coded into "need to develop technical, IT skills and have modern tools"	3	30
need to develop technical, IT skills and have modern tools	This subcategory includes all mentions referring to the technical environment, to the presence and accessibility of necessary hardware and software, as well as well as to necessary renovation or upgrade work stemming from the current condition of the institution's brick-and-mortar establishments.	3	76
other	everything else	3	28
funding, wage, income quality	This subcategory includes all mentions related to funding problems, including income quality of the employees of cultural institutions	3	75
TARGETS OF SECTORIAL COOPERATION	Experts' opinion on necessary developments to improve the cooperation of cultural institutions (community/cultural houses/centres, museums and libraries)	3	153
community development	area-, municipal-, community- and rural development	1	8

Name	Description	Sources	References
corporate sector, entrepreneurs	-	1	4
education	public education, higher education, adult education	3	82
Healthcare institutions	-	3	39
HR	-	1	2
job market	-	3	8
national parks	-	1	1
NGOs	-	1	1
no need for cooperation	-	2	2
social work	-	3	6
with each other	cooperation between museums, community centres and libraries (in any combination)	0	0
TRENDS	Tendencies, trends and development policies experts see in the field of community development, community culture/community education, museology and librarianship.	3	232
community development, influencing the society	This subcategory contains words and expressions referring to capacities, potentials and functions of cultural institutions	3	77
financial hardships	Mentions referring to lack of resources, financial problems or hardships were included into this subcategory.	3	10
other	other	3	24

Name	Description	Sources	References
popularization, commercialization	This subcategory contains those elements which relates to the increasing commercialization of cultural institutions	3	53
technological development, digitalization	This subcategory includes mentions related to technological development and the phenomenon of digitalization	3	63
upkeeping traditions, identity development, identity politics	words and expressions referring to a trend of the strengthening roles of tradition	3	5
VALUES AND STRENGTHS	Experts' opinion about the values and strengths of community development, cultural/community houses/centres, museums and libraries.	3	248
(helping) cultivating and passing on traditions	preserving cultural heritage	3	42
community	the power of building and/or maintaining communities	3	75
education	culture mediation, helping community education, conveying information etc.	3	54
equality, equal opportunities	-	2	8
identity	building and protecting identity, identities (both cultural and national)	3	4
quality leisure time	as a tool of ~	3	15
the collection	the collection, or flagship items of the collection stored in the museum, library or community centre	3	50

Name	Description	Sources	References
VISIONS	Expert's vision for the next decade of their local cultural/community house/centre, library or museum?	3	177
Functions	Functions the institutions in question should fulfil,	3	82
community centre	mentions referring to the institution as a multi-functional building, a space suitable for passing time together	3	67
think tank	mentions referring to the institution as a think-tank or a workshop for ideas	3	13
tourist attraction	mentions referring to the institution as a target of tourism	1	2
operational factors, costs	In this subcategory we can find problems with human resources mainly.	3	95
digital presence, modern infrastructure and equipment, other thoughts on modernization	-	3	64
human resources	visions concerning human resources	3	27
stability in financing	~ from the part of both the local and the central government	2	4

Appendix 4: Recommended Op-Ed questions for the 2nd round survey, based on the results of the 1st round

Q1

What should be done to improve funding for state-supported cultural institutions, including yours? [Mit kellene tenni az államilag fenntartott kulturális intézmények finanszírozásának javításához, beleértve az Ön intézményét is?]

Q2

In your opinion, which functions of your museum/library/community education institutions will suffer the most if your institution's funding situation remain unchanged in the near future? (if you are more or less content with the current funding, please write this on the answer sheet) [Az Ön véleménye szerint az Ön múzeumának/könyvtárának/ közművelődési intézményének mely funkciója vagy funkcióik fogják a legjobban megszenvedni, ha a közeljövőben nem változik az Ön intézményének finanszírozási helyzete? (amennyiben Ön többé-kevésbé elégedett a jelenlegi finanszírozással, kérem jelölje a válaszlapon)]

Q3

Think about your institution's last cooperation with an education or a healthcare institution that you are aware of. What were the most important advantages and results of this cooperation? What kind of problems did you have to overcome during this cooperation? [Kérem gondoljon a legutóbbi olyan alkalomra, ahol tudomása szerint az Ön intézménye együttműködött egy oktatási vagy egy egészségügyi intézménnyel. Mik voltak a legfontosabb előnyei és eredményei ennek az együttműködésnek? Milyen problémákat kellett megoldaniuk az együttműködés során?]

Q4

If you should choose one, which particular aspect would you strengthen in the training of cultural experts? Please elaborate. [Ha ezek közül egyet kellene választania, a kulturális szakemberek képzésének melyik aspektusát erősítené meg? Kérem fejtse ki.]

-A range of verbal and nonverbal communication skills including attitudinal requirements for effective communication, like open-mindedness, and being empathic during the communication process. [Változatos verbális és nonverbális kommunikációs képességeket, ide értve a hatékony kommunikációhoz szükséges hozzáállást, mint pl. a nyitottság/elfogulatlanság a másik iránt, és az empaticusság a kommunikációs folyamatban való részvétel során.]

-A range of digital skills enhancing the field professional's ability to find, evaluate, utilize, share, and create content using the Internet and other, more field-specific information and communication technologies. [Változatos digitális ismereteket, amelyek megnövelik a területen dolgozó szakember képességét arra, hogy tartalmat találjon, értékeljen, használjon, terjesszen és alkosson az Internet, illetve egyéb, szakspecifikus információs és kommunikációs technológiák segítségével]

-Leadership education, helping professionals to become a truly effective leader who can effectively facilitate group processes. [Vezetőképzés, amely abban segíti a szakembereket, hogy ténylegesen hatékony, a csoportos folyamatokat hatékonyan előmozdító vezető váljon belőlük.]

Q5

Should museums/libraries/community centres aim to increase or decrease their social presence and influence in the future? Would you rather work for a socially „active” cultural institution, or for a socially „passive” one? [Törekedniük kell-e arra a múzeumoknak/könyvtáraknak/közösségi házaknak, hogy növeljék vagy csökkentsék a társadalmi jelenlétüket? Hol dolgozna szívesebben; egy társadalmilag „aktív”, vagy egy társadalmilag „passzív” kulturális intézményben?]

Q6

How modernization (on the one hand, in the sense of technological ~, on the other hand, in the sense of cultivating European, western values) can enhance museums/libraries/community education institutions' ability to function as a place of social life, where members of a community can gather for group activities, social support, sharing information with each other etc. [Hogyan járulhat hozzá a modernizáció* ahhoz, hogy a múzeumok/könyvtárak/ közművelődési intézmények a társadalmi élet helyeiként működjenek, ahol a közösség tagjai összegyűlhetnek, csoportos tevékenységeket végezhetnek, támogathatják egymást, információkat oszthatnak meg egymással stb. * A modernizációt egyfelől technológiai modernizációként értjük, másfelől pedig az európai, nyugati értékek terjedése, előmozdítása értelmében]

Q7

Can you think of any risks or dangers of modernization in the above twofold sense, with regard to the cultural institutions' community-building function? (If you do not think that there is a risk in that, please write this on the answer sheet). [Eszébe jut-e bármilyen olyan kockázat vagy veszély a kulturális intézmények közösségépítő funkciójára nézve, ami a fenti két értelemben vett modernizációhoz kapcsolódik? (ha úgy látja, hogy ennek nincs kockázata, kérem ezt írja a válaszlapra)]

Q8

How digital technologies should be used by museums/libraries/community centres in order to be in harmony with these institutions' goals? [Hogyan kellene használni a digitális technológiákat a múzeumoknak/könyvtáraknak/közösségi házaknak ahhoz, hogy ez harmóniában legyen az intézmény céljaival?]

Q9

What do you think best practice is when you have to raise awareness for your institution's local initiatives in a local community? [Mint gondol, mi a jó gyakorlat akkor, amikor helyi közösségekben kell felhívni a figyelmet az intézmény helyi kezdeményezéseire?]

Appendix 4: Answers (text processed for analysis, grouped by questions, edited for typos)

see the attached file

Appendix 5: Answers (raw text, as received from participants)

see the attached file

2nd round results of the „Acting Communities – Active Community Involvement” Delphi research



MAGYARORSZÁG
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SZÉCHENYI 

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Alap



BEFEKTETÉS A JÖVŐBE

1. Introduction

The summary of the findings of the 1st round, as well as the questions were sent to the respondents of the first round from 19th March 2018. according to the schedule in connection to the second round of the “Acting Communities - Active Community Involvement” Delphi research. Due to the low rate of participation a letter of reminder was sent to the parties. The deadline was extended once more on 7th April and the assistance of the responsible Consortium was requested to contact the respondents. The final deadline was 20th April 2018.

The methodology of processing is the following:

The provided questionnaire had eight questions; two of them requested written points of the respondents, while the other six covered the choice and the ranking of the most important trends featuring the cultural field and the three areas (library, museum, community education). Beside of the determination of ranks and priorities, these six questions gave chance to the respondents to provide their points in writing as well.

Each questionnaire was typed up into the Microsoft Word processing software completely and prepared for analysis.

The quantitative responses were recorded in an Excel worksheet and processed with spss programme.

The qualitative responses were processed similarly to round 1. that is, different categories were established. These sub-samples of analysis were constructed horizontally, emerging as a set of responses provided to each question in the questionnaire. Transformation was necessary because the full sample for analysis is not an organic text; its construction was guided by answering specific questions pre-defined by the researcher. With this method we received information on the dimensions in the responses received (which dimensions of the question are emphasized or neglected by the respondents). Moreover, difference between the priorities of the professionals in each field (libraries, museums and community education) will become more accurately discernible. The processing of the questions relating to a given field was completed by fields.

2. The methodological background of the second round

The Delphi method being a structured way of communication based on expertise was developed in the 50s by the American RAND Corporation as an ordered tool applied for the improvement of air-defence. The technological development and the chances of the protection from the possible Soviet attacks during the cold war were supposed to be a consensus of the analyses made from Soviet point of view. (Dalkey – Helmer 1963: 458)

The methodology as the combination of different data records aimed to be a trend analysis but it was applied successfully in different areas, for example in preparation for political decision making with a lot of participants. (Linstone – Turoff 1975: 80-96) The interview and quasi-interview techniques in connection to the expertise give chance to respondents of the first round to emphasise their points of view but the analyses detect the most important items. Their abstract provides the principles of a conceptualized measuring tool, that is, a ready-made questionnaire with closed questions.

The second round includes the process of understanding resulting in a clear fact what the point of the group of experts is about the question (whether the members agree or not, how they interpret the relating expressions, how to approach to the importance, the wish or the feasibility). If a serious contradiction is detected, it can be clarified in the third round and its reasons can be presented and the experts can be called to evaluate them. The last stage is the final evaluation when all gathered information is analysed, and the final feedbacks of the evaluations are provided. So, the difference between the Delphi method and the traditional survey is the fact that the feedback of the information gathered from the group, and the chance of respondents to modify or fine their evaluation based on their responses given to the collective point of the group are important. The secondary feature is the different stage of anonymity provided for the individual and collective responses, especially to avoid the unwanted psychological effects.

There are several ways to complete a Delphi research; the only determining elements are the structural elements consisting of the feedbacks among the unstructured data collection of the first round, the structured questionnaire of the second round based on it, as well as the phases of consultation. (Rowe – Wright 2001: 126; Brown 1968: 5) The most common way is to calculate median values in the second round if the optimum of the respondents' distribution is of interest, but the purpose of this research is to calculate the scale values of the questionnaire and to show the importance of the variables found in the first round. Although the Likert-scales were supposed to be applied in the plan of the first round, the evaluative scales were applied in the final questionnaire instead. The famous scaling technique by Rensis Likert (1932) was intended to provide bridging between the complex scaling technique to measure the subjective phenomena of the psychophysical-psychologists (e.g. Thurstone – Chave, 1929) and the practical requirements of the applied social research.

On the contrary, the research applied a scale where the respondent had to rank the different answers by giving a value representing its rate of importance based on the respondent's point. The applied way of evaluation is similar to the evaluation of Rokeach-test (Rokeach 1973: 27) The Rokeach-test is far more a way of grading than a scale to measure the strength of opinions and its form was established by Milton Rokeach to provide rank scales. This type of test was studied from the point of researches on personality psychology, behaviour, marketing, social structure and cultures. Lot of efforts were made to reduce the original 18 tool values and the 18 aim values to a smaller number of underlying factors during the last decades, but it failed. (Feather – Peay: 1975; Johnston: 1995) This technique was introduced in connection to the value researches in Hungary in the 70s by Elemer Hankiss (1977).

The recent research did not apply the test itself but tried to adopt its methodological principles to the context of Delphi. Three questions of this type given to the entire range of respondents can be found in the questionnaire. The first one covered the evaluation on the strength of cultural institutions with the following variables:

- Objective level - the collection,
- Cultivating and promoting traditions,
- Identity - maintaining and cultivating
- Community - building and maintenance
- Education,
- Equal opportunities,
- Quality leisure time

Beside of the seven values above, the respondent had chance to give other items. It was necessary from the point of methodology; the accurate planning proved that the volume of the responses of other category was irrelevant (similarly to other questions) and the respondents' categories were clear during the first round, but we are going into details in the section about the processing of the responses.

The second question of evaluation covered the problems of cultural institutions with the following twelve items:

- Funding, wage, income quality,
- Human resources,
- Need to develop technical, IT skills and have modern tools,
- Need for a paradigm shift or a substantial change of attitudes,
- The equal opportunities in society,
- Cooperation with other sectors,
- Marketing, popularization,
- Working hours,
- Eliminating the generation gap,
- Incorrect ways of exhibitions,
- Quick changes of IT-technology,
- Problems of communication.

It can be seen, that if the notions by Rokeach are applied, neither the first seven, nor the second twelve variable of the scale are homogeneous and that's why they are not suitable for a real comparison. It was not expected that even the number of the scales is different. The characters of their values are mixed, there are both tool and aim values, that's why the working hours and the equal opportunities are of different characters. As we have already mentioned, the original method established a given scale of values. It was developed by interviewing 130 persons and browsing the literature and received a lot of critics because both the time and the sample provide relevant differences between the respondents and the provided values, that is, they do not cover the respondents' preferences and points correctly. (Gibbons – Walker 1993) The risk of mistake is excluded at this stage of Delphi research for

the category system was established based on the responses given by the same participants as in the second round.

The third question of evaluation asked what the most important tools were for the cultural institutions to make the community initiatives more attractive. The possible answers were the followings:

- Communication, PR, marketing & market research,
- Organizing events, programs,
- Involving volunteers, volunteer work,
- Infrastructural developments,
- HR developments, attitude changes,
- Increased funding, monetary opportunities,
- The importance of the correct choice of topic,
- The survey of the needs of communities.
- Establishing new and more attractive activities and services.

We can see that this scale is rather complex with its nine variables.

The importance of the variables of the three questions was classified by the average of the responses, rather by the average of the numbers. We were able to eliminate the mistakes made by the respondents when they did not answer with a whole sequence of numbers, but gave several ranks of 1, 2 etc. In order to avoid the shift of weights we provided conditional sequence numbers, that is, the average of the missing numbers was applied. The findings proved one type of priority for each variable and represented a rank within the responses. The smaller the value of the variable is, the more important it is from the point of the respondents.

All the three questions were given to each groups of experts separately because we are able to get more accurate understanding of the different features in this way than by analysing the divisions later. It is the way we were able to avoid crosstalk for each expert was aware that the given question related to his/her field exclusively without any further expectations. Its disadvantage is that the responses can be applied for the part of the sample and no relation can be calculated for them.

The next three questions asked about the trend of development of cultural institutions, the chance to make them more attractive, as well as the three competencies to be developed that are supposed to be the most important for the change of cultural professionals' attitude by the experts. The answer to these questions was the choice of three options and their analyses provided value by calculating the respondents' frequency. The higher the value is, the more votes were given to show its importance.

3. Introduction of basic information

58 responses were received in the second round of research; 47 of them were Hungarian and 11 international experts. (1= Hungarian; 2=international)

The number of the participants (respondents)

		Frequency	Percentage (%)	Valid percentage (%)	Total percentage (%)
Valid responses	Hungarian	47	81.0	81.0	81.0
	international	11	19.0	19.0	100.0
	total	58	100.0	100.0	

The division of respondents by field: (1=Library; 2=museum; 3=community education)

The division of respondents by field

		Frequency	Percentage (%)	Valid percentage (%)	Total percentage (%)
Valid responses	Library	19	32.8	32.8	32.8
	Museum	14	24.1	24.1	56.9
	Community	25	43.1	43.1	100.0
	total	58	100.0	100.0	

The most responses were received from the field of community education but the rate of responses from the three fields of science or education is fairly balanced.

The division of Hungarian and international experts by field is the following:

		VAR00001	
The division of Hungarian and international experts by field		Hungarian calculation	international calculation
VAR00002	Library	16	3
	Museum	12	2
	Community	19	6

The number of international experts is rather small, altogether eleven responses were received, but it is supposed to be of high importance because we did have international respondents at all. A wider, regional approach overreaches the official borders and it is much closer to the Hungarian reality. Not just the character of the possible groups of users that overreaches the borders, but the regional organising skills of the institutions can be a point of view.

4. Descriptive statistical analyses

The first contentual (indirect) question covered the scale value, which was provided in the box for response for simplicity reason.

1. Please rank the values and strength of the cultural institutions on the basis of responses received! (1. = the most important, 8= the least important) (Enter the number into the box!)

Possible answers	Scale values
a. Objective level - the collection	4.45
b. Cultivating and promoting traditions	3.94
c. Identity - maintaining and cultivating	3.83
d. Community - building and maintenance	2.83
e. Education	4.13
f. Equal opportunities	5.23
g. Quality leisure time	4.37
h. Other (if you think it is important):	-

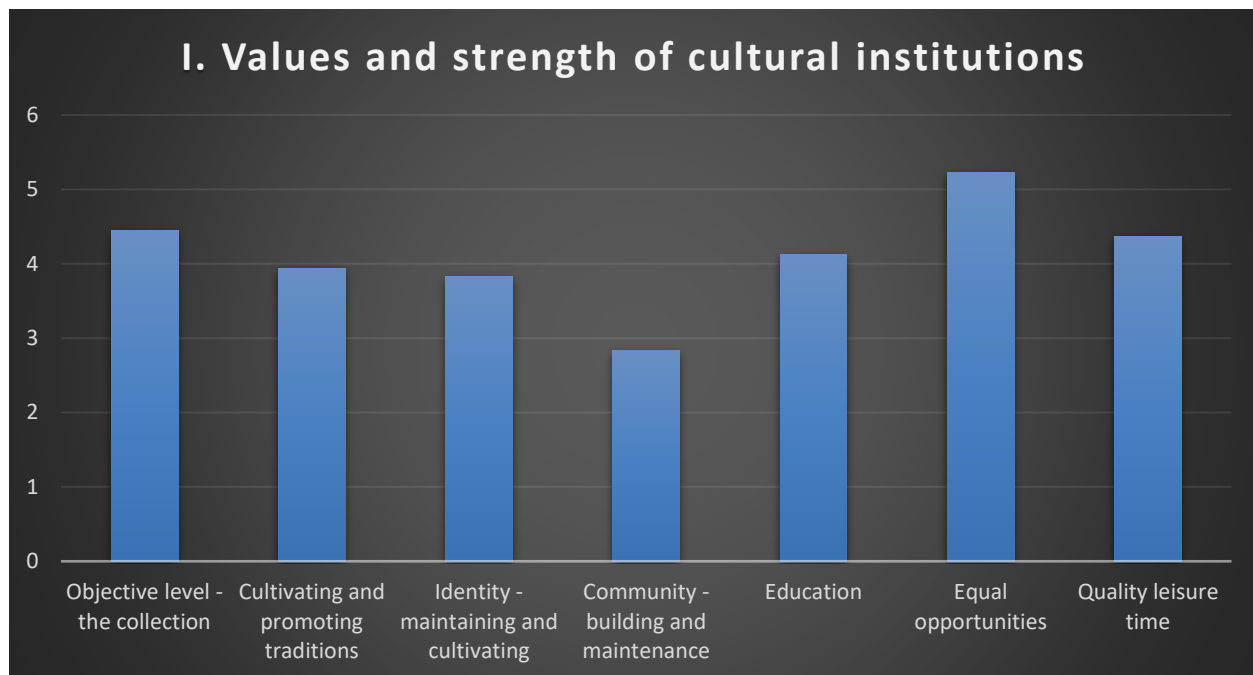
The most mentions of category “other” were received from the field of museum, where 8 respondents underlined life-long learning as the most important value and strength of cultural institutions. 7 respondents from the field of community education mentioned innovation, 2 mentioned the importance of the transfer, saving and transmission of values and 1 from the field of museums. Two respondents from the field of library mentioned the celebration of cultural diversity and 5 mentions from the field of museums related to the

service provided for tourism. One mention from the same field emphasised the importance of cultural relativism, the acceptance of diversity, as well as the tolerance and empathy.

I. Values and strength of cultural institutions

		a	b	c	d	e	f	g
N	Valid	58	58	58	58	58	58	58
	Missing	0	0	0	0	0	0	0
Average		4.45	3.94	3.83	2.83	4.13	5.23	4.37
Median		4.75	4.00	3.00	3.00	4.00	6.00	4.00
Modus		7	2	3	1	6	6	7
Total		258	229	222	164	240	304	254

We can see that the summarised opinion of experts says that the most important strength of cultural institutions is the Community - building and maintenance. This item received the lowest average and its most common rank was 1. The three least important strengths or the weakest characters are "Equal opportunities", "Objective level - the collection" and finally "Quality leisure time". The two counterpoints are the community and the equal opportunities according to both the average of the scale values and the Thurstone-featured frequency. The content of the lack of equal opportunities is more emphasised from this point because the exclusion can be a community exclusion and not just technical shortages.



The highlighting of the strength of community underlines the importance of community education, which is much more than the combination of profession-specific functions. The organisations that are intended to meet the requirements of national and international groups of museum experts must face serious challenges. The raised question is what the best way is to build a community among different groups of persons having common interest in museums. How can the new IT-technologies encourage the communication among people who are separated geographically and have different professional background? What tools are available to meet the requirement of people with career potential, while they can meet at conferences once a year?

These questions are especially vital for organisations that support information professionals of museums, that is, for people who can meet the requirements of both the producers and the consumers of museum information resources either on-site or online (Marty 2007). The development and application of IT-technology in museums accelerated during the last 40 years (Parry 2007) and the meeting the changing requirements and expectations of visitors turned to be difficult with the changing IT-technologies.

The community of people facing similar challenges and serving the exchange of correct practices has a key role from the point of the success of museum information professionals. Due to the importance of museum information professionals in a bigger museum community, the different approaches to the establishment and maintenance of a community of museum information professionals shall be considered. The successful establishment of the community of museum information professionals means that the organisations have to provide information, care for the members, are aware of the current trends and provide more chances for the contact among members. The organisations have to observe the obligations

in time, the financial responsibility and the professional interests of their service providers and have to harmonize their aims in order to be able to support the individuals' works and network in everyday life. As the individual requirements are developing the professional organisations must remain flexible and their adaptation shall meet the changing requirements and interests of their communities by time and the limits shall be extended to move the profession further. (Marty – Soren – Armstrong 2013)

The public library is a democratic equalizing organ that is open for everyone, provides access to the information that help the individuals to improve their private, family and community lives. In the recent Internet era the library staff, the supporters and the representatives must express both the previous and the new roles played by their institution within the related communities. The libraries are operating as robust community centres and provide services, which are not available for the visitors at any other place. (Scott 2011)

Many books written about public libraries underline the importance of the building of communities at the public library and in its neighbourhood. David Lankes' well-known work about the librarian says that the librarian's duty is to improve society by facilitating the establishment of communities. (Lankes 2011: 31) This work is quoted several times by professional policies and strategic documents of public library and the importance of this vision is understood by many people in the field. But there are just few examples of the innovative library communities.

“The library is not a place or a collection any more, but a community platform to establish and spread knowledge according to the new point of view. It is much more than a rhetorical change. It has a real effect on the organisation of libraries and the application of technology.” (Lankes 2012: 76)

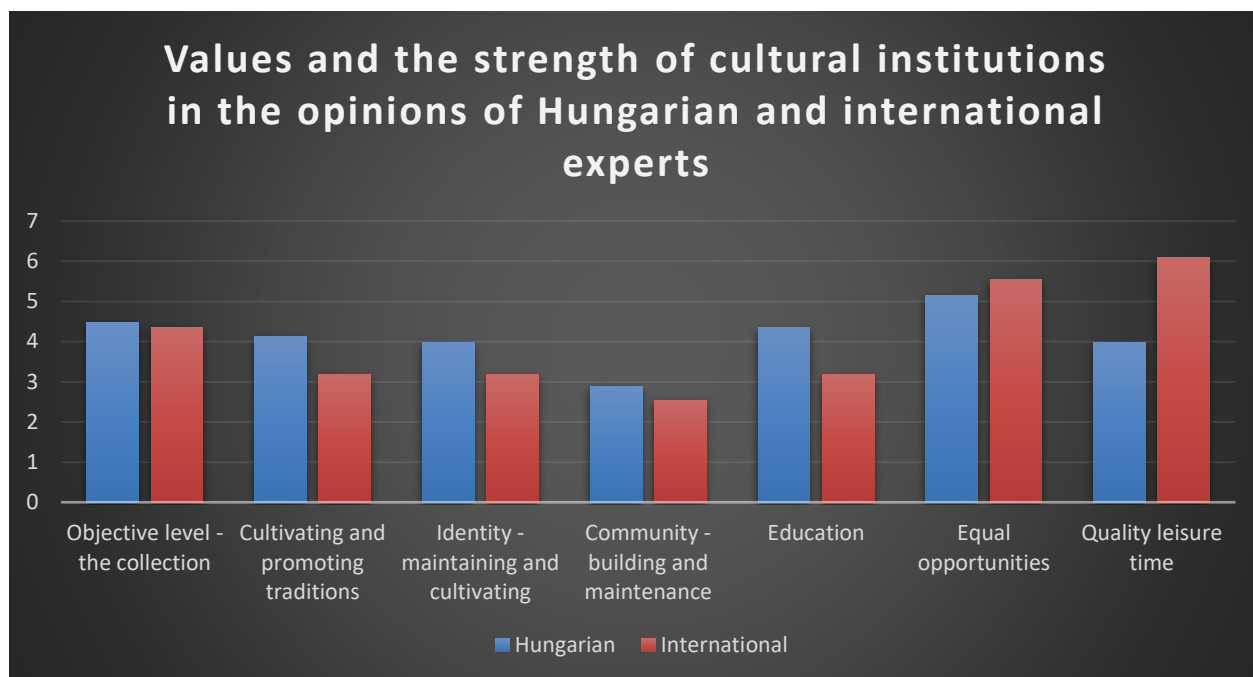
It is not necessary for community education to underline the definition of profession-specific activity and the purpose in the building of community.

The comparison of international and Hungarian respondents detects slight difference in the values and strength of cultural institutions.

Values and the strength of cultural institutions in the opinions of Hungarian and international experts

average

	a	b	c	d	e	f	g
Hungarian	4.4681	4.1170	3.9787	2.8936	4.3511	5.1596	3.9681
international	4.3636	3.1818	3.1818	2.5455	3.1818	5.5455	6.0909
total	4.4483	3.9397	3.8276	2.8276	4.1293	5.2328	4.3707

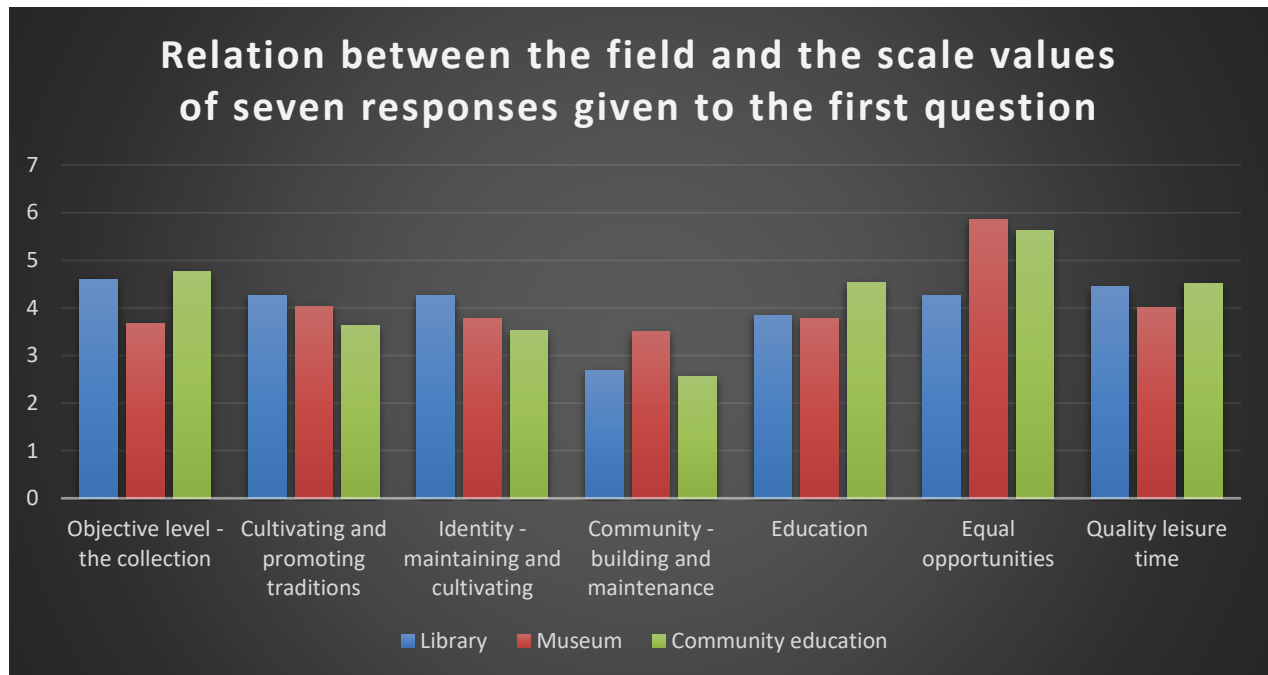


Although the community is the biggest strength in both groups of respondents, the international experts evaluate tradition and education more important and the quality leisure time much less important than the strength of the cultural institutions. The Hungarian experts are of the opinion that the quality leisure time has a secondary importance in the case of cultural institutions; while “Identity - maintaining and cultivating” has a relative power for both groups. The institution and the identity are not far from each other, especially in relation to Hungary. These findings can refer not to the historical symbolic only, but rather to the language-cultural cohesive force.

Relation between the field and the scale values of seven responses given to the first question

average

	a	b	c	d	e	f	g
Library	4.6053	4.2632	4.2632	2.6842	3.8421	4.2632	4.4474
Museum	3.6786	4.0357	3.7857	3.5000	3.7857	5.8571	4.0000
Community education	4.7600	3.6400	3.5200	2.5600	4.5400	5.6200	4.5200
total	4.4483	3.9397	3.8276	2.8276	4.1293	5.2328	4.3707



The strengths of cultural institutions are different by fields. Although, the weakest point was the equal opportunities here too, the librarians were of the opinion that the two weakest items were the collection and the quality leisure time in their institutions.

The respondents' behaviour showed typical differences if the fields were separated. When they responded together about their cultural institution their own preferences had overwritten the direct experience. The ranking of strengths of their own institutions proved much bigger distances at the same time.

1.A) Please rank the values and the strengths of museums! (1. = the most important, 8= the least important) (Enter the number into the box!)

- Objective level - the collection
- Cultivating and promoting traditions
- Identity - maintaining and cultivating
- Community - building and maintenance
- Education
- Equal opportunities
- Quality leisure time
- Other (if you think it is important):

Rank of strengths of museums by scale values. Question 1.A) was answered by curators only.

average

a	b	c	d	e	f	g
1.82	4.04	3.64	4.14	3.64	6.00	4.86

The most important strength of museums was the collection and the respondents mentioned it most frequently as it is typical in the evaluation of the condition of cultural institutions. The curators are satisfied with their collection but the highlighting its importance can prove a kind of monopolism in their approach. The strength and, at the same time, the importance of museums is the collection. It can mean that the condition of museums is rather disadvantageous in any other area, but it can also mean a kind of satisfaction if the importance is part of the evaluation as well. As we can say on the basis of responses given to the other questions, the previous point is much closer to the reality and the respondent experts divided the characteristics of their institutions into two groups by the positive and lacking characteristics.

Rank of the strengths of museums by scale values. Question I.A) was answered separately by Hungarian and international museum professionals only

average

	a	b	c	d	e	f	g
Hungarian	1.54	4.46	3.67	4.25	3.67	5.92	4.67
international	3.50	1.50	3.50	3.50	3.50	6.50	6.00
total	1.82	4.04	3.64	4.14	3.64	6.00	4.86

The international respondents ranked the strengths differently. The most important for them was "Cultivating and promoting traditions" when they evaluated the strengths of museums and even the identity was not relevant. One of its reason can be the fact that the exhibitions are getting business-based and it often eliminates the original purposes. It was explained by one of the respondents' response given to the second open question: "The institution, as a tourist destination is the development of cultural tourism. 'I would like to say in connection to this dimension that it is a rather dangerous way for the museums. The income-oriented "blockbuster" exhibitions with the aim of big volume of visitors take off the focus from the collection, the basic duties and the local communities and turn toward the shallow mass."

I.B) Please rank the values and the strengths of libraries! (1. = the most important, 8= the least important) (Enter the number into the box!)

- a) Objective level - the collection
- b) Cultivating and promoting traditions

- c) Identity - maintaining and cultivating
- d) Community - building and maintenance
- e) Education
- f) Equal opportunities
- g) Quality leisure time
- h) Other (if you think it is important):

Rank of the strengths of libraries by scale values. Question I.B) was answered by library professionals only.

average

a	b	c	d	e	f	g
2.7895	5.6053	5.2368	3.4737	2.8947	3.6316	5.1579

The librarians voted for collection as the most important strength and the second, almost the same rank was given to education. The original aim of libraries is closer to the education and both the several libraries of higher education and the public libraries, as well as the huge national collections play very important role in education. But it has not just historical and historically established forms. It is known for a long time that the reading skills are very important for the success of schools. The digital devices and resources modify the field of education quickly and raise the questions about the multimodality and the digital literacy and the libraries are or can get institutions of high importance.

A typical developing area from this point is the intercultural education. The search in education and databases of libraries and IT-sciences made by Pihl (2012) detected that no study had been made on the role of libraries played in intercultural education. Few referred periodicals can be found even internationally and there are few studies focusing on school libraries, “literacy training” or “teaching of information literacy” in the academic periodicals. There are few referred scientific publication about school libraries and “information literacy” (Pihl 2012).

The importance of school library from the point of intercultural education and from the questions about reading and equity are well established. Some important studies covered the importance of school library from the point of reading performance (e.g. Krashen, Lee – McQuillan 2012; Lance – Hofschire 2012). Krasen (2004) underlined that reading could be able to improve the marginalized groups and emphasised the importance of leisure time reading, as well as the importance of “free volunteer reading” by comparing to the poor development of literacy from the point of valuable genres supported by schools. Some more authors covered such topics as motivation, internal interest and the quality of the available literature (see e.g. Baker – Scher 2002; Clark – Akerman 2006; Clark – De Zoysa 2011; Guthrie – Wigfield 2000). The survey about the relation between the home environment and the literacy made a conclusion that the performance of reading-based learners is better than of the students who originate from homes of higher society-economic level but are not committed readers (see Tonne – Pihl 2012 conversation).

Rank of the strengths of museums by scale values. Question I.B) was answered separately by Hungarian and international librarians only

average

	a	b	c	d	e	f	g
Hungarian	2.7500	5.9688	5.4063	3.5000	3.0000	3.5000	4.8125
international	3.0000	3.6667	4.3333	3.3333	2.3333	4.3333	7.0000
total	2.7895	5.6053	5.2368	3.4737	2.8947	3.6316	5.1579

It is not surprising that the international respondents were of the opinion that the biggest strength of libraries is education while the collection was mentioned first by Hungarian respondents although the distance between these two was not relevant. Hungarian professional think that the cultivation of tradition is the least important strength from the point of libraries while international respondents have the same idea about the quality leisure time. The distance between museums and libraries is considerable from this point of view.

The importance of education exceeds the one of libraries and a curator described this phenomenon in connection to cultural institutions in the best way: "Each community, social and cultural institution has to be the institution of "learning society" and of "lifelong individual and community learning" in Hungary. The updating of adult education, the development of its concepts, the restoration of government financed andragogy education, as well as the financing of tenders about the aims of informal, non-formal and free school and formal education shall be reconsidered, the intention of communities representing the values of andragogy to establish institutions shall be supported. The values of education, identity, cultural diversity and heritage provide a system on each other and reflect a value system, that's why the social support is vital.

I.C) Please rank the values and strengths of community education! (1. = the most important, 8= the least important) (Enter the number into the box!)

- a) Objective level - the collection
- b) Cultivating and promoting traditions
- c) Identity - maintaining and cultivating
- d) Community - building and maintenance
- e) Education
- f) Equal opportunities
- g) Quality leisure time
- h) Other (if you think it is important):

Rank of the strengths of community education by scale values. Question I.C) was answered separately and together by Hungarian and international community education professionals only

average

	a	b	c	d	e	f	g
Hungarian	6.16	3.89	3.53	2.11	4.87	5.13	4.21
international	6.33	3.33	3.17	1.50	3.33	4.50	5.50
together	6.20	3.76	3.44	1.96	4.50	4.98	4.52

The “Community - building and maintenance” is the clearest strength in the field of community education provided by both groups of respondents and due to the fact that practically there is no collection, it is the least typical characteristic of these institutions. We think it is much more important than the characteristics determined on the basis of responses that the equal opportunities are classified for weakness by Hungarian professionals while international professionals think the same about the quality leisure time. Due to the fact that both of them are supposed to be the basic tool or condition of integration, the problem is rather acute.

II. On the basis of expertise please underline the three most important trends supposed to be the line of development for cultural institutions! (Please enter the number into the box!)

- a) Community development, influencing the society
- b) Popularization, commercialization
- c) Traditions

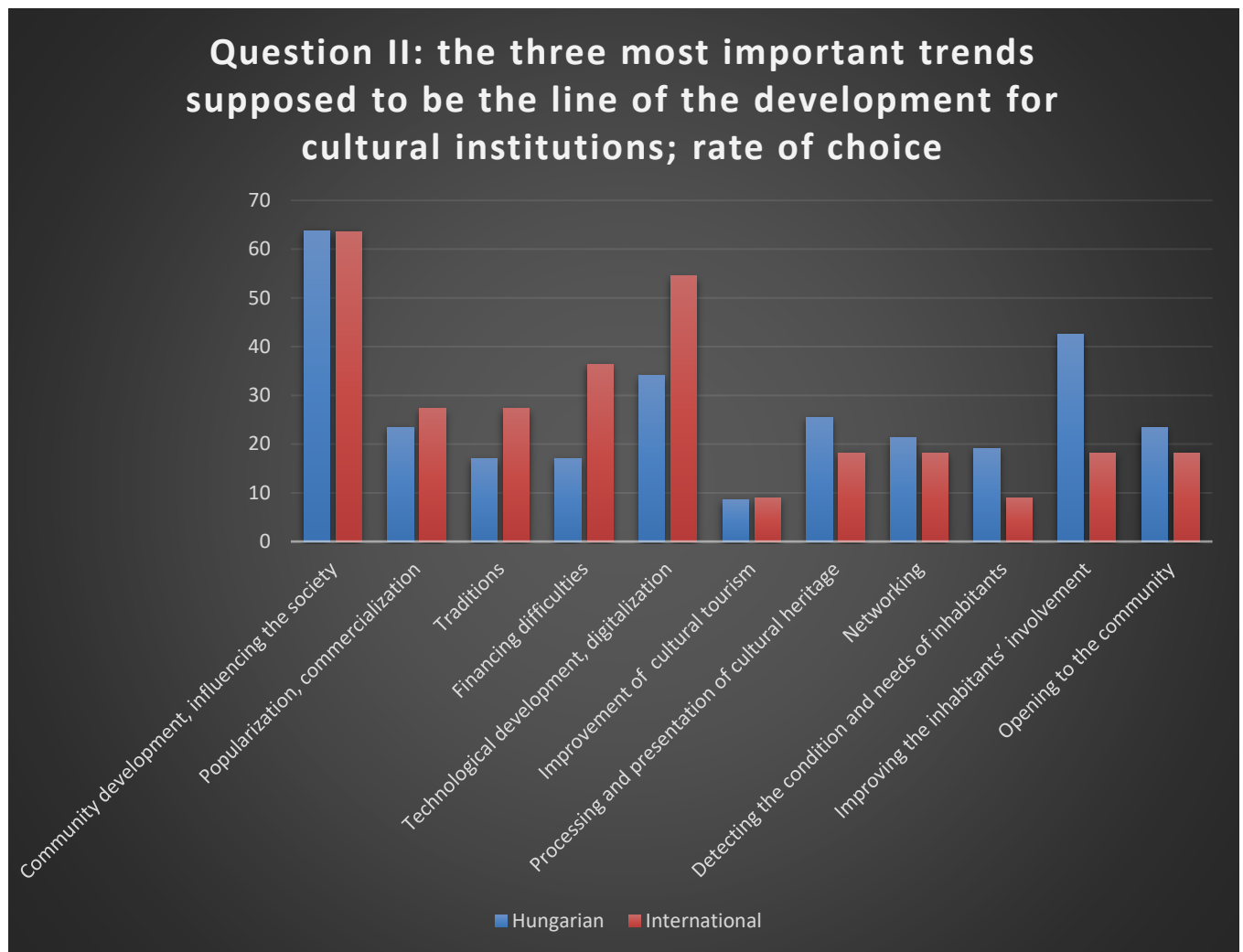
- d) Financing difficulties
- e) Technological development, digitalization
- f) Improvement of cultural tourism
- g) Processing and presentation of cultural heritage
- h) Networking
- i) Detecting the condition and needs of inhabitants
- j) Improving the inhabitants' involvement
- k) Opening to the community
- l) Other (if you think it is important):

Question II: the three most important trends supposed to be the line of development for cultural institutions; frequency of choice

	a	b	c	d	e	f	g	h	i	j	k
Hungarian	30	11	8	8	16	4	12	10	9	20	11
international	7	3	3	4	6	1	2	2	1	2	2
total	37	14	11	12	22	5	14	12	10	22	13

Question II: the three most important trends supposed to be the line of the development for cultural institutions; rate of choice

	a	b	c	d	e	f	g	h	i	j	k
Hungarian	63.8	23.4	17	17	34	8.5	25.5	21.3	19.1	42.6	23.4
international	63.6	27.3	27.3	36.4	54.5	9	18.2	18.2	9	18.2	18.2
total	37	14	11	12	22	5	14	12	10	22	13



The “Community development, influencing the society” has received altogether 30 Hungarian and 7 international underlines, which means it was ranked as the most important trend by the experts. The difference between the development and the ideal development is irrelevant, as one of the respondents said: “the international trend for museums is to encourage the bigger involvement of community, the practice of museums cooperating with community. Its reach within a decade in Hungary under the current social conditions and attitude (low trust index, polarity, completely pessimistic view, xenophobia) is idealistic, I think. The development is a long-term process, each step of the involvement, their acceptance, the record and recording from both sides - institution and individual is going to be a tiring work.”

II.A) Please underline the three most important trends supposed to be the line of development for museums.

- a) Community development, influencing the society
- b) Popularization, commercialization
- c) Traditions
- d) Financing difficulties
- e) Technological development, digitalization
- f) Improvement of the cultural tourism
- g) Processing and presentation of cultural heritage
- h) Networking
- i) Detecting the condition and needs of inhabitants
- j) Improving the inhabitants' involvement
- k) Opening to the community
- l) Other (if you think it is important):

Question II.A): the three most important trends supposed to be the line of development for cultural institutions; frequency of choice among the curators

	a	b	c	d	e	f	g	h	i	j	k
Hungarian	3	4	4	4	7	3	6	12	1	1	2
international	0	1	1	0	1	1	1	2	0	1	0
total	3	5	5	4	8	4	7	14	1	2	2

The “Networking” is the trend that was chosen by both Hungarian and international curators most. The opinion can be a simple or prejudiced evaluation of the actual political-social tension from one side but it represents the same difference the experts usually think about the development of the museums. As respondents said: “They should get into social community institutions that provide differentiated chance for access with the cooperation or participation of the inhabitants to the decision making about the development, as well as the services.”

The feasibility of the embedded systems in the real applications are spreading. These applications range from the computer fans or the projects of robotics up to the bigger efforts and installations. The concept of museum visit has been changed. One major factor is the application of technology. It is an international process. According to the survey completed by National Endowment for the Art operating in the United States, 75% of the Americans used electronic devices to learn art and only 33.4% participated in an event or visited an exhibition personally (one from seven). Parallel to this tendency the museum professionals agree that the integration of new technologies with cultural heritage is getting more and more important during the involvement and education of museum visitors (Wong et.al. 2017: 2).

II.B) Please underline the three most important trends supposed to be the line of development for libraries.

- a) Community development, influencing the society

- b) Popularization, commercialization
- c) Traditions
- d) Financing difficulties
- e) Technological development, digitalization
- f) Improvement of the cultural tourism
- g) Processing and presentation of cultural heritage
- h) Networking
- i) Detecting the condition and needs of inhabitants
- j) Improving the inhabitants' involvement
- k) Opening to the community
- l) Other (if you think it is important):

Question II.B): the three most important trends supposed to be the line of development for cultural institutions; frequency of choice among librarians

	a	b	c	d	e	f	g	h	i	j	k
Hungarian	6	9	16	1	11	16	3	5	6	2	5
international	1	1	3	2	2	3	1	1	1	0	0
total	7	10	19	3	13	19	4	6	7	2	5

The “Traditions” and the “Improvement of cultural tourism” are the two items that were chosen for the line of development for libraries by most Hungarian and international librarians. But the problem is that the original concept handles together institutions of very different types. The university, the academic, the public and the national libraries have completely different functions and spectrums. One of the library professionals formed this mistake in an explicit way: “While I think the cooperation, the brainstorming about trends and problems, as well as the formation of summarizing trends are important, the simplified approach to the different types of institutions seems to be problematic. I am of the opinion that the ranking above cannot be accepted completely. It is difficult to think of the library or the museum alone. The ranks are different even for the subcategories of each type of institution. For example, the teaching function of a school library should be ranked differently as of the national library.”

But what is a scientific library if it cannot be characterised by traditional cataloguing, purchase, collection management and participation in different committees? (Mackenzie – Martin 2014: xv) Although the iconic features of libraries are the book, the silence and the printed word, the librarians are working in a quickly changing environment and they integrated the digital information, the new pedagogical practice and the expectations meeting the requirements of students with digital mother tongue and the changes of the scientific communication into their services; and all of it were made for the technological changes and the desire for bigger openness. It is discussible that the concernment for the

relevance of scientific libraries detected in the internet world on the basis of the quantity of library buildings proved to be irrational. (Gwyer 2015)

There are two things that give reason for optimism: first, while the technology is spreading to more and more exciting areas (e.g. mobile technology) the organising and maintenance skills are regaining their importance; second, the students vote for libraries with their feet, by the increasing number of visits, as well as by liking the room with books even at the time of increasing digital resources. There is something powerful in the libraries for the students who are working in a special atmosphere together with others are ready to set even academic purposes. The librarians have to discuss the way to keep the balance between the “permanent” and the iconic (Gorman 2003) while they help institutions manage and apply the digital information.

II.C) Please underline the three most important trends supposed to be the line of development for museums.

- a) Community development, influencing the society
- b) Popularization, commercialization
- c) Traditions
- d) Financing difficulties
- e) Technological development, digitalization
- f) Improvement of the cultural tourism
- g) Processing and presentation of cultural heritage
- h) Networking
- i) Detecting the condition and needs of inhabitants
- j) Improving the inhabitants’ involvement
- k) Opening to the community
- l) Other (if you think it is important):

Question II.C): the three most important trends supposed to be the line of development for cultural institutions; frequency of choice among the professionals of cultural institutions

	a	b	c	d	e	f	g	h	i	j	k
Hungarian	16	2	4	1	2	2	1	4	5	13	5
international	5	1	1	1	1	0	2	0	2	4	1
total	21	3	5	2	3	2	3	4	7	17	6

The professionals of the field of community education think that “Community development, influencing the society” and “Improving the inhabitants’ involvement” are very important from the point of the future development. Both values originate from the basic function of the institutions and the only question can be whether the community is interpreted as local or

virtual one. The networking has received only four Hungarian votes proving that it is supposed to be in an antagonistic contradiction with the personal participation. Not being there personally is a fact that makes the involvement impossible. But the reality is totally different as we could see in the example of museums. The community integration was moving from the local to the virtual in the 60s.

While our professionals were waiting for the realisation of their existing values in the future line of development, they were discussing points representing a completely different picture in the open questions: intellectual workshop, well equipped institution, the improvement of the inhabitants' living standards, the appearance of the political will as a basic factor, modernisation and cooperation in fields. Therefore, the ideal and the real development cannot be reconciled. We also have to mention that the involvement of inhabitants means a bigger volume of participation only. But if we are speaking about a bigger activity or participation it is not clear that we are thinking about the local community or the local culture. And from this point, it can be either a cooperation within the sector or the division of functions because the libraries can organise exhibitions and the museums have collection of books.

III. Please rank the problematic areas of cultural institutions to be developed on the basis of expertise, the number 1 is for the most serious problems/the most problematic area to be developed! 1 = the most important, 13= the least important)
 (Enter the number into the box!)

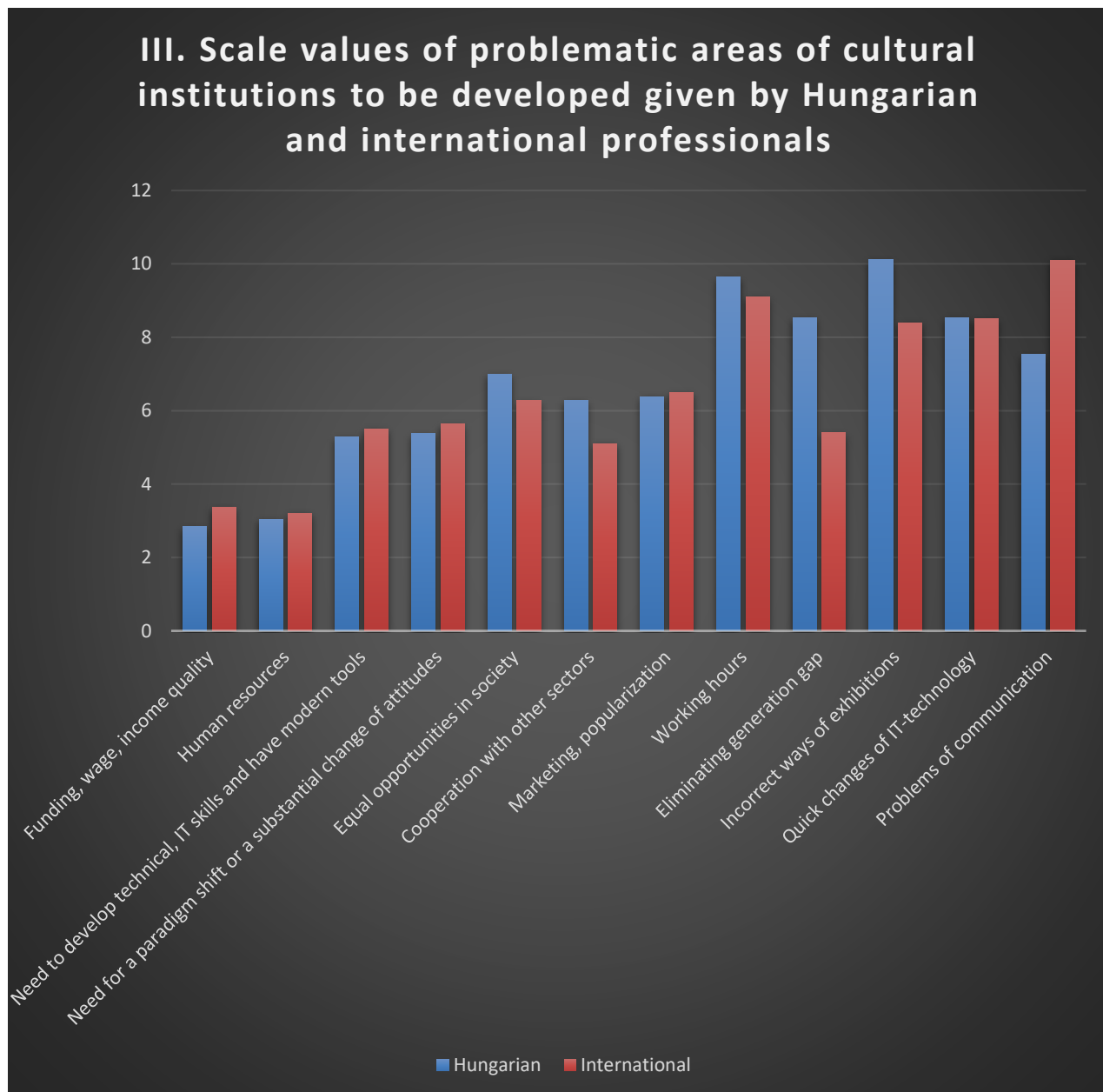
- a) Funding, wage, income quality
- b) Human resources
- c) Need to develop technical, IT skills and have modern tools
- d) Need for a paradigm shift or a substantial change of attitudes
- e) Equal opportunities in society
- f) Cooperation with other sectors
- g) Marketing, popularization
- h) Working hours
- i) Eliminating generation gap
- j) Incorrect ways of exhibitions
- k) Quick changes of IT-technology
- l) Problems of communication
- m) Other (if you think it is important)

III. Scale values of problematic areas of cultural institutions to be developed given by Hungarian and international professionals

average

	a	b	c	d	e	f	g	h	i	j	k	l
Hungarian	2.8370	3.0435	5.2826	5.3696	7.0000	6.2826	6.3804	9.6413	8.5217	10.1196	8.5326	7.5326
international	3.3636	3.2000	5.5000	5.6364	6.2727	5.1000	6.5000	9.1000	5.4000	8.4000	8.5000	10.1000

total	2.9386	3.0714	5.3214	5.4211	6.8596	6.0714	6.4018	9.5446	7.9643	9.8125	8.5268	7.9911
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The scale above says that the most important area from the point of development is “Funding, wage, income quality”, while the second one is “Human resources”, but the international professionals are of the opinion that this second one is a bit more important. Both variable received low scores on the twelve-grade scale, which means that there is no dividing factor in the background. The problems of funding, wage and HR are clearly

connected in every field. One response to the open question says: “Basically, resource shall be provided for this sphere. The wages and salaries shall be adjusted because it is going to cause HR problems, especially in the fields that require IT skills and development. The other problem is the imbalanced funding of system: there are areas with unreasonable wasting of resources (for community education activities of public libraries), while the realised concepts are rather rough (e.g. The small amount of money provided for the national strategy of digitalisation) or there are areas where the lack of resources or tenders is typical (e.g. For the development of the libraries in higher education and of the professional libraries).”

But the problems of development caused by financing affect the accessibility as well. Each community education or cultural institution without financial support is exposed to the market conditions and it endangers its existence for the lack of optimised prices that can ensure a stable market mechanism and on the other hand, if these conditions can be met it means that the given institution had to adapt to the requirements of consumer market resulting in a strong exclusion mechanism. We have received a response in writing in connection to this problem: Equal opportunity should be provided for each social, generation and existential groups to access to the services, programs and opportunities and for this reason I think the solution is not the increase of incomes of the institutions but the provision of an appropriate financial support from the Budget under an appropriate control. I think that current tender system with its opacity, eventuality and complex administration is not a safe and balanced way of financing.”

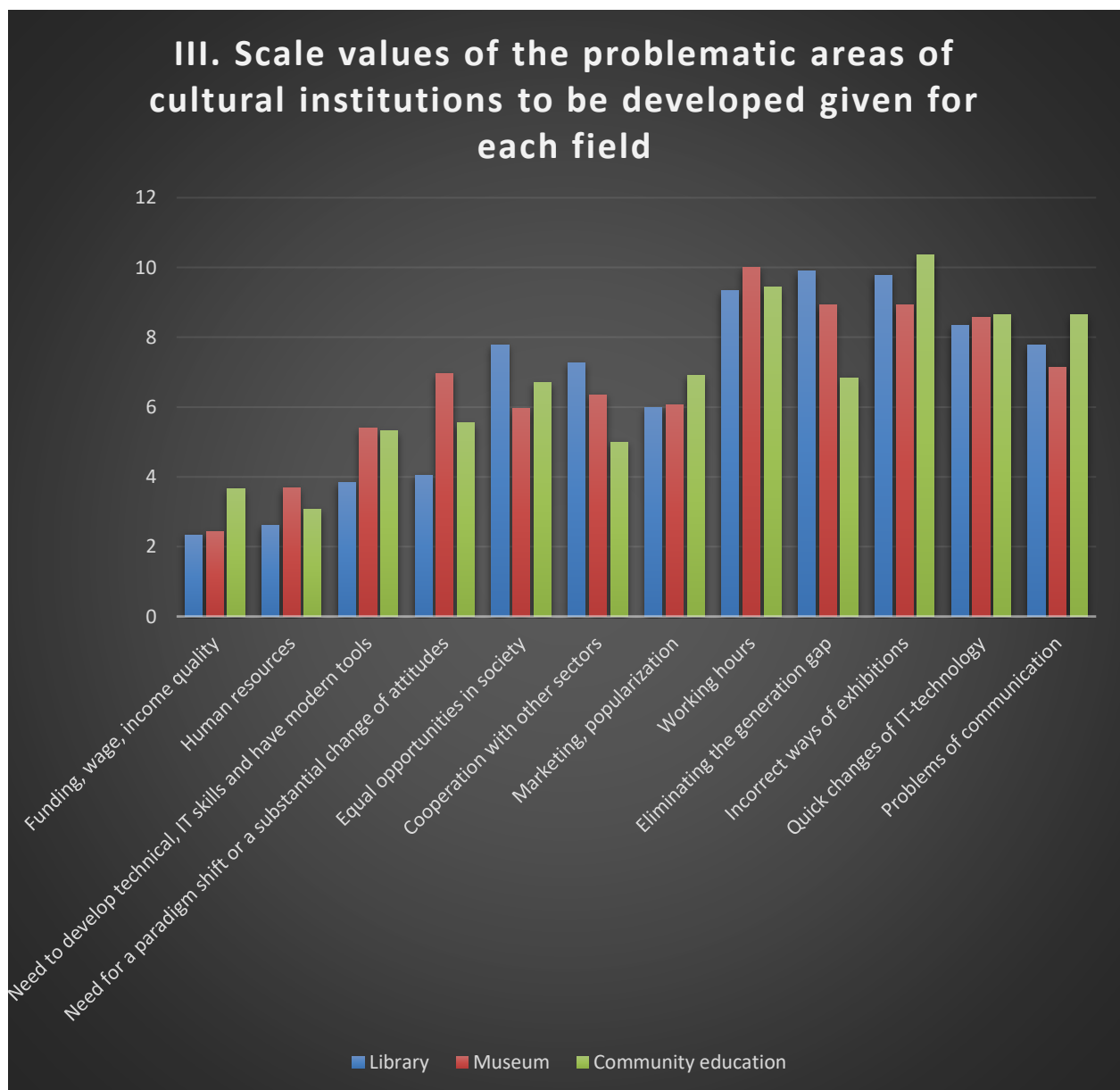
“The complexity of the problem includes the ineffective distribution of resources, the tension between the tender systems and the basic supports: if a tender is able to realise a high-quality program it does not affect the fact that the infrastructural problems are getting worse.” wrote one of the respondents. The following problems were listed under this point:

- Development of new methods to improve the efficiency of cultural institutions without consideration of the points of economy and return.
- Trainings and lobbying to influence the decision makers.
- Acquiring support for communities and media.
- Correct financing.
- Cooperation with other institution in source distribution in order to avoid a parallel functions and activities.
- Reasonable optimisation of resources by eliminating or decreasing the irrelevant or insignificant activities.
- Increase of efficiency by having highly qualified and better paid workers.
- Attraction of private capital.
- Application of volunteers.

III. Scale values of the problematic areas of cultural institutions to be developed given for each field

average

	a	b	c	d	e	f	g	h	i	j	k	l
Library	2.333 3	2.611 1	3.833 3	4.055 6	7.777 8	7.277 8	6.000 0	9.3333	9.888 9	9.7778	8.333 3	7.777 8
Museum	2.428 6	3.678 6	5.392 9	6.964 3	5.964 3	6.357 1	6.071 4	10.000 0	7.428 6	8.9286	8.571 4	7.142 9
Community	3.660 0	3.062 5	6.395 8	5.540 0	6.700 0	5.000 0	6.895 8	9.4375	6.833 3	10.354 2	8.645 8	8.645 8
total	2.938 6	3.071 4	5.321 4	5.421 1	6.859 6	6.071 4	6.401 8	9.5446	7.964 3	9.8125	8.526 8	7.991 1



It is obvious that the fields perceive the condition in the same way: the most vital point of operation for the institution is financing and HR. On the basis of responses we have to mention that libraries ranked the variable "To develop technical, IT skills and have modern tools" similarly. It is a problem of financing as well but is not supposed to be a real challenge for neither museums nor community education institutions.

Beside of the ranks, the written responses mentioned the following areas to develop for cultural institutions:

One mention from the field of community education: Awareness of the needs and requirements of community to be served, as well as encouraging and supporting the community to express its needs and requirements.

The most (10) mentions from the field of library emphasised the importance of social role and attitude: two respondents suggested that a stable and long-term reliable career, a living suitable for the white-collar workers should be provided instead of current inadequate conditions; and one respondent mentioned the importance of improving the celebration of cultural diversity.

The most (5) respondents from the field of museum mentioned the improvement of the language skills, two persons mentioned the improvement of the content of exhibition and services and one mention was for the improvement of the chance for life-long learning.

III.A.) Please rank the problematic areas of museums to be developed on the basis of expertise, the number 1 is for the most serious problems/the most problematic area to be developed! (1 = the most important, 13= the least important) (Enter the number into the box!)

- a) Funding, wage, income quality
- b) Human resources
- c) Need to develop technical, IT skills and have modern tools
- d) Need for a paradigm shift or a substantial change of attitudes
- e) Equal opportunities in society
- f) Cooperation with other sectors
- g) Marketing, popularization
- h) Working hours
- i) Eliminating generation gap
- j) Incorrect ways of exhibitions
- k) Quick changes of IT-technology
- l) Problems of communication
- m) Other (if you think it is important):

III.A.) Scale values of the problematic areas of museums to be developed given by Hungarian and international curators

average

	a	b	c	d	e	f	g	h	i	j	k	l
Hungarian	2.25	3.71	4.75	6.83	6.58	8.00	5.92	10.46	8.29	7.79	7.29	6.54
international	6.50	8.50	6.00	6.00	4.50	4.50	6.00	11.50	6.00	2.50	8.00	8.00
total	2.86	4.39	4.93	6.71	6.29	7.50	5.93	10.61	7.96	7.04	7.39	6.75

While Hungarian curators voted for the funding, wage and income quality to be developed, “Incorrect ways of exhibitions” was mentioned as the most important area to develop by international respondents and it was followed by “Equal opportunities in society” and “Cooperation with other sectors”. We think that the museum professionals abroad have less bread-and-butter worries, that’s why it is not supposed to be a basic functional problem. The museum professionals suggest the launch of a compensation model.

Beside of the ranks the written responses mentioned the following areas to develop:

The lack of perfectionism: weighting in the choice of exhibitions/topics, other points of view but relevance, predominance of policy (the choice is often accidental), instead of consumability (visibility of the items, legibility and correctness of the texts) the curators and the realizing persons emphasise themselves and are fulfilling themselves in the worst way.

The situation in the field of libraries is different. Although the modernisation and the equal opportunities cause serious problems, the financing can be seen clearly.

III.B.) Please rank the problematic areas of libraries to be developed on the basis of expertise, the number 1 is for the most serious problems/the most problematic area to be developed! (1 = the most important, 13= the least important) (Enter the number into the box!)

- a) Funding, wage, income quality
- b) Human resources
- c) Need to develop technical, IT skills and have modern tools
- d) Need for a paradigm shift or a substantial change of attitudes
- e) Equal opportunities in society
- f) Cooperation with other sectors
- g) Marketing, popularization
- h) Working hours
- i) Eliminating generation gap
- j) Incorrect ways of exhibitions
- k) Quick changes of IT-technology
- l) Problems of communication
- m) Other (if you think it is important):

III.B.) The scale values of the problematic areas of libraries to be developed given by Hungarian and international librarians

average

	a	b	c	d	e	f	g	h	i	j	k	l
Hungarian	2.4375	2.3125	4.5000	4.5625	7.8750	6.8750	6.5625	9.8750	9.5000	10.5625	7.6250	6.6875
international	2.6667	3.0000	4.6667	4.3333	9.0000	8.0000	4.3333	5.3333	10.0000	10.0000	6.6667	10.0000
total	2.4737	2.4211	4.5263	4.5263	8.0526	7.0526	6.2105	9.1579	9.5789	10.4737	7.4737	7.2105

Both Hungarian and international librarians voted for the improvement of salary and this point was not affected by any other factor. Unlikely to it, mainly the international respondents of community education are of the opinion that “To develop technical, IT skills and have modern tools” is also an important duty.

III.C) Please rank the problematic areas of community education institutions to be developed on the basis of expertise, the number 1 is for the most serious problems/the most problematic area to be developed! (1 = the most important, 13= the least important) (Enter the number into the box!)

- a) Funding, wage, income quality
- b) Human resources
- c) Need to develop technical, IT skills and have modern tools
- d) Need for a paradigm shift or a substantial change of attitudes
- e) Equal opportunities in society
- f) Cooperation with other sectors
- g) Marketing, popularization
- h) Working hours
- i) Eliminating generation gap
- j) Incorrect ways of exhibitions
- k) Quick changes of IT-technology
- l) Problems of communication
- m) Other (if you think it is important):

III.C) Scale values of the problematic areas of community education to be developed given by Hungarian and international professionals

Average

	a	b	c	d	e	f	g	h	i	j	k	l
Hungarian	3.76	3.42	6.13	6.03	7.37	6.05	6.50	8.24	7.11	11.31	8.16	8.16
international	2.67	2.50	3.60	4.00	5.80	6.60	9.20	10.00	4.80	10.25	6.00	7.60

total	3.50	3.26	5.60	5.60	7.04	6.17	7.06	8.54	6.63	11.11	7.78	8.04
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Although the salary is a serious problem for the professionals of community education, both Hungarian and international professionals are of the opinion that the development of HR is of the highest importance. The emphasises are different and the problem is much more complex than of the libraries. The requirement of supports that can be provided from the company tax has an important role when the possible resources of development are mentioned, but the ideal and the easiest solution seem to be normative financial support provided by the Budget. Other points to be developed were the establishment of interfield network, the human resource, as well as the development of the digital competencies.

Beside the ranks, the written responses of the field listed the following areas to be developed: the lack of the foreign language skills (5 mentions), the ability to react to the users' requirements (4 mentions), the life-long learning (1 mention)

Analysis of the written responses

The questionnaire had two questions requiring written responses. (The original texts of the responses are attached.)

IV. What do you think shall be done to improve the financing of cultural institutions?

V. If you have any remarks about the lines to reach the ideal condition of cultural institutions in 10 years' time, please, put it down.

These questions provided the basis to define the main categories.

Definition of main categories

Questions presented to the expert-participants measured the following main categories (second level nodes):

ACTIONS TO IMPROVE FINANCING - Question 4

VISIONS – the ideal future situation in 10 years– Question 5

During the categorization, there were occasions when a word or expression in the responses belonged to more than one category, or an answer had content referring to an other subcategory. The word or the expression was inserted into both categories or subcategories in this case.

IV. What do you think shall be done to improve the financing of cultural institutions?

There were altogether 52 responses to this question as follows:

Institution	Responses
Community education	25
Museum	12
Library	15
Total	52

Within this main category labelled "ACTIONS TO IMPROVE FINANCING", the following subcategories have been defined based on four questions:

SUBCATEGORY 1.: increasing the support provided by the Budget

Each word and expression referring to the increasing the financial support for cultural institutions provided by the Budget was entered into this subcategory.

Beside of the increasing the financial support from the Budget, one proposal on the more effective operation of the field and one on the more accurate distribution of support were also mentioned in relation to this subcategory:

- Organisation of regional services
- Provision of equal opportunities to the social groups by providing financial support from the Budget
- Reasonable optimisation of resources by eliminating the irrelevant or insignificant activities.
- Programs and technical development
- Financing of the institutions in a way that is similar to the European one
- Controlled distribution of resources according to the requirements
- Minimal independence of institutions
- Life-long learning, community learning
- Improvement of resources of the local government
- It is necessary to shift from the normative financial support provided by the Budget by sectors of cultural field to the financing determined on the basis of duties for public services.
- Tenders should be called for aimed supports, improvements, and the development of activities with acceptable content
- Workers should be trained for fund-raising activities
- The right of independent fiscal management should be returned to the institutions operating under the support of the Budget.
- Increasing the number of cultural tenders, start of more trainings on proposal writing.

- Performance-based support system (basic support + project financing on the basis of the taken activities)

Mentions of the subcategory by institutions:

Institution	Responses
Community education	12
Museum	4
Library	10
Total	26

SUBCATEGORY 2: salary

Beside of the salary there were mentions about the development of HR in relation to this subcategory:

- Improvement of IT-skills
- More educated and better paid workers
- Development of compensation model to prevent migration of workers
- Raise of salary, differentiation according to education and performance
- It is necessary to develop an overall plan focusing on the raise of salary and the **compensation model** for the community education professional (3 mentions in the field of community education) covering the improvement of competencies, the possible training, the common trainings and workshops together with the teacher and this plan should be provided for the government as proposal.

Mentions of the subcategory by institutions:

Institution	Responses
Community education	5
Museum	3
Library	7
Total	15

SUBCATEGORY 3.: Involvement of private capital or other resources, market-based approach

Beside of the involvement of private capital and other resources proposals were made about the clarification and introduction of resources in one mention each in relation to this subcategory:

- Popularization of the sector
- A given percent of money gained by lotteries and gambling should be provided for the cultural institutions as financial source through a controlled system
- The provision of money originating from **company tax** for community education through a controlled system (**5 mentions**) from the field of community education
- Developing and operating the frameworks of development working according to the principles of PPP system
- Acquiring the support of financial companies and private sponsors e.g. like in the U.S.A.
- Application of the market-based approach, development of product and client pyramid, conscious management, performance management
- Transfer of more cultural tasks to the successfully and on high level operating cultural organisations.
- Encouragement of sponsoring intention
- Improvement of social prestige
- The users of community education system are the local inhabitants, that's why the users have to participate in the financing as well.
- The system of tax benefits supporting exclusively the sporting spectacles shall be revised and the cultural creative activities shall be inserted into the range of beneficiaries.
- The cultural matters cannot be managed simply from economic point of view, but it is not reasonable for the institutions to ensure their existence relying on the support from the Budget (it means that they are depending on the political power completely).
- Optimisation of resources
- Organisation of regional cultural services
- Application of the institutional rooms for different functions

Mentions of the subcategory by institutions:

Institution	Responses
Community education	9
Museum	3
Library	3
Total	15

SUBCATEGORY 4: the support shall not be depending on the resources originating from tenders and incomes of operation. Some proposals are given in one mention each on the application of tender resources relation to this subcategory:

- Some areas are unreasonable developed while others are underfinanced by the tenders
- The completion of the projects is of different quality
- The tender resources shall not be applied to complete the basic tasks
- The incomes from the archaeology activities shall be taken out from the financing of museums
- The strictly controlled frameworks of art piece management shall be established
- The financing of cultural institutions should not cause difficulties for the budgetary organs. I think the components of financing are partly the support provided by the Budget, the private capital and the contributions of private persons in connection to the business and organising activities of the institution (charity and other events), as well as the involvement of the community itself (not a direct financial support but any other way).
- I would emphasise the acknowledgement of volunteer works.

Mentions of the subcategory by institutions:

Institution	Responses
Community education	3
Museum	1
Library	3
Total	7

SUBCATEGORY 5: cooperation among the institutions, quality management

The individual opinions in relation to the subcategory in one mention each are the followings:

- Network operation should be established
- Measurable results, performance measurement
- Modification of the approach of decision makers and inhabitants

Mentions of the subcategory by institutions:

Institution	Responses
Community education	3
Museum	-
Library	3
Total	6

As we can see in the chart below the most respondents (37%) agree that the solution for the financing of cultural institutions is the increase of the support provided by the Budget. The respondents are of the opinion that it should be made parallelly to the increase of independence of the cultural institutions by high-quality completion of duties and their control, as well as having wider social publicity and responsibility.

In relation to the support from the Budget 22% of respondents mentioned the point of salary either separately or as a subcategory together with the professional skills of higher quality as a requirement.

22% of respondents underlined the importance of the involvement of private capital and other resources, such as the requirement of market-based approach. Several respondents of the subcategory underline the application of company tax, which can be a kind of solution for financing.

10% of respondents do not think that tenders can provide correct background for support on the basis of the recent financing system and underline the fact that the tender resources are divided in an unequal way.

9% is of the opinion that a way to improve financing can be the quality management, the measurable performance and the better cooperation among the cultural institutions.



V. If you have any remarks about the lines to reach the ideal condition of cultural institutions in 10 years' time, please, put it down.

There were altogether 26 responses in relation to the vision as follows:

Institution	Responses
Community education	9
Museum	6
Library	11
Total	26

Within this category labelled "VISION - ideal condition in 10 years' time", the following subcategories have been defined on the basis of the five questions:

SUBCATEGORY 1: socializing

Each word and expression referring to the relation between the cultural institutions and the society, as well as the changing of its institutional system's social functions was entered into this subcategory. Some proposals clarifying and completing the content of socializing can be seen here as well.

- The recent range of cultural institutions was established by specialization. The museum on country level and the library on local level is able to operate as a multi-functional institution and it shall be developed. But the support of local inhabitants' involvement is reasonable for the small-/middle-sized towns where the community education institutions should be improved. It is because the tradition and the local culture can survive independently in the small municipalities while the institutions (groups, ensembles, traditional groups, movies, theatres, ballets etc. and their schools, libraries, museums and Agoras) of big town, which the town is able to finance can represent the whole range of quality culture.
- An institutional network with a cooperative, devoted and sensitive to the reaction of society manager.
- They should get into social community institutions that provide differentiated chance for access with the cooperation or participation of inhabitants to the decision making about the development, as well as the services.
- To work with local communities in an active partnership dividing the strategy, the decision making and the management.
- "The institution, as a tourist destination is the development of cultural tourism."

Mentions of the subcategory by institutions:

Institution	Responses
Community education	5
Museum	5
Library	3
Total	13

SUBCATEGORY 2: cooperation among the institutions, networking

Each word and expression referring to the relationship of the institutions or the networking was entered this subcategory.

- More effective embedment into the education framework, especially into its informal part. The most activities of museums and libraries are educative/informative (e.g. Ensure the supply of society with modern and up-to-date information). The professionals working in the field of culture should be aware of and communicate it effectively.
- The main tendency is the partial merge into the education (some lessons are taken in the museums and libraries).
- The improving the cooperation between the institutions within the sector is going to be inevitable in order to complete the basic duties. It is necessary to clarify and accept the roles of museums, libraries and community education institutions for this purpose because the public collection and community education institutions with different duties rather see competitors than partners in the others. A good example is the “fashion” of community development and that’s why the available resources for this activity are higher, so “everybody” wants to develop community. All the three types of institutions have own role in learning (storage, information service, its community-based acquiring - practice - adaptation, if this process had been respected, these three sectors would be able to cooperate more effectively at least.

Mentions of the subcategory by institutions:

Institution	Responses
Community education	3
Museum	2
Library	6
Total	11

SUBCATEGORY 3: community development

The following words and expressions were entered this subcategory: service provider-related, free time habits, institution cooperating with the community.

- It is also a very important question how the inhabitants can be involved and the improvement of their life conditions is going on. The safety and the balance cannot be replaced with socializing. It can be a tool but should rather be the aim. I think the lack of HR is a real difficulty. The professionals are exhausted, tired and fed up and there are no fresh workers for the work is not very encouraging only for the really devoted ones.
- Each community, social and cultural institution has to be the institution of “learning society” and of “lifelong individual and community learning” in Hungary.
- I would like to underline the importance of an institution as an intellectual workshop, which encourages, activates to support the local community initiatives, is permanently observing the inhabitants’ needs and completes not only a servicing but an encouraging and consulting function.
- Community development - the international trend for museums is to encourage the bigger involvement of community, the practice of museums cooperating with the community.
- I would like to underline the importance of an institution as an intellectual workshop, which encourages, activates to support the local community initiatives, is permanently observing the inhabitants’ needs and completes not only a servicing but an encouraging and consulting function, promotes the cooperation and exploits the activities of informal communities and the civil organisations.

Mentions of the subcategory by institutions:

Institution	Responses
Community education	4
Museum	4
Library	4
Total	16

SUBCATEGORY 4: developed infrastructure

Each word and expression referring to the relation between the chances of cultural activity and the infrastructure.

- No development is possible without the provision of the factors of operation.
- The ideal aim within 10 (rather 20) years is to reach the German, Austrian or Danish (Scandinavian in general) level. The access to/accessibility rate of the services of the institution system is rather poor in Hungary and rather Budapest-centred, I think.
- The ideal condition would be if HR was respected and the communal areas and the infrastructural developments were completed according to a complex strategic plan to provide predictability. The developments would not be campaign-like but value-

based and many of them would be permanent and versatile in application resulting in a more sustainable development.

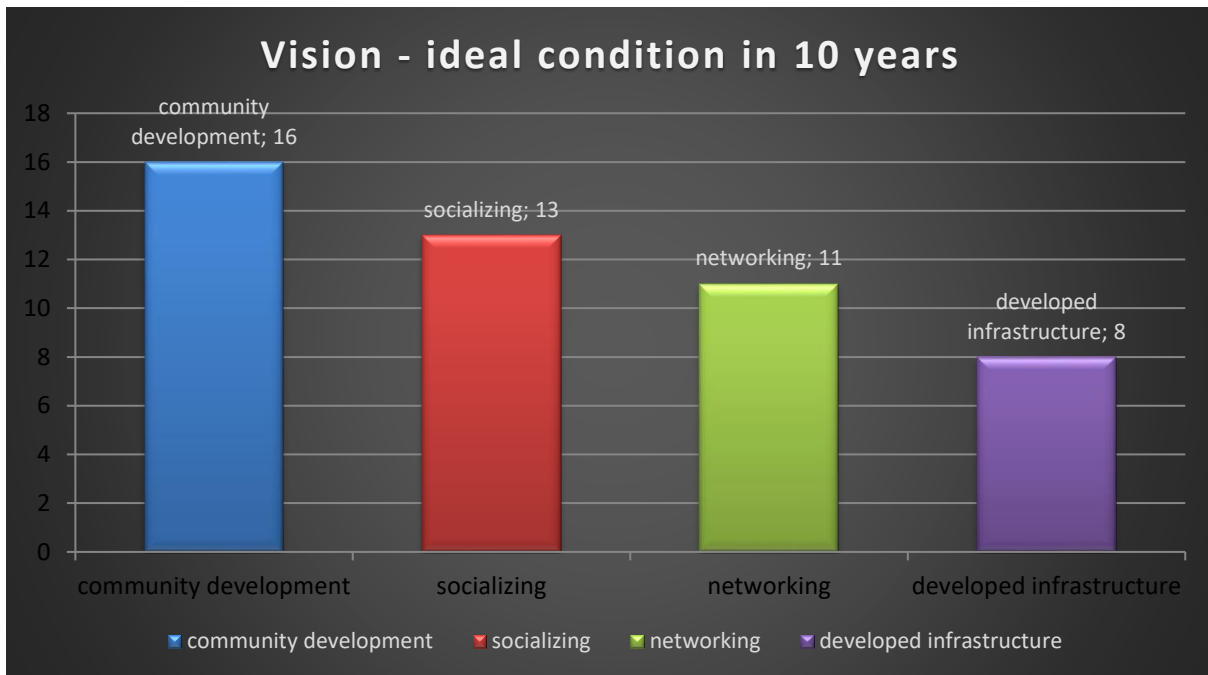
- Relevant technical improvement and development of infrastructure are required. The middle-term predictability of resources for the operation of institutions, the organisation of exhibitions, events and programs would be important in order to be able to see a longer period of time than the given financial year. The current condition provides a very tight framework for the programs if they are longer than the given fiscal year. Many of the institutions (buildings) require renovation.
- They should have an appearance of 21st century. They should be attractive, comfortable, demanding and have well-equipped rooms and well-trained and innovative professionals.
- The cultural institutions, especially the libraries should consider the establishment of such high-tech that is able to complete all administrative duties (e.g. Indexing, cataloguing (to make possible for the professionals to be there where their presence is really important e.g. Observation, community programs).

Mentions of the subcategory by institutions:

Institution	Responses
Community education	1
Museum	1
Library	6
Total	8

As we can see in the chart below, most of the respondents (33%) predict the improvement of community developing function of the institutional system as the most important element by visioning the change of institution system of culture transfer. The increase of social role and integration of the institution system with its 27%, the improvement of the relation among the institutions and the development of networking with 23% are tightly related to it.

It cannot be possible without the improvement of infrastructural conditions, especially without the application of digital high-tech, said 17% respondents.



VI. Please give three methods you think they are the most suitable for making community initiatives attractive on the basis of expertise. (Please underline the appropriate answer!)

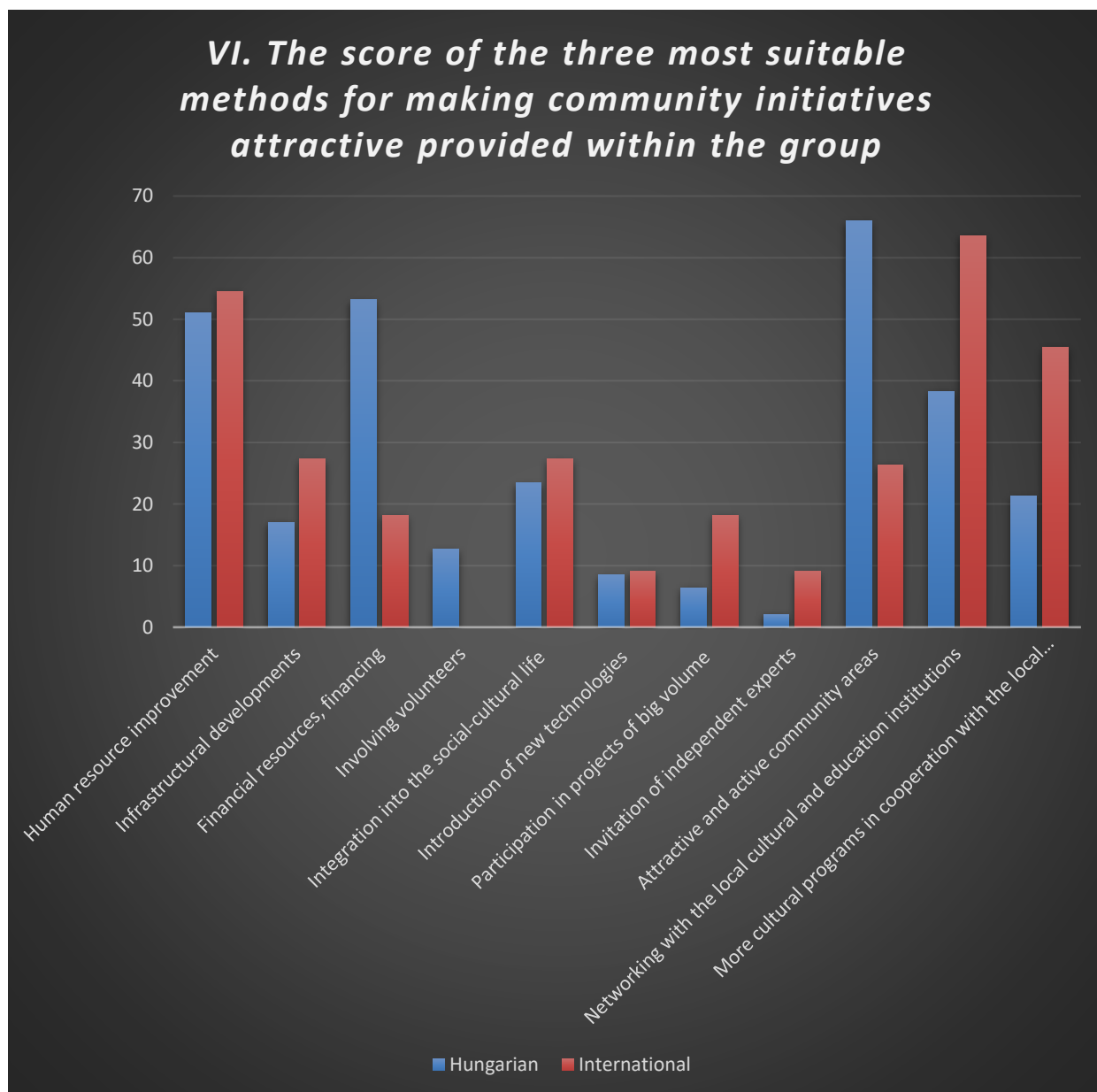
- a) Human resource improvement
- b) Infrastructural developments
- c) Financial resources, financing
- d) Involving volunteers
- e) Integration into the social-cultural life
- f) Introduction of new technologies
- g) Participation in projects of big volume
- h) Invitation of independent experts
- i) Attractive and active community areas
- j) Networking with the local cultural and education institutions
- k) More cultural programs in cooperation with the local community

VI. Choose the three most suitable methods for making community initiatives attractive

	a	b	c	d	e	f	g	h	i	j	k
Hungarian	24	8	25	6	11	4	3	1	31	18	10
international	6	3	2	0	3	1	2	1	4	7	5
total	30	11	27	6	14	5	5	2	35	25	15

VI. The score of the three most suitable methods for making community initiatives attractive provided within the group

	a	b	c	d	e	f	g	h	i	j	k
Hungarian	51	17	53.2	12.7	23.4	8.5	6.4	2.1	66	38.3	21.3
international	54.5	27.3	18.2	0	27.3	9.1	18.2	9.1	26.4	63.6	45.5
total	30	11	27	6	14	5	5	2	35	25	15



Question VI. is a voting-type question. The three underlined choices provided the same scores for the variables, but clear features could be determined from the eleven different choices. The “Establishment of attractive and active community areas” was chosen as the possible method to make the community initiatives attractive by 35 respondents. The international professionals gave the same number of votes to the “Networking with the local cultural and education institutions” and the “Human resource improvement”. The latest was evaluated for the most effective method by Hungarian experts as well.

It correlates to the responses given in relation to the problematic areas earlier. The development of community area is a rather complex phenomenon because it contains more than the layout, the equipment and other assets. The attractive community area means a busy and attractive area. It can be reached by non-physical elements more easily and that’s why both the services and the image building have to be developed. It relates to community development and refers to the physical form. The role of networking is also clear: the physical area does not mean a given building only but the physically accessible tools to operate the community established on the basis of virtual networks.

The museums and libraries have been serving public for the informal learning, the application of the accessible collection for teaching and aesthetic purposes and the participation in the civil dialogues as location-independent centres for a long time. The change of community needs and priorities and the establishment of new ways of involvement are vital to be able to connect to and serve the public in any other way than the traditional institutional forms and settings. The museums and libraries have started to react to this pressure. They are connecting to the public in a different and deeper way improving the social and institutional networks supporting the community well-being or they can even be a catalysator of the positive changes.

The factors influencing the reason and way of operation of institutional communities and their resources are various in the field of museums and libraries. We can find differences within the field, especially the state and private sectors are differentiated, and it affects the financial safety and the types of the client institutions. The public libraries are free sources and open for the public and can be financed; they are usually a part of the local city or county government. On the other hand, the museums are partly private organisations and accept supports only (Norton and Dowdall 2016: 3).

VI. The three most suitable methods for making community initiatives attractive by fields

	a	b	c	d	e	f	g	h	i	j	k
Library	8	4	12	0	4	2	1	1	12	9	4
Museum	8	4	7	2	3	1	1	0	8	4	4

Community education	14	3	8	4	7	2	3	1	15	12	7
total	30	11	27	6	14	5	5	2	35	25	15

The three fields have a lot of similarities. Many museum and library professionals stated the divisions of fields are less sensitive to the number of persons, the locality (city, countryside or suburb), the relation to other local institutions, the institutional structure or settings. The institutions influence the communities served by them in any way. In spite of the diversity, each form and size of museums and libraries have such features that are able to provide advantageous condition by determining their role of catalysator of positive changes: they integrate into the local communities, have public service orientation and use it as a community tool.

HR and the active community area are supposed to be the most important methods by the community education institutions professionals and the networking can support this type of development. The respondents of libraries and museums think similarly but the financial resources are inevitable in these fields as well.

VII. Please rank the importance of tools for the cultural institutions to make community initiatives more attractive! (1 = the most important, 10= the least important) (Enter the number into the box!)

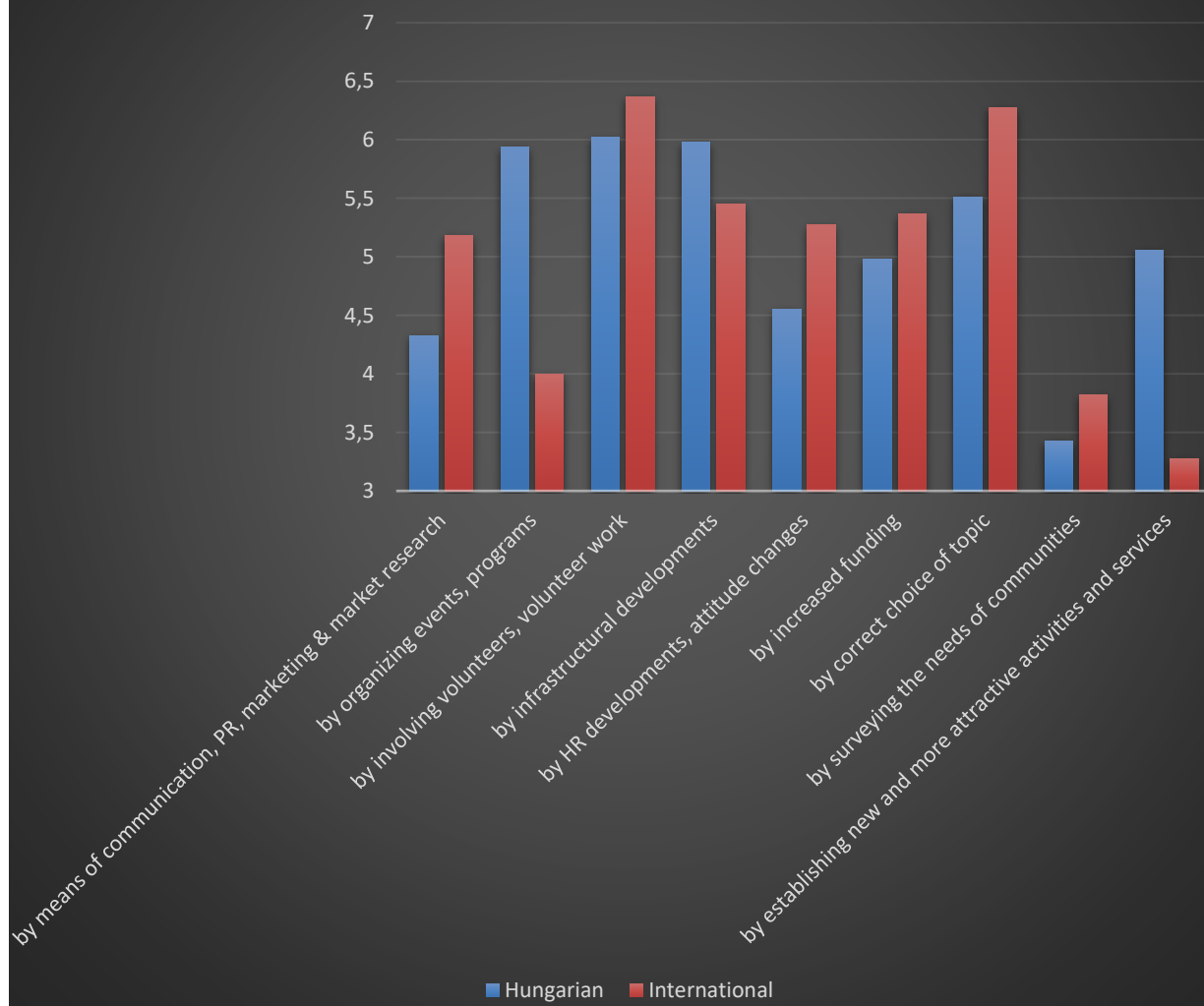
- a) by means of communication, PR, marketing & market research
- b) by organizing events, programs
- c) by involving volunteers, volunteer work
- d) by infrastructural developments
- e) by HR developments, attitude changes
- f) by increased funding
- g) by correct choice of topic
- h) by surveying the needs of communities
- i) by establishing new and more attractive activities and services
- j) Other (if you think it is important)

VII. The most important tools for the cultural institutions to make community initiatives more attractive. The scale values are provided by Hungarian and international professionals.

average

	a	b	c	d	e	f	g	h	i
Hungarian	4.3261	5.9348	6.0217	5.9787	4.5543	4.9787	5.5109	3.4239	5.0543
international	5.1818	4.0000	6.3636	5.4545	5.2727	5.3636	6.2727	3.8182	3.2727
total	4.4912	5.5614	6.0877	5.8793	4.6930	5.0517	5.6579	3.5000	4.7105

The most important tools for the cultural institutions to make community initiatives more attractive. The scale values are provided by Hungarian and international professionals



We have received less different responses to the question “Please rank the importance of tools for the cultural institutions to make community initiatives more attractive!” “By surveying the needs of communities” is among the most important tools for the cultural institutions is of high importance, while the international professionals voted for “By establishing new and more attractive activities and services”. But the tools of involvement and integration of communities can be found behind both points of view. Such a real and/or virtual area shall

be established that is able to attract and keep the consumers establishing something, a community that produces value and this value can be returned to the institution and through the institution to the society.

Optionally the celebration of the cultural diversity, the involve of arget public and the life-long learning were mentioned by one respondent.

VIII. What are the three competencies to be developed to change the cultural institutions professionals' attitude? (Please underline the appropriate answer)

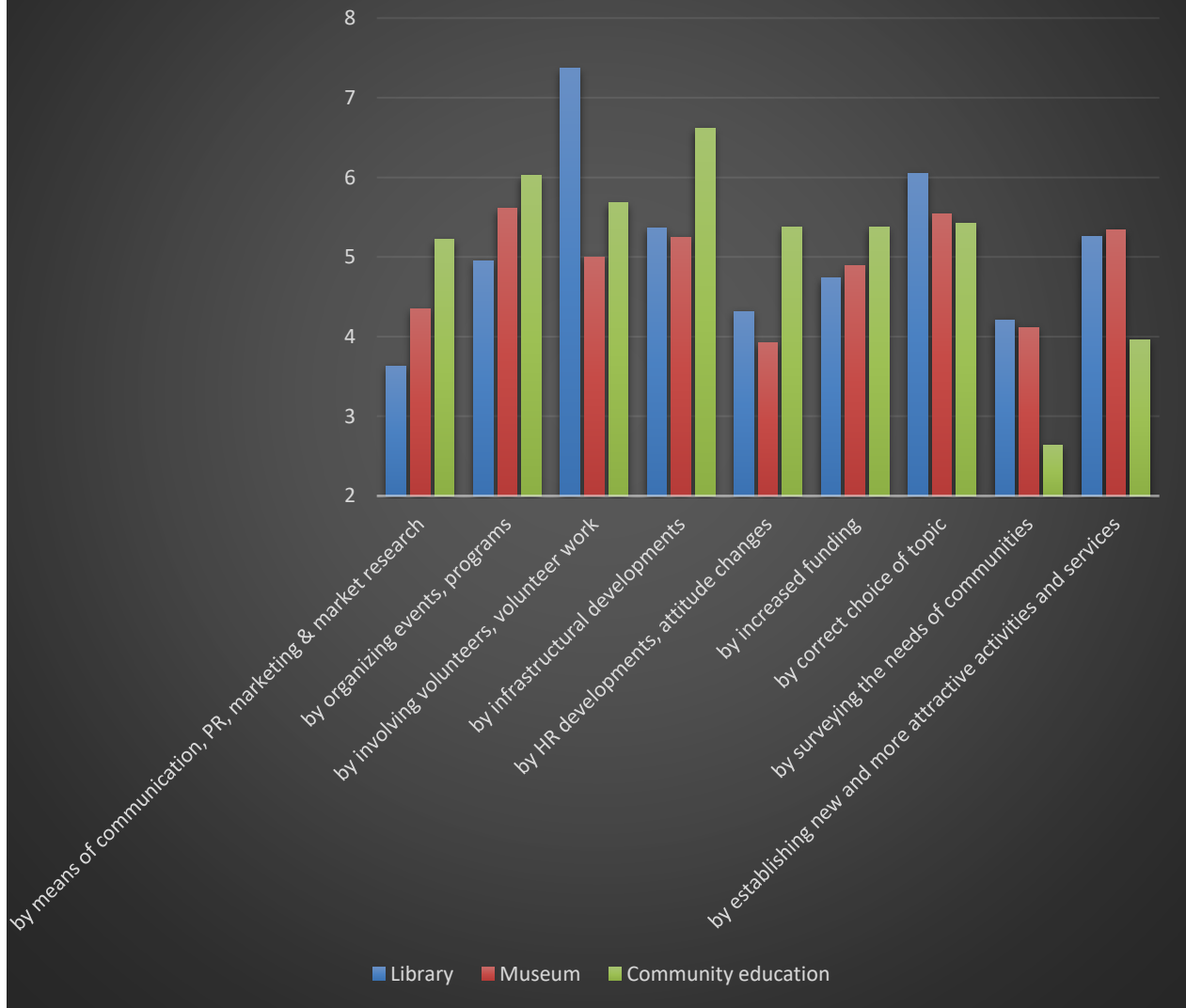
- a.) Digitalization, IT
- b.) Communication skills,
- c.) Proposal writing,
- d.) Strategic planning,
- e.) Business planning,
- f.) Online marketing,
- g.) Cooperation skill,
- h.) Exchange of professional experience, learning good practices and new trends
- i.) Activating methods
- j.) Other (if you think it is important):

VII. The most important tools for the cultural institutions to make community initiatives more attractive. The scale values are provided by professionals of each field

average

	a	b	c	d	e	f	g	h	i
Library	3.6316	4.9474	7.3684	5.3684	4.3158	4.7368	6.0526	4.2105	5.2632
Museum	4.3462	5.6071	5.0000	5.2500	3.9231	4.8929	5.5385	4.1154	5.3462
Community	5.2200	6.0208	5.6800	6.6200	5.3800	5.3800	5.4200	2.6400	3.9600
total	4.4912	5.5614	6.0877	5.8793	4.6930	5.0517	5.6579	3.5000	4.7105

VII. The most important tools for the cultural institutions to make community initiatives more attractive. The scale values are provided by professionals of each field



The librarians think that “Communication, PR, marketing & market research” is the tool that is able to make community initiatives more attractive, while the curators voted for “HR developments, attitude changes” most; the community education experts chose the “Survey of the needs of communities”. The opinions show that market tools seem to be necessary for the operation of community building development of the institution.

Most of the academic users, as well as other potential users are online user for a long time. It is also clear that the application of Internet marketing and PR is a fairly relevant tool for the librarians of today. Not only the popularization of existing library services is important but the question as well, what new services and opportunities are supported by the new medium. It can be either the cooperation with other libraries or local organisations or the join in consortiums. The new collections of electronic contents, periodicals, newsletters, e-books (e.g. netLibrary and similar services are more and more popular abroad) (Kelley 2012) present a new challenge: how the users can be attracted and kept. The question is not about the application of marketing mix, but the survey on the opportunities to change or improve the image, the perception and the status of the organisation. (Ashcroft – Hoey 2001: 69)

The observation of good and bad promotion activities of others can be an effective tool for libraries intended to promote successful online service in the early stage of planning. Each library, museum and community education institution has webpage or online initiatives but their support is inefficient. But these mistakes do not characterize the cultural institutions only: a lot of webpages provided by business organisations and governments are limited from the point of promotion proving that the marketing and PR sciences have not been adapted to the Internet yet.

It does not mean that the marketing and PR practices shall be re-established but revised and completed so as they can consider the changes of the communication processes. The application of traditional PR / marketing analysing tools for the new condition makes clear that the integration is vital for the marketing package to reach the target market segments. The PR / marketing on the Internet is not a separate activity but it has to be a part of an overall plan integrating both the new and traditional communication tools.

The integrated campaigns give “new role” to the traditional media because they are applied to attract such groups that are not active Internet users while for the Internet users the different forms of online communication are used for promotion and the interactivity supported by the Internet is of high importance. It is also important to integrate the online sources into the real world, e.g. the URLs and e-mail addresses have to be referred on each writing materials and advertisement not connected to the Internet activity directly, as well as the online visitors have to be connected to the reality and vice versa. It is not a new but a some-decade-old question (Garson 2000), which is not solved in Hungary yet and shows big differences within the overall system of cultural institutions.

VIII. The three competencies to be developed to change the cultural institutions professionals’ attitude provided by Hungarian and international professionals

	a	b	c	d	e	f	g	h	i
Hungarian	9	21	2	23	6	5	22	30	16
international	1	5	2	5	0	0	6	9	5
total	10	26	4	28	6	5	28	39	21

The last question had three choices. The most frequent responses represented the highest importance. The most important competency to be developed to change the cultural institutions professionals' attitude was "Exchange of professional experience, learning good practices and new trends". The scale values provided by Hungarian and international professionals are the same. The next ones with tiny difference were "Communication skills", "Strategic planning" and "Cooperation skill". The latest one was the most frequently chosen variable of the international respondents.

The librarians play important role in research projects by cooperating with researchers. Such cooperation is more and more frequent, and the librarians' contribution is much more than the traditional searching skills. The exploration including the repeating searches remains the librarians' basic value, but they can provide insight and professionalism with the help of their literature observation management skill and experience during the research. A research team of librarians listed six basic competencies by analysing the work of the librarians at University of Michigan in 2017. The team of seven IT-library professionals made a survey using their own skills to identify the basic competencies and skills that play different roles in the projects of systematic revision. The team has identified six competencies that have roles in the librarians' work: "Bases of regular revision", "Process management and communication", "Research methodology", "Comprehensive search", "Data management" and "Reporting". (Townsend et.al 2017)

The respondents mentioned an especially relevant problem, namely, there are big differences in the fields of activities and its competencies can be very different. As we cannot mention the library and the library professionals as a homogenous group, it is the same for the museums as well. The museums are e.g. interesting places to learn and teach art and history. The museums often apply museum guides to support the students' learning process, make the museum visit easier and help students find personal relation to the subjects (Best 2012, Burnham – Kai-Kee 2011, Kristinsdóttir 2016, Tran – King 2007). The repertoire of museums was completed with guided tours more than hundred years ago and they play an important role in the transfer of knowledge.

The guiding was made by managers and curators of the museum at the beginning (Hooper-Greenhill 1991) but the instructors began to appear at the turn of 20th century in the museums (Hein 1998) then the education in a museum got an independent profession in the 1960s. Today almost each Western-European or American museum has a department where employees or volunteers are teaching. The museum guides make their best effort from lectures through activating student to establish dialogue in order to transfer knowledge. (Hooper-Greenhill 1999; Roberts 1997) But the museum guides who meet visitors every day are usually free-lancers without any professional training.

The quality of museum education plays an important role to transfer the museum experience into learning experience for the participants. In spite of the old traditions and the accelerated professionalisation of museum education the effective museum guiding is not clear. A Dutch research team identified 45 important competencies for the museum guides in 2017. The competences were divided into four key areas supported by the museum pedagogy

professionals participating in the research. The four key areas are: (1) management of a group in the museum environment, (2) communication skill, (3) knowledge and pedagogy and (4) professionalism. (Schep et.al. 2017)

The participating professionals identified the following areas of competencies to be developed most frequently.

VIII. The three competencies to be developed to change the cultural institutions professionals' attitude provided by professionals of each field

	a	b	c	d	e	f	g	h	i
Library	6	11	2	8	3	1	4	13	7
Museum	2	8	0	7	1	2	8	9	3
Community	2	7	2	13	2	2	16	17	11
total	10	26	4	28	6	5	28	39	21

The important role of the exchange of professional experience has the same relevance in the findings of international researches. It is obviously a general professional competency for any kind of field but even though it is an important result that requires development for its tools and infrastructure have to be provided. The need to improve the communication skills being one of the most important skills today has the same relevance as in international findings. It is a very interesting observation that while the museum and library professionals are of the opinion that it is an area of high importance it was a basic requirement at the time of its emergence in the field of community education, that's why its development or improvement is not so important task. The strategic planning is an institutional and not a personal competency although its personal relevancies can be found in the participants. The cooperation skill is separated from the communication skill showing that the development is so important in the field of community education as of museums, but the library professionals do not think it being very important they preferred the activating methods.

Other mentions from the three fields are the followings:

Community education:

Professional humility and commitment

Development of innovative way of thinking

Library:

Celebration of cultural diversity

Appropriate salary

Museum:

Social responsibility

Life-long learning

Proposed questions on the basis of the summary

1. How do you think the building of professional community is the biggest strength of cultural institutions? (Including the narrower and wider community and the role of social intermediation and building is covered separately.)
2. How do you think the networking is important for the cultural institutions from the point of their relation and functionality? (Including the decrease of the social distances, the HR management and the technical development.)
3. How do you think the development/maintenance is possible without decreasing the material limits (salary, HR, financial support from the Budget) or can result in breaking-up? (Including the adverse selection, the drop-outs and the burn-outs.)
4. How do you think the cultural institutions can provide strong local cohesion if the development and the involvement is reasonable? (Including the distribution of duties in the community building by area, thematical and social groups.)
5. How do you think the really effective way of the transmission of culture can be found in the communities? (Including the consumers' experience, the development of the attitudes toward culture.)
6. How do you think the building of community shall be adapted to the latest technology and the role of the cultural institutions shall be increased from this point? (Including the virtual communities, the social media and the addressing the consumers through them.)
7. How do you think the change of professional relations of cultural institutions shall be improved? (Including the mobility, the professional programs, as well as the tools of the steady contact keeping)
8. What do you think about the involvement of the government: it shall mean direct or indirect financial support (normative/tax benefit), quality management or anything else, if anything else, then what?

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<https://doi.org/10.1002/cpe.4141>

I.B.) Please rank the values and the strengths of libraries! (1. = the most important, 8= the least important) (Enter the number into the box!)

- a. Objective level - the collection
- b. Cultivating and promoting traditions
- c. Identity - maintaining and cultivating
- d. Community - building and maintenance
- e. Education
- f. Equal opportunities
- g. Quality leisure time
- h. Other (if you think it is important):
.....

I.C.) Please rank the values and the strengths of community education! (1. = the most important, 8= the least important) (Enter the number into the box!)

- a. Objective level - the collection
- b. Cultivating and promoting traditions
- c. Identity - maintaining and cultivating
- d. Community - building and maintenance
- e. Education
- f. Equal opportunities
- g. Quality leisure time
- h. Other (if you think it is important):
.....

II. On the basis of expertise please underline the three most important trends supposed to be the line of development for cultural institutions!

- a. Community development, influencing the society

- b. Popularization, commercialization
- c. Traditions
- d. Financing difficulties
- e. Technological development, digitalization
- f. Improvement of the cultural tourism
- g. Processing and presentation of cultural heritage
- h. Networking
- i. Detecting the condition and needs of inhabitants
- j. Improving the inhabitants' involvement
- k. Opening to the community
- l. Other (if you think it is important):
.....

II.A.) Please underline the three most important trends supposed to be the line of development for museums!

- a. Community development, influencing the society
- b. Popularization, commercialization
- c. Traditions
- d. Financing difficulties
- e. Technological development, digitalization
- f. Improvement of the cultural tourism
- g. Processing and presentation of cultural heritage
- h. Networking
- i. Detecting the condition and needs of inhabitants
- j. Improving the inhabitants' involvement
- k. Opening to the community
- l. Other (if you think it is important):
.....

II.B.) Please underline the three most important trends supposed to be the line of development for libraries!

- a. Community development, influencing the society
- b. Popularization, commercialization
- c. Traditions

- d. Financing difficulties
- e. Technological development, digitalization
- f. Improvement of the cultural tourism
- g. Processing and presentation of cultural heritage
- h. Networking
- i. Detecting the condition and needs of inhabitants
- j. Improving the inhabitants' involvement
- k. Opening to the community
- l. Other (if you think it is important):
.....

II.C.) Please underline the three most important trends supposed to be the line of development for community education!

- a. Community development, influencing the society
- b. Popularization, commercialization
- c. Traditions
- d. Financing difficulties
- e. Technological development, digitalization
- f. Improvement of the cultural tourism
- g. Processing and presentation of cultural heritage
- h. Networking
- i. Detecting the condition and needs of inhabitants
- j. Improving the inhabitants' involvement
- k. Opening to the community
- l. Other (if you think it is important):
.....

III. Please rank the problematic areas of cultural institutions to be developed on the basis of expertise, the number 1 is for the most serious problems/the most problematic area to be developed! (1. = the most important, 13 = the least important) (Enter the number into the box!)

- a. Funding, wage, income quality
- b. Human resources
- c. Need to develop technical, IT skills and have modern tools
- d. Need for a paradigm shift or a substantial change of attitudes
- e. Equal opportunities in society

- f. Cooperation with other sectors
- g. Marketing, popularization
- h. Working hours
- i. Eliminating generation gap
- j. Incorrect ways of exhibitions
- k. Quick changes of IT-technology
- l. Problems of communication
- Other (if you think it is important):
- m.

III.A.) Please rank the problematic areas of museums to be developed, the number 1 is for the most serious problems/the most problematic area to be developed. (1. = the most important, 13= the least important) (Enter the number into the box!)

- a. Funding, wage, income quality
- b. Human resources
- c. Need to develop technical, IT skills and have modern tools
- d. Need for a paradigm shift or a substantial change of attitudes
- e. Equal opportunities in society
- f. Cooperation with other sectors
- g. Marketing, popularization
- h. Working hours
- i. Eliminating generation gap
- j. Incorrect ways of exhibitions
- k. Quick changes of IT-technology
- l. Problems of communication
- Other (if you think it is important):
- m.

III.B.) Please rank the problematic areas of libraries to be developed, the number 1 is for the most serious problems/the most problematic area to be developed. (1. = the most important, 13= the least important) (Enter the number into the box!)

- j. Incorrect ways of exhibitions
- k. Quick changes of IT-technology
- l. Problems of communication
- Other (if you think it is important):
- m.

Question IV: What do you think shall be done to improve the financing of cultural institutions?

V. If you have any remarks about the lines to reach the ideal condition of cultural institutions in 10 years' time, please, put it down!

VIII. What are the three competencies to be developed to change the cultural institutions professionals' attitude? (Please underline the appropriate answer)

- a. Digitalization, IT
- b. Communication skills
- c. Proposal writing
- d. Strategic planning
- e. Business planning
- f. Online marketing
- g. Cooperation skill
- h. Exchange of professional experience, learning good practices and new trends
- i. Activating methods
- Other (if you think it is important):
- m.

3rd round results of the „Acting Communities – Active Community Involvement” Delphi research

1. Introduction

The summary of the 2nd round responses and the 3rd round questionnaire were sent to all respondents in the frame of the 3rd round according to the Delphi research methodology. The provided questionnaire had eight questions; one of them requested written points of the respondents, while the other seven covered the choice and the ranking and clarification of the most important trends.

The number of respondents in this round was less than the addressed persons. The table below shows the number of respondents by fields and by Hungarian and international respondents. We have received forty-one acceptable responses within the 3rd round of Acting Communities - Active Community Involvement Delphi research until the given deadline.

Table 1.: The division of the respondents in the third round by Hungarian/international respondents and fields

		Hungarian/international	
			Hungarian international
Field	Library	10	3
	Museum	9	1
	Community education	13	5

The responses received from the three fields have shown an even division similarly to the previous ones.

Our research team responded to sixteen questions of Likert-scale within the 3rd round of Acting Communities - Active Community Involvement Delphi research. It is the final stage of reflexive feedback and we re-evaluated the key points determined on the basis of the previous findings, that proved their importance earlier. The questionnaires similarly to the previous rounds were sent to the respondents electronically and the responses to be recorded and processed were received in the similar way. The key role of this round within the frame of the research was that the questions were given by the respondents themselves and the task of researchers was to formulate and apply them. The questions received listed

the key points but gave chance to separate them from the previous topics and compare them directly.

When the respondents chose their response from the five possible choices of Likert-scale, they provide a symmetrical and unified agree/disagree response, so the responses can be compared because they provide similar category of intensity for the given feelings and points of the respondents (Burns – Burns, 2008: 245). Due to the fact that we can or would like to calculate a scale value on the basis of the simple average of the responses, it is vital to provide equal scaling. This type of question in this research is essential for it has statements about the attitudes instead of questions. The statements were not formulated according to our previous knowledges or concepts, like in the case of Likert questionnaires but on the summary was made on the basis of previous statements given by the respondents. The attitudes relating to the statements gave chance to modify the opinions by modifying the scales of opinions. Otherwise, due to the relatively short period of research the only possible result would be the repetition of the previous responses because the respondent would support and not doubt his ideas about and attitudes to the topic.

A scale itself is a complex measuring tool based on the intensity structure among the compounding values. When it is edited, the patterns based on the different responses are assigned to the scores. Unlikely, the response values are interpreted individually for the Likert-scale and the individual scores are summed, that's why it can applied both as index or traditional scale. A special advantage of Likert scale values is the assumption or suggestion that each scale value has the same intensity. Although the sixteen questions were classified in thematical groups they were measured in the same scale range. Its principal disadvantage could be that they give chance for the mechanical responding but the recent circumstances, the respondents' previous attitudes, the sorting of questions and the relatively small number of questions more or less excluded this concern. But its benefit was the chance to overlap the different question groups, as well as to compare the scale value in the whole range.

2. Groups of questions and questions

Similarly to the previous structur the first group of questions covered the relation between the institutions and communities. The community education is the traditional duty of community development and the respondents expressed clearly that it is a vital duty in all three fields and is supposed to be getting more important in the future. The communities were interpreted according to three main aspects during the previous stages of research and relevant differences can be expected among them and on the basis of special approaches. The professional community, the local and/or social community building, as well as the expression of the community interests are three completely different duties found in the responses.

The second question group took back the respondents to the topic of networking, which is more and more important nowadays but the still unclear features were reduced to two questions. It was the professional functionality from one hand and the social role from the

other as the professionals stated. These two points were compressed into one question each to be responded with scale values. The first question covered the different factors from the technological development to the establishment of the global system of information flow, as well as the possible processes and the possible roles of institutions. It referred to a topic of a previous question group. The second question focused on the social sensitivity mentioned several times earlier. The professionals included the social responsibility or its direct form as a duty exceeding the professional functions partly or completely in the responses to the previous open questions. The role of networks has this clear direction, that's why we could clearly establish an evaluating scale of attitude for this question.

The third and seventh question groups concentrated on the role of government. The role of government is the point of history in Hungary for it had been determining during the four decades of socialism but it had been clearly centralised earlier resulting in a modified value system. From the other hand, the requirement for the governmental support expressed in the previous phases of research seems to be a way to provide more financial freedom along the system of dependence. It is not supposed to be a bad social construction, the existing structures of service providing institution systems can be adjusted to the changing conditions more flexibly than establish new and versatile frameworks. The contradiction can be seen there that the purpose is to provide the minimal conditions without the limiting role of the government, the stability of labour market condition and avoid the professional counterselection or the professionals thought to establish a more overall financial condition system.

The fourth question group had only one question about the given trend of developments, the establishment of the conditions of local cohesion role (and the role itself). It belonged partly to the first and partly to the third question group but we put it as a separate question for its dual feature. The locality is getting more and more important in the interpretation of liveable cities from the point of market and society. We do not speak about the fact only that the researches of sixties and seventies could think in a model extending the geographic locality (Wellmann – Leighton, 1979). The chance to establish the conditions to provide the attraction of locality for the increasing internal migration or rather for the more and more global labour market that exceeding the financial dimensions of the living conditions. This phenomenon can be seen only in Budapest in Hungary recently but the quick decrease of geographic distance, the expansion of community area connect more and more areas to such complex phenomenon. The new role of community education institution is getting clear and the professionals can see it, that's why this question is very important for its future trend.

The fifth question group is about this potential community power and its individual functions. The transfer of culture, the consumers' experience and the professional contact building are such professional profiles that can be assigned to the traditional duties of the institutions (it was made in the first round) and the effect of which has a community building feature. From the other hand, the establishment of a community can be an independent aim and can support the above functions by operating as an inverted mechanism of action. We hope the question groups separated from each other and the questions arranged not after each other

can show the difference remained unclear in the previous rounds or provided point for further consideration.

The technology is a complex question for the cultural institutions. From one hand, there are the inevitable internal requirement for the easier completion of tasks and the necessary adaptation to the external pressure. From the other hand, the virtual communities represent independent areas of development within the establishment of cultural networks and the role of the participating institutions is vital. So, the effect is dual and its power can be influenced by the different institutional backgrounds, that is, it can be different by fields. The sixth question group focused on this point.

And last we gave chance to express the respondents' opinion about the most uncertain topic in writing. The last question remained open waiting for responses about the role of cultural institutions in the local community building.

3. Responses to the first question group

The question of the first question group was about the extent the respondent agree with the statement that the greatest strength of cultural institutions is the building of local professional community. The responses from the three fields are the followings:

Table 2.: The scale values 1-5 given to the statement "the greatest strength of the cultural institutions is the building of local professional community" by fields

		Scale values
Field	Library	2.69
	Museum	3.30
	Community education	3.17

The community building as the most important strength of institution was given higher scale value than the average by museum and community education professionals and less by library professionals. The professional community building is important for all existing professions and it is rather difficult to say that it is not from the point of any field but it is rather different to evaluate it as the most important strength. We wanted to clarify this duality with this question and if there is some difference among the responses and one respondent voted for the highest value the frequency proves that everybody evaluated its importance within the range described above. We had to consider it because the responses gave more importance to the community building in the field of cultural institutions from other points of view and by comparing to other functions during the previous evaluations, while the responses to the open questions underlined its importance directly and indirectly as well. But it was not clear what aspect was represented.

Of course, the professional community building shall not be neglected. The ability of professional communities to build community is influenced by the relation between the individuals (especially volunteers) representing the organisation and the individuals (both members and non-members) who participate in the activities of organisation and use the benefits of the organisation. The following tips can be useful for organisations acting to attract the recent and potential members:

- To provide regional meetings for networking and professional development;
- To provide online access to further contents and provide web conferences;
- To provide a variety of members by attracting new communities;
- To apply such information channels, e.g. Facebook, that are used by many people and provide easy tool to reach members;
- To encourage members to participate in the establishment of the future of professional organisation actively;
- To ask the members for ideas and information to encourage their participation (Marty – Soren – Armstrong 2013).

Briefly, the museum professionals want the organisation to provide the networks and information resources required for their works without endangering their everyday life. The strategy attracting communities to members and not members to communities is supposed to be the best way to encourage individuals to participate more in the professional communities. In spite of the fact that the inherent challenge to meet the information requirements is the actual reaction and the necessity, this approach can help the professional organisations build community and the museum information professionals provide information service.

The second key aspect of community building was the social role or social responsibility and it raises a question from the point of character whether it is a traditional function of museums and libraries, but it undoubtedly is of community education. If we want to show the history of the social roles of each institution the emerge of public library function would move to this direction the extending spectrum of traditional culture maintenance and professional scientific duties, and the museums followed a similar historical transformation and do follow today. We expected responses evaluating the following statement: “*The greatest strength of the cultural institutions is the building of professional community on the level of society.*”

Table 3.: Evaluation of the social community building roles of cultural institutions in scale values by fields

		Scale values
Field	Library	3.54
	Museum	3.60
	Community education	4.00

As we can see from the information above, this function or rather this aspect of community building is more suitable for the previous opinions on community development provided by all three fields. Its priority is obvious in the field of community education and it was evaluated for the biggest strength but the two other field gave higher scale value that to the aspect of community building.

The notion of “wider community building” in the question refers to the fact suggested or explicitly expressed in the previous rounds by the respondents, namely, it has a quasi side-affect of what roles the institutions play in any wide range. It is a kind of social role not being a direct aim of the basic functions, that is, it is not a community forum or organised community program etc. but a spontaneous one, similarly to a leasing service or a museum cafe. And it can sometimes be a disadvantageous side-effect, e.g. a dialogue in a reading-room.

4. Table 3.: Evaluation of social community building roles of cultural institutions by fields, frequency

		Scores				Total
		2	3	4	5	
Field	Library	3	4	2	4	13
	Museum	3	1	3	3	10
	Community education	0	4	10	4	18
Total		6	9	15	11	41

It is clear from the distribution of responses that the “average”, which is one of the features of Likert and shows the unconcern of responding had less scores. Its reason can be tiredness when the respondent is fed up with the lot of questions, but it can also mean (especially in our case) that the question is insignificant. We cannot say it for the score three, the average, was rare. No one gave the lowest score, which can mean a kind of rejection,

but it means that everybody agrees with the statement to some extent that the social community building is the most important feature or function.

The third question of the question group was about the community building as well, and even emphasised it on the basis of the responses. It was shown in a table with the two previous ones but the emphasis was not on the transfer. The respondent had to agree with and evaluate the statement “*The greatest strength of the cultural institutions is their social mediating and building role*” that is, the point is the transfer of culture, which is a great mission expressing the mission and the place in the social structure building system of each cultural institution.

Table 5.: Scale values given to the statement “The greatest strength of the cultural institutions is their social mediating and building role”.

		Scale values
Field	Library	3.69
	Museum	4.10
	Community education	4.44

All three groups of professionals gave the highest score expressing their highest agreement with this aspect. We have to mention that the culture and the culture transfer were not expressed but referred in the question, that’s why the question about the side-effect connected to the culture transfer was more detailed. Its appearance cannot be simply direct, e.g. An effect connected to the services, but there is an indirect side-effect in connection to the establishment of cultural funds, common approaches and attitudes, and the question covered it too, or rather it was the main point, provided by the previous concepts based on the previous rounds.

In spite of all, we have to mention that the library experts gave just a bit more score than to the “wider community building” what can be the result of the running into each other of the two notions but even of the stronger requirement of the separation of cultural and social segments. This point can be clarified by the responses to other questions. This contradiction is proved by the fact that when the relation of cultural institutions and community building was open wide in an open question, the responses were contradicting and underlined completely different aspect of the field. All of it support the concept raised at the survey and its aspects were observed individually. The education, the access, the equity, the admission, the commitment and the existence of public libraries improve the communities we live in. Unfortunately, many users thinking of the public libraries emphasise their library function. It is vital for the completion of library works to understand and express their roles in community building (Scott, 2011).

5. Responses to the second question group

The second question group focused on the networking. This trend was chosen most frequently in the second round by Hungarian and international experts when we asked them about the future of their institutions. It could be found in the responses to the open questions in different contexts, e. g. In connection to the improvement of the interfield relations. Especially the international professionals underlined its importance what can be interpreted as the future of the condition of Hungarian institutions if the international trend is followed. According to the role of networking the physical area does not mean a given building only but physically accessible tools to operate the community established on the basis the virtual networks. The question is about the community roles from this point.

Table 6.: The evaluation of the question “The networking is vital for the cultural institutions from the point of their relation and functionality”.

		Scale values
Field	Library	4.15
	Museum	3.90
	Community education	4.61

The question of the third round did not contradict the opinions provided by the previous responses. All three fields think that the networking is going to be important in the future but many respondents, especially from the museums maintain their traditional point of view. One of the respondents said: “I am working at a museum, so I have ideas about the community building tasks of the museum. The community building is not the primary task of a museum. A museum collects, processes, keeps and shows. A museum has to be an authentic place, a kind of scientific workshop and must have respect in the given place. A museum shall be the objective and spiritual carrier and mediator of the local identity for the persons requiring it.

The second question of this group focused on the social role as well. There was a response to the open questions of the third round that the research gave to much focus on this topic but its reason was mainly that the professionals came to this conclusion in relation to almost all topics in the previous rounds. That’s why the social projection of networking was questioned in relation to networking.

It is rather difficult to separate the components either from the point of operation or the observation of the connotations of institutional processes as independent social phenomena. If we are speaking about technological development, its most important relation is the raise of networks, that is, both its motivation and consequence are functional. If the professional duties are taken for starting point, there is a side-effecting resulting in the non-professional networking of the public. The improvement of users’ community itself serves

the aims of institution and the wider social migration simultaneously. But it was the original aim even if in a value-oriented form, wasn't it?

Table 7.: Evaluation of the social aim of networking, scale values

		Scale values
Field	Library	3.62
	Museum	3.70
	Community education	3.78

The average values of the three professional groups show that no connection is seen between networking and social responsibility. The exact question was the following: "The networking is the best tool to decrease the social differences."

Table 8.: Evaluation of the social aim of networking, votes

		Responses				Total
		2.00	3.00	4.00	5.00	
Field	Library	1	4	7	1	13
	Museum	3	1	2	4	10
	Community education	1	6	7	4	18
Total		5	11	16	9	41

If we have a look at the distribution of votes, we can find that the most of votes in each field are four or five, that is, agree or completely agree. Although, the differences are irrelevant but if we consider that the relation had no complete rejection, we have to suppose that the relation has other power: it is obviously not primary, and it is not the networking that serves the solution of social problems but it is not the original aim, either. But the relation exists even in this counter-position. This complexity described above makes difficult to polarise the respondents' attitudes: it is rather difficult to say that there is relation in one case, while the relation can be clearly seen in the case of an other but similar question. Such differences could be explained by the research of focus groups.

The most diverse responses were received from the museum professionals and this topic in other questions resulted in debates and opposition among them. Although the question is dual. The use of services provided by community network results in richer and personal relations. The visitors of museum webpages often use the pages to get information, but more and more often look for the expression of personal opinions, the membership in social

groups, the learning opportunities and the reporting.” (Howes, 2007: 70). These services are used in different forms and for different aims by the museums. They are the crowdsourcing (the application of ideas through the online consent required by the public), the micro-donation (small offers of small groups received from public), as well as the improvement of commitment toward communication and public (Chung, 2014). The community network services improved the participation, membership, financial contribution of non-profit organisations for their interactive feature and the opportunity to extend social relations, including the whole spectrum of cultural institutions (Waters, et.al., 2009).

Of course, the application of community networks by non-profit institutions, such as museums, is rather poor even in countries having a leading position in this area, e. g. in the U.S.A. Little effort was made for marketing and general community development and they are far away from profit-oriented business organisation in this area. But the other side of the point covered by the question is the general increase of social participation by decreasing the social distances (including the easier access to the information, which is a technical point) provides a basis for an interesting comparison. The social media platforms are spread widely, transformative and provide opportunities for the former excluded communities to establish egalitarian, relations of participation with museum. This thesis deconstructs the notion of participation and cooperation and identifies the different factors limiting the extent the social media provides the relation of participation among the former unequal role players.

All these factors include the historical disciplinary aims and cultural respects of the museums, the permanent social inequalities and the motivations of social media supporters. It could explain the key questions, e.g. Whether the different publics are able to participate in their relations to each other and the museums on equal level. Who benefits from the projects of cooperation in general and which party prefers the application of social media? What are the limiting factors of the establishment of a practice of cooperation? And what factors determine the real cooperating practice? The quantitative and qualitative data gained from deep internet surveys dealt mainly with critical discuss analysis and critical orientations, including media-archaeology and sociology analyses. According to the international results the museums see social media as a transforming, democratizing technology. The acceptance of the technological determinist arguments of museums prevents the positive social changes and influences the extent it is able to establish cooperation, relation with different publics. It has important practical consequences for museums: aimed, critically informed, ethical but deliberate projects are required for the cooperation (Walker, 2016).

6. Third question group

The contradiction of the topic emphasised in the second round can be seen here. Before analysing the further aspects of the question let's examine a very important aspect of the role of government, which can be found in the international area as well, but it has a special role under the relatively poor financial conditions of Hungary. The third question group returned to a topic, mentioned often in the previous rounds, namely the salary.

The suffocating existential limitation often influenced different questions: it includes the unreasonable wasted money, the frustrating effect of the high costs increased for the law salaries. We can see example for it in the third round as well, as the one respondent's outrage shows: The real content and the save of values are often lacking behind the general "festival organisation" or "festival making" and the related community building and community organisation. The principal wastes lots of money on occasional programs or guests what or who nobody remembers later.

A big amount of tender money is spent under such circumstances while the infrastructures and rooms of institutions are not suitable for the challenges of 21st century and the salary of employees organising these programs has not been changed since 2008. They are working, having extra works, building communities and maintaining the collections under such circumstances."

Table 9.: Points about the salary as basic condition, by fields

		Scale values
Field	Library	4.46
	Museum	4.10
	Community education	4.00

Almost everybody agreed with the statement "No development/maintenance is possible without wage raise at the cultural institutions." but the agreement of librarians was especially strong. But the distribution in the opinions of Hungarian and international respondents show the real Hungarian conditions.

Table 10.: Points about the salary as basic condition, Hungarian/international

		Scale values
Field	Hungarian	4.31
	international	3.67

The role of government to provide financial conditions was often hidden behind the maintenance/support. The professionals participating in the research have mentioned the problem several times, that the institutions are not self-sustaining for their non-profit feature and the support of the government seems to provide the only framework guaranteeing their operation.

Table 11.: Points about the inevitability of the governmental support

		Scale values
Field	Library	4.38
	Museum	3.90
	Community education	3.89

The differences are clear and similar to the previous findings: the condition of libraries are more disadvantageous than of museums. What is new behind the question it is the latent content. The necessity of support is undoubtedly but the fact that the only way is the governmental support is doubtful. Thinking of the Hungarian structure the programs and tenders show the typical way out of the governmental one-pole system of dependence, the stability and durability of which is under question and the image is not ideal. There are different market tendencies, but it is under question if the Hungarian market conditions are the same or there is any tendency in them.

The business sponsoring can be an example of innovation for the library activities. This strategy seems to be attractive for both parties because it builds the relations and establishes a win-win situation for both the library and the business partner. The library is the most popular and most valuable institution of the society and the sponsoring organisation can connect to these positive feelings and attitudes through its sponsoring activity. The library request cash, product or service or what it needs in exchange. It is a business transaction between two partners and it is mutual and established for benefits: the library is not a user but a business partner. There is a common expression for it today, it is "*the marketing connected to an affair* [noble affair]", which is a business partner relationship with the aim to serve some noble affairs. We do not have to search long and can see that this type of non-profit marketing can be found in the different areas of life, it is especially visible in the field of environmental protection (Dowd, 2014).

All of it could lead to the dissemination of the topic of maintenance, the institutional autonomy and other topics that should be the subject of an independent research. This problem was rather vital in the first round and the rate of spontaneous mentions was 54% in the Hungarian respondents, the financial sustainability and the lack of resources were the most important questions and their solution can be found in a similar rate in the opinions of different fields. The critics (often with political contents) said to the principals said that the whole supporting system is faulty and although it was not said unitedly for many respondents limited the question to the necessity of increasing the governmental support but in this context the multi-pole, long-term sponsoring seems to be the real solution for the situation. The solution could affect the leaving the government supported institutions and a job that is not so attractive today can face not just the leaving but the consequences of the lack in the labour market. The change of the other side is also possible: it can be made attractive by not increasing (or promising) the governmental support but to transform it into mixed supported. Such formation of the question provides the chance for a wider market analysis what was known

earlier and caused debates, especially for the (supposed) negative increase of market but the question could be seen from a different point now saying that not only one type of market supporting role is possible. The feeling of being exposed is possible in both cases, as a phrase says in the response to the first round: “...*The question does not depend on the mercy of government.*”

7. Questions of fourth question group

When the question of community/locality was formulated a bit differently, the results showed an unexpectedly high rate of agreement, almost maximum support. “The cultural institutions can provide strong local cohesion if the development and the involvement is reasonable.” - was the statement to agree or disagree.

Table 12.: *Opinions about the local cohesion power of cultural institutions*

		Scale values
Field	Library	4.23
	Museum	4.70
	Community education	4.83

The question was not if it is the primary duty or the greatest strength of cultural institutions but if they have a key role in the local cohesion. Observing from the point of locality and not of libraries, museums or community education institutions we can see that they appreciate their works and social duties highly. Of course, they could exclude the different e.g. Maintaining other duties in this way and their opinion did seem to be a one-sided standing point.

The point of researches has to confess its prejudice: or in other words, the existence of a latent concept that could result in such response as of one of the participants: “*There is a natural prejudice behind the question.*” The cultural institutions are valuable not just from the point of marketing but from the point of the given municipality, as well as the local community. One of the reflexions describes this complex situation: “*The role of local community building of a cultural institution depends on the size of municipality (community) and the density of the locally accessible (and that’s why rival) element of institutional network very much. This role is increased for small municipalities and low number of institutions, and in relation to the size of municipality increases not just the alternatives suitable for community building but the impact of each institute as well. The notion of community building merges several points of view, because the localities providing the framework of a community are changing (specializing) according to the structure and the social content, (the education, the interest and the cultural level of the inhabitants) a municipality; the cultural institutions reacts to this users’ requirement partly and they can modify the requirements*

partly on the side of offer but their specialization depends on the density of locally accessible institution system as well.”

But the services providing community image can improve not just the real but the virtual community image in a big city. In other words, a library or a museum has not only real local integrating power, but its existence and appropriate image can affect the image of the whole city. We can feel its importance several times, e.g. If we think of a city like a tourist because we have read that it has several cafes of impressive atmosphere. It can trigger not only the feeling of gastronomy but of community. The role of relation to the objective values of culture and the represented principle is well-known in tourism but the labour markets can have a new postmodern role in the urbanising power of the cities. The choosing of work place and residence is not influenced by the salary or rather the offer nowadays. Of course, it is in connection to the existential nature of that what is different even in the comparison of Hungarian areas. We must not neglect the factor that the living areas of big cities and their environments (e.g. agglomerations, de-urbanization areas, from Lake Velence to the Lake Balaton for Budapest) transform the groups of consumers but at the same time the areas are depending on the existing or potential services. According to the point of a doubtful conception the locality is not attractive for the postmodern way of life (supposed to be the negative effect of urbanisation). We can see it as a pressure and the growing generations that are looking for jobs try to find a quasi-locality instead. The most important point to choose residence is the area that supports creativity and cultural life. (Florida, 2005, 2017). The latest is represented by the surveyed institutions.

It seems to be very far from Hungary's basic features for Budapest is the only being big enough and having central position to be able to get the part of a global labour market (Sassen, 1991, 2002, 2011). But the global structure has other processes than the restructuring of the hinterland of participating cities. The decrease of social space (including traffic, the loosening of the institutional framework as background regimes - see EU - and the change of cultural images and meanings of the former spaces) makes the relation of city and countryside (and the relating migration) clear not in the traditional urbanising cycles only. Békés county is the most undeveloped area of Hungary with the biggest rate of migration, but it is true for all counties of Southern-Plain and Eastern-Hungary with the exception of the big cities. The traditional agricultural and farm structure did not bring a historical civil business development and the amount of EU-supports for this area is much less in Hungary than e.g. in Poland. The role of foreign land purchase is getting bigger in this area and not only for business investment or land business but often as a new residence. The role of the connected marketing can be seen in the area of social services in the Transdanubia, there are more and more German inhabitants in the elderly homes, the conditions in the Great-Plain show similar tendencies. The future of cultural institutions can provide a completely different vision in such pattern.

It is clear in several countries in Europe that the libraries have a key role in the community integration. It is the fact especially in the case of excluded or undeveloped groups. The relation between the libraries and well-being is getting clear. The joy of reading, the practical assistance for the people in need, the connection to the health and charity organisations

helping families with serious diseases are in the activity spectrum of libraries today. The support of healthy life style got the essential duty of libraries e.g. In the UK (Cooper, 2017). But the libraries have a key role in reaching the less visible groups of inhabitants, they complete tasks and replace lacks that cannot be completed by the state healthcare and social institutions. There are several areas that require special adaptation or functions from libraries, e.g. from libraries of prisons to the ones in the city ghettos, that's why it is rather difficult to provide a uniform picture about the question above.

8. Questions of fifth question group

The social/community building as a task, then the community role and the dimension connected to the professional mission were surveyed with the help of professionals in order to revise their previous points along the culture transfer, the consumer's experience and the professional programs and relations with the help of a unified point of view.

Table 13.: Culture transfer through the communities

		Scale values
Field	Library	3.92
	Museum	4.30
	Community education	4.61

The differences are similar meaning that the opinions are fix, although the biggest rate of agreement of the community education representatives was expected. The scale values of museums being higher than expected show that they can accept their duties if the culture transfer is emphasised. The museums did not evaluate any items appropriately and we think it does not have the same direction as of the international trends for the points described earlier.

The evaluation of consumers' experience provides an other result. Its importance is undervaluated by the professionals and the commercialisation can be found instead of shift to the marker role and the representation of high culture in their association area.

Table 14.: Evaluation of consumers' experience as key duty

		Scale values
Field	Library	3.23
	Museum	3.30

The statement “*The main duty of the cultural institutions is to establish the consumers’ experience.*” seems to suggest that the consumer’s requirement is more important than the value represented by collections, objective and ideal memories. It can cover a strong fear in the background, which is harmonising with the rejection from possible market support along the governmental support. We cannot say that it is true but it is only a narrative or a mental construction that could/can be seen in the Hungarian public thinking of the last some decades and what can have a key role here as well.

On the other hand, the excessive exposure to the market does not mean the devaluation of service. The search for consumers, audience and income can be exaggerated and infrastructurally not supported and inappropriate burden nowadays. The libraries have to pay attention to the satisfaction of their clients in the more and more competitive world of information and document supplying channels. The satisfied customers are the returning customers. The customer service proved a relevant development in libraries, especially in public libraries in 90s. It improved the quality of interaction between the library personals and the users, although the customer service is just a part of the customer’s experience. The customers’ satisfaction depends on the complete consumers’ experience from that point that he/she calls or parks in the parking place of the library (if any) till he/she leaves library with appropriate information, documents or free-time experience. The complete consumer’s experience can be different for each customer. In comparison to other services, e.g. Restaurant, hotel or bank, the variety is much wider in libraries for the customer can look for different services or products of different libraries.

The point that the quality shall be determined based on the customers’ requirements does not come from the market or marketing way of thinking completely. The “quality service” is a service that meets the customers’ expectations. The high-quality products and services play key role in the successful business and the quality is often a central point of the marketing strategy of an organisation. The customers’ experience and satisfaction cannot be separated from the quality. The library service of high quality provides an experience for the users, they are satisfied with. The quality assessment is a way to concentrate the customers’ satisfaction. But this approach has a big mistake. The quality is determined by the customers’ expectations ((Rawley, 1994).

If the customers’ expectations to services are low or narrow, the service can be of high quality even if other competitive channels are more attractive. The market contradiction could be found in the service spectrum of 90s, while the classic films had been taken borrowed from libraries frequently, the new ones had not been looked for on the shelves, but they had been purchased for much higher cost in the commercial networks or had been borrowed from the non-stop video rentals. The only change for today is the fact that the video is replaced by the online streaming and other services providing more flexibility. The customers can be satisfied with the library services, but their expectations are limited. The limited expectations cannot cause troubles in a stable market, but in a market where the development of electronic documents and information services are growing it is necessary

the re-evaluate the role of library as a document and information service provider. Although the quality measures based on the customers' satisfaction are very useful indices, it is essential to attempt to the developments reflecting the changing market. It is very important to revise the customers' experience from this point.

The latest trends of museum marketing management show that that they have shifted from the passive consuming areas to the nicer, more attractive and transformable areas. The survey covers the public attitudes of postmodern consumer society nowadays (Mclean, 1995, Goulding, 1999). Several surveys followed this turn of research in 90s, that is the current approach of consuming habits of museums (Bennett, Kerrigan, & O'Reilly, 2010, Jafari, Taheri, & Vom Lehn, 2013, Taheri, Jafari, & O'Gorman, 2014, Wells, Gregory-Smith, Taheri, Manika McCowlen, 2016, Wu, Holmes & Tribe, 2010). The results in the area of museums and heritage keeping management were developing step by step but the transformation of contemporary way of thinking was permanent. The survey about the wide range of dialog between the consumers' commitment and the visitors and service providers was very rich, especially those that are based on the cooperative experience and empirical marketing in the new aspect of decision making (Taheri, O'Gornan, Baxter, 2016).

The participants in our research evaluated the importance of professional contacts beneficially but there were differences and the representatives of community education took it important. The *“exchange of the professional relations among the cultural institutions shall be improved. (Including the mobility, the professional programs, as well as the tools of the steady contact keeping)”* statement measured the rate of agreement in order to cover a rather huge area and tried to get uniform standing point in connection to the point about the exchange of professional experiment. The evaluation of importance is mainly positive but of the other factors as well, so in comparison to them the detected change is irrelevant in relation to the previous opinions. Especially considering the distribution by fields.

Table 15.: Evaluation of professional contact building

		Scale values
Field	Library	3.92
	Museum	4.20
	Community education	4.44

We think that such development would improve not just the professional relations, but the interest protection and the civil society and not only the improvement of relationship between the cultural institutions is required but even a wider spectrum. But it is the topic of the question about technological development.

9. Questions of sixth question group

This part of questionnaire asked the professional to evaluate statements in relation to IT-technology, virtual communities and social media. The libraries provide the real and virtual rooms of the community for the democratic participation and the free and open dialogue essential for the civil society. The library of almost each school, college and community provides knowledge and information for everybody. These are the places where people can get different points about questions in debate and can form opinion against the actual orthodoxy. Even in the democracies in the U.S.A, Canada, Europe and over the developing democracies libraries serve as resource - often as only resource - for the independent thinking, the critical attitudes and deep information. They have been information bases with local effect only for two centuries but today we live in digital era where the access to the knowledge got global. It is a very important question how the Hungarian and international professionals think of it. A library professional said during the research: *“The cultural institutions, especially the libraries opened to the local community building during the previous years, decades. The reading groups (that are not similar to the reading groups of 18-18 centuries but making communities as well) and the groups based on different topics, areas (board players’ club, group of bibliotherapy, elderly club etc.) collect smaller local communities and they can later support the institution voluntarily in different ways. The group members get devoted to the cultural institutions and produce value through their meetings, programs and dialogues in the given municipality.”*

Table 16.: The relation between modern technology and community building as the duty of cultural institutions.

		Scale values
Field	Library	4.31
	Museum	4.50
	Community education	4.72

As we expected, this line of development was clearly and mostly supported in every field, even the librarians who gave lower scores in general (here too) provided a scale value of 4.31, which is rather high. Many libraries as community forums provide well-planned, attractive and informative programs against the problems against democratic way of life that have huge potential to renew communities and play active civil role. We can learn from librarians how to identify and evaluate information being essential for our decision making or influence our lives, work, learning and self-management. The libraries are ideal to play critical role in the rebirth of civil spirit not just by transferring information but the enlarged opportunities of dialogue and consultation in relation to decisions to be made about the mutual concerns.

The more the museum professionals face the digital challenges (Hamma 2004) the more it the part of museum work is to meet the information requirements of online visitors (Marty 2004). The number of online museum visitor increased in the last decade and such changes are real challenges for museum experts trying to understand how the online visitor influence the digital museum resources accessible in the online life of internet visitors. The survey of visitors/visits was always important for the museum professionals and several researches analysed the either online or internal relation between museums and their visitors (Goldman – Schaller 2004; Falk 1998, 2006; Falk – Dierking 2000; Kravchyna and Hastings 2002; Thomas and Carey 2005). The museum researchers and professionals underlined the survey on user-oriented approach of resources of digital museums (Hertzum 1998, Joergensen 2004, Marty 2007).

The unique changes seen in the application of museum information resources modified the experience of museum visits requiring adaptation from the part of museum professionals and visitors and resulted in a new information policies (Besser 1997, Knell 2003). These changes had effects on all users - both museum professionals and visitors. The interaction with the digital museum resources either during the personal museum visits or the online application of museum resources has changed (Müller 2002). The going process was and is influenced by the functional convergence of digital museums and libraries (and several other cultural institutions), as well as the changing information requirements and expectations of museum visitors. Although the traditional differences between libraries and museums are still important, the common problems arising in the information era, especially the questions of digitalisation forced many participants to underline convergence and the community topics and not the functional differences of institutions.

The digital or online expansion is connected to a phenomenon related not directly to the institution but existing there too, namely the rush improvement of the role of social media. The second question of this question group covers this topic while the statement was formulated summarizing the previous rounds so as the professional can express the rate of their agreement. “The involvement of the virtual communities and the social media is getting more important in the operation of the cultural institutions. There no exclusivity in this statement, neither superlative, that’s why the evaluation was fairly easy.

Table 17.: Evaluation of the increase of roles of virtual communities

		Scale values
Field	Library	4.23
	Museum	4.40
	Community education	3.83

As we expected, the non-expressed difference of points was clear in the responses to this question. The value of virtual communities was less than the one of personal meetings for

community education institution professionals. It is clear that their application even in additional role is inevitable like the continuation of self-generating tendencies of development but the point of evaluation can be found in the responses in spite of the fact that this statement is stating and did not consist of such element. From the side of museums and libraries as the continuation of previous context the social media is a relevant contribution to their activity either in the role of digital contents, user interfaces, administration or information.

One point is the modern form of community role. Due to the technology and the world-wide cooperation the modern libraries got into the state of "richness" exceeding the geographical, legal and political borders and a knowledge-navigator, as well as a library serving as learning aid starting from the state of necessity. It began in the 1950s and the automatic material processing led to the installation of computer databases and the identification of the places of information in 1970s. The libraries provide direct public access to the Internet completed by purchased business databases, as well as the digitalizing the local collections in order to establish digital libraries being accessible anytime and anywhere.

The opportunity to provide information directly and just-in-time for the users make possible to connect the collections and reference services directly to the inhabitants while the requirement to access to information is increasing. The libraries are going to share more and more resources in the next years and provide permanent access to the rich collection of valuable and interesting resources. The professionals lead the users to the required materials and it is not interesting any more where digital society is at that moment. All types of libraries, governmental organisations and cultural institutions cooperate with the commercial and non-profit producers to produce, convert, index, archive, maintain and make accessible the digital resources. There were several proposals to establish the collection of national cultural resources in order to improve the civil society. An international professional gave the following response to the question: *"The key role of cultural institutions is to complete their civil mission. The reasonable completion of it is to support and complete social innovations by service planning. The social innovations cover only the serious social problems of the local community, while the service planning provides tools including the members of local community as well."*

The Digital Promise Project proposed to apply the income originating from the auction of the public electromagnetic spectrum to finance digitalization, facilitate learning, encourage educated citizens and for the best access to cultural resources at the time of millennium in the U.S.A. (Grossman – Minow, 2001). Such projects will facilitate the establishment of valid virtual communities resulting in benefits, such as fair access, decreased distance blocks, timing, shared resources and content service.

The other side is the development of community network itself. Similarly to libraries the community networks, e.g. the free networks establish communication channels for the open dialogue. The movement toward the community networks reflects the desire for such operation of institutions where the service provider is able to understand the key importance of the access to the information and the importance of communication in the modern life-style. The community networks provided different services for the libraries decades ago,

including training, e-mails, webpage development and support for small ventures. Furthermore, it focuses the users' attention to the local tools and services by collecting the essential information and communication resources that are difficult to identify or find. It is of special benefit for the community institutions to cooperate and establish partnerships in order to support the projects of local history, the public education programs and the community ventures, e.g. The information and referent services neglected by the commercial sector. Finally, the community networks provide special opportunity for the local libraries, as well as other public, education and cultural institutions of digital era to develop completely new roles. (Durrance, et.al., 2001, Durrance – Pettigrew, 2000, Kranich, 2004).

The community media usage through mobile applications has increased very quickly (Effing, et.al. 2016). Facebook and Instagram are the leaders of community media usage (Carah, 2014) with relevant time spent. Due to the relatively new applications connecting to mobile technology (e.g. Instagram) the way, volume and importance of their usage is less known during museum and library visits. Without given knowledge the assumes about the technology or its applications transfer into supposed knowledge and it can be rather harmful (Bland, 2014, Fitzgerald, 2015). The cultural institutions, e.g. Museums do not exempt from this commitment and can learn a lot about how museum visitors use Instagram.

The museum visitors are dealing with the exhibition contents on Instagram focused on the materiality of the exhibition objects according to a new research (Budge, 2017). The focus seems to be on aesthetic appearance of objects reacting to their grandiosity. To a lesser extent the visitors reacted to the exhibition objects and their accessories by projecting their interests, attentions and the importance of the observation. Some of them were concentrating on recording, documenting and sharing the exhibition objects and the connecting exhibition context neglecting their own presence and the one of the other visitors. The Instagram posts seem to represent the experience of new expressions of the objects.

From this point, the social media has rather a positive value than is a limiting factor and its experience is going to be based on more and more scientific researches hopefully and not the fears based on inappropriate knowledge control the attitude. The previous clear contradiction in connection to the perception of communities can cause some ambiguity if it is not clear what meaning the latter has. The Instagram, Facebook and other media establish clear community formations, of course, along their features and it shall not be confused with the notion of traditional local community but we must not accept that both can get the part of a clear and single-dimensioned scale of values either. It is not better or worse but works in this or that way in an appropriate context and it is useful to be seen and used its positive side by the cultural institutions.

One of our international professionals said as follows: *“The institutions have to be more open and change their offer, they have to understand that it is necessary to react to the changes, as well as to reach those socially unbeneficial people who live and grow up under very bad circumstances. This responsibility burdens not only the social centres - we do not know the conditions of social centres in Serbia - but it must be clear that the institutions have to shift from the popular programs of 80s and 90s (literature evenings, exhibition openings). The traditional tool systems have to be changed, the values shall be represented in other way*

and new channels shall be open for involvement. WE must keep in mind that the virtual development is inevitable, but it must not replace the personal relations. The community will vanish in this case. The program offer and the tools shall be renewed. It is possible to represent the same values but in different way (drama pedagogy, training of leaders of experience pedagogy, museum pedagogy, study groups - new forms have to be introduces to them.

The migration is rather high in our region and if we are not able to find way to the undeveloped families (who remain or cannot leave) we lose. There are very good examples, e.g. the movement of local values and value maintenance, the movement of local heroes that can be felt own by everyone. The assistance and support of talents shall be improved for the training, as well as the management of good ideas in the local small communities.”

10. Questions of seventh question group

In the end of questionnaire, we returned to the point of involvement of government. We put the question in three different ways, first, we ask question by differentiating the direct (normative/tax benefit) support and the normative role and ask question about the existence of these two. We tried to clarify the points detected in the previous rounds and asked the professionals to re-evaluate them.

Table 18.: The evaluation of the necessity of direct involvement of government.

		Scale values
Field	Library	4.23
	Museum	3.80
	Community education	4.17

If normative support is required, it is clear that its importance is less from the point of museums than of libraries and community education institutions professionals. The statement “the involvement of government: shall mean the direct (normative/tax benefit) support” was more or less agreed but the it is completely different if we speak about the monitoring role of government.

Table 19.: The necessity of government as professional monitoring organ

		Scale values
Field	Library	3.08
	Museum	3.20
	Community education	3.22

The related institutions would think of it as the decrease of the institutional anatomy. The increase of the involvement of government can affect against locality, decreases the community integration as it was clearly stated by one of our respondents: *“In case of institutions recorded for governmental support (e.g. county libraries) the locality got looser, and the local community building weakened for the decrease of their local interests”*. The key point in this relation is the provision of stable conditions. It is clear that all of it is possible only with a multi-pole supporting maintaining system safely in long term where the role of government is a kind of guarantee. The opinion of our professionals gives the outline of similar model, that is a multi-pole system of support and it is similar to the findings of international researches. One of our museum professionals summarises it as follows: *“The museum andragogy also has interest in building up a new type of autonomic museum system that can base its public service activity on governmental support but beside of public service activity the market position must be improved for the requirement for professional independence, because its consequence can be that the adult visitors generate resource in the field of museology by acknowledging museum andragogy boom.”*

The statement covering the existing support and control has received positive evaluation. The statement “the involvement of the government shall mean both normative support and quality management” was supported by everybody.

Table 20.: Evaluation of the supporting and control provided by government

		Scale values
Field	Library	3.85
	Museum	4.70
	Community education	4.00

It is undoubtedly that the government is often maintaining, supporting and controlling even if it is completed indirectly, the governmental resource is obvious. It means safety and dependence simultaneously. The later can be seen in different forms: does not interfere in the professional questions directly but can influence the professional independence by supports and promotion. It often goes against the local interests that’s why it is difficult to separate the fights for power and the loss of professional interests. From the other side in the single-pole supporting system the flexibility and the adaptation to the market conditions can be limited even in short-term as the result of the lacking competition or by the lack of salary raise.

11. Questions of eighth question group

The questionnaire had a question requiring written responses. (The original texts of the responses are attached.)

The methodology of the processing the qualitative responses is the following:

During the analysis of **qualitative** responses each questionnaire was typed up into the Microsoft Word processing software completely and prepared for analysis. The qualitative responses were processed similarly to round 1. and 2. by establishing subcategories. The sub-patterns of content analysis were developed by areas based on the topics determined according to the questions. The responses given to the question were recorded in the given subcategory according to the rate of importance of the related dimensions chosen by the respondents. This method can measure the differences in priority, as well as the three segments (library - museum - community education) in the responses of Hungarian and international respondents.

During the categorization, there were occasions when a word or expression in the answers belonged to more than one category, or an answer presented content referring to an other subcategory. The word or the expression was inserted into all categories or subcategories in this case.

The question requiring response in writing was the following:

8. Please provide your points about the involvement of the cultural institutions in the area of local community building!

There were altogether 34 responses to this question as follows:

Field	Responses
Community education	14
Museum	8
Library	12
Total	34

The following subcategories have been defined:

SUBCATEGORY 1. Community and institution - cohesion

SUBCATEGORY 2. Networking - cooperation

SUBCATEGORY 3. Size of municipalities - differences

SUBCATEGORY 4. Financing

SUBCATEGORY 5. Functions of cultural institutions

SUBCATEGORY 1. Community and institution - cohesion

Each word and expression referring to the relation of cultural institutions and community was entered into this subcategory. We can say that the most, 82% of respondents agree independently of the type of institution and nationality that the cultural institutions are the organic parts of the local community and their activity shall support the local cultural and social groups by adapting to their needs, culture and traditions. A response received from the field of library referred to the historical traditions of this function (reading groups). The majority of respondents takes the role of cultural institutions for community area. Especially the international respondents emphasise the role of cultural institutions that serves the improvement of local identity and culture, as well as the support of staying and development as their function by cooperating with the representatives of local social groups. The respondents underlined that the cultural institution is the third place in the people's lives together with the work place and residence that can provide programs to their interests and is functioning as a spontaneous community area.

Mentions of the subcategory by institutions:

Field	Responses
Community education	11
Museum	8
Library	9
Total	28

Responses in relation to the subcategory:

- The cultural institutions, especially the libraries opened to the local community building during the previous years, decades. The reading groups (that are not similar to the reading groups of 18-18 centuries but making communities as well) and the groups based on different topics, areas (board players' club, group of bibliotherapy, elderly club etc.) collect smaller local communities and they can later support the institution voluntarily in different ways. The group members get devoted to the cultural institutions and produce value through their meetings, programs and dialogues in the given municipality.
- The operation of cultural institutions depends on the local communities very much. In a modern approach we may say that we are (?) not working for the local community only anymore, not for the community but open, discussing and thinking together with the community. The cultural institutions can hardly exist without operating communities. It is necessary to find the contact points where the cultural institution can be useful for the community. Both parties' interests, needs and expectations shall be understood. The role and trends of cultural institutions cannot be determined exclusively by them but the local community as well. The institutions can have completely new roles and functions if they have discovered the needs of the local community. The cultural institutions can provide place for local communities for

almost any purpose, e.g. exhibition, dialogues, hobbies etc. New target groups can be seen in the institutions (disabled etc.). It is vital to address the whole community.

- The cultural institutions should adapt to the local community life style and interest (working hours, topics), needs (talent management, amusement) and play role in fighting off its disadvantages and in providing opportunity by providing opportunity for everyone (free of charge) through differentiated services. The cultural institutions should open first and learn their communities without preconceptions in order to be able to adapt their services providing the base for building their community developing gestures. The completion of them all can provide a relevant, motivating, integrating and facilitating well-being role in the lives of individuals and community.
- The role serving local communities, improving the activities of persons acting within it, facilitating its development cannot be taken from cultural institutions. If they fail their existence itself can be doubtful in spite of their useful activities.
- The role of cultural institutions (as for me, I have information about public collections, mainly museums and libraries) is to be the "third place" in the local society. The first place is home, the second is work place or school, but the third one is also required for the complete and quality life. The third place is typically a physical place lived in the community visited for low or high intensity commitment by the individuals. The third place is the place for relaxation, recreation, quality amusement, meeting, belonging to community and identity. The mutual interest connects the members of community at this high intensity third place and we can speak about real and organic communities (study groups, dance club, sport club, reading group, choir etc.). The mission of cultural institutions is to operate as low intensity third place in the local society what can be visited just for fun, spontaneous meetings can be possible without any restriction. The well operating cultural institution areas improve the trust amongst the members of the society by improving the social capital. It requires reconstruction (building, internal building) and change of attitude.
- The well operating cultural institutions are able to establish sympathizer (or fan) group what is the local community itself. The belonging to there has identity making power. The group experience of the smaller community operating in such way can help establish the identity of a wider community (the supporting members of a city library or museum is often active in the life of the whole city etc.).
- The local institutions can play role in the local community building. They have to learn and cluster the community where they are operating. If it learnt their (the clusters) needs, motivation, attitude and life style it is possible to involve them into the different projects, tasks and cooperate with them from the simple forms of participation up to the common creation. The common activity, the common interest and aims of museum and community improve community building activity, cohesion and establish long-term sustainable relation between the institution and its community. Until the community is an unknown mass the community building is just a slogan.

- The cultural institutions are key role players of local community and their duty is to encourage and support the establishment of communities and help the activities of existing ones. They have to understand the benefits of a local initiative and support with their professional skills its completion. A cultural institution shall not be a simple “completing and servicing” institution but it has to discover the defects of the municipality and launch community initiatives or developing processes to solve them. Creativity, encouragement and cooperation are the key words! Both the informal communities and the civil organisations shall have opportunities in the institution community area. (functions: place; consultation: fundraising, professional questions, everyday problems). The institution shall play the role of incubator, agent, information transfer, networking and collecting in the area of local community building!
- I think the duty of cultural institutions is to involve community interest in community building and the make clear that a cultural institution is the “member of the community”. The cultural institution is one of the tools of community building. It is the place “where something happens”. The community members shall participate in the management of cultural institution.
- The cultural institutions shall be one of the keys of local communities by keeping and building the local identity, the pride for the local culture making clear for the community that they are the holders of traditions the owners of the community past and future and balance the effects of migration and depopulation of regions by establishing the local identity and make possible to revise the transformation of local cultures into unique and vivid cultural destinations.
- I think the cultural institutions are the centre of communication between local and cultures. People with similar way of thinking gather and it is the base of local community building.
- The cultural institution is one of the tools of community building. It is the place “where something happens”. Due to their features the institutions can be seen in community building as area and profession coordinators. The basis of a local community building is a community providing the bases for a well operating community. The institution is an assistant providing professionals in the process. But independently of the existing institution system and the tools it is vital that it is a community and there is a person who is the “motor” generating it. According to my experience it is not the question of money, but everyday fights can discourage the community and/or the individual. That’s why I think the institutions are obliged to provide all technical conditions for the establishment of community.
- The cultural institutions must have a key role in it if they are aware of the fact what is their duty in this process. The question is if the institution is prepared for the role of animator and does not want to manage the initiative if it was started from the bottom.

- I think the cultural institutions are the centre of communication between local and cultures. People with similar way of thinking gather and it is the base of local community building. And I have to mention that the development or sustainability cannot be completed without correct financing.

SUBCATEGORY 2. Networking - cooperation

The institutional and other opportunities of cooperation belong to this subcategory. 43% of respondents underlined the role of cooperation between the institutions. The result of cooperation could be a multifunctional community area of social level and the quality of services would improve. The networking could help the activities become processes helping each other.

The museums said that as a result of cooperation the museums could open to the market-oriented activities more dynamically.

Mentions of the subcategory by institutions:

Field	Responses
Community education	5
Museum	3
Library	4
Total	12

Responses in relation to the subcategory:

- The role of cultural institutions is vital in local community building and ideally it does not coordinate only but involves the community members and surveys their needs. They establish connecting points between the several groups (generations, independent civil organisations, schools or professionals etc.). The tighter cooperation of local cultural institutions would have several benefits and the community building completed together would be more successful. Not only the teaching and take-over of good practices could be important but the common professional meeting of the employees or a program organised together directly for the public. And the cooperation, the correct communication of service are also essential in the area of community building in order to reach as many people as possible from one side, and the correct information can help eliminate the possible obstacles from the other, because one of the most serious problems in community building is often the opposition or inactivity of community members.

- I can imagine the duties of local community building through a Hungarian cultural supporting system operating on the basis of integration and established the community area of social level by generating a volunteer cultural association that can be a popular area of learning, dialogue-culture, community existence and social cohesion. The museums are open to such community/association, but they do not want to accept integrations eliminating the integration organised by power.
- The museums could open to the market-oriented activities more dynamically by adult educations and providing services of for adults. Such services could be museum expertise, art piece evaluation, piece identification, consultation on collections, antique shops, auctions, family research, assistance for private museums etc. but even other dimensions depending on creativity.
- Assuming that the question is about the role of public collection and community education institutions, my response is limited to these two types. The museums have role in saving and transferring the values originating from local community building, while the libraries play role in transferring knowledge, providing information and the community education is acting to establish and maintain identity. Of course, the borders are unclear and the saving, transferring, helping and serving roles can be assigned to all types of institutions but to different extent. That's why are the networking and cooperation important in order not to cause competition but to help the activities become processes helping each other.

SUBCATEGORY 3. Size of municipalities - differences

Responses belonging to this subcategory identify the role of cultural institutions in local community building not unitedly but depending on the size of municipality. The respondents mentioned that the role of cultural institutions in local community building is relevant if we speak about small municipalities or just a few institutions because these functions can be specialised in bigger municipalities. All respondents are of the opinion that this role is determining for small municipalities.

Mentions of the subcategory by institutions:

Field	Responses
Community education	4
Museum	-
Library	5
Total	9

Responses in relation to the subcategory:

- The role of local community building of a cultural institution depends on the size of municipality (community) and the density of the locally accessible (and that's why rival) element of institutional network very much. This role is increased for small municipalities and low number of institutions, and in relation to the size of municipality increases not just the alternatives suitable for community building but the impact of each institute as well. The notion of community building merges several points of view, because the localities providing the framework of a community are changing (specializing) according to the structure and the social content, (the education, the interest and the cultural level of the inhabitants) a municipality; the cultural institutions reacts to this users' requirement partly and they can modify the requirements partly on the side of offer but their specialization depends on the density of locally accessible institution system as well.

- No doubt that they have role in it but I think there is a difference between the functions of different cultural institutions from this point. The role of function of community education centres and public collections in small municipalities can hardly be compared to the role and function of a city, county or national public collection or cultural institution. I mean the financial, human resources and the visitors to be served. This community building role is typical and important mainly for small municipality institutions. This role is bound to locality. The presentation, maintenance and expansion of collection, the related applied and basic researches, their documentation, as well as the national and international contact building and the cooperation with them is important for both national or regional public collections. The community building is suppressed from this point even if the exhibitions and presentations make it possible and the institutions try to do it by renewing and presenting in innovative way. Without these researches no good exhibition, book presentation or creative program can be imagined for they wouldn't be at all.

- The cultural institutions can complete their community building activity adapting to the conditions of municipality. The local community building can be an aim for the smaller municipalities. The community building in county towns is rather a "professional" group or a group of "common interest". In case of institutions recorded for governmental support (e.g. county libraries) the locality got looser, and the local community building weakened for the decrease of their local interests.

- The small municipalities of less than 500 inhabitants or tiny villages have a key role in the municipality structure of Hungary because their demographic, economic, social, cultural and supply indices are decreasing. These municipalities are often featured by undeveloped condition, poverty and the pile of social disadvantages. The rate of migration is high, high-educated and young people leave municipality and that's why their inhabitants are getting old, their demographic structure is worsening leading to the complete depopulation if the municipality is not able to compete with the attracting effect of the city or of the whole Europe. The age structure of our municipality, called Alsómocsolád shows these trends as well, but the indices of this village of max. 300

inhabitants are better from several points than of the other Hungarian small municipalities. Our experience of 28 years proves the key role of cultural institutions in local community building, which is the base of the small municipalities viability. Active and acting citizens and communities are required to establish living and liveable villages can be seen as factors in the global competition, as well as the community being aware of and based on its features manages its own things and do not let the central power determine the trends of development, the points of outbreak and the conditions of liveability. The social planning, the research on future, the development of future and strategy, as well as their completion can be the most effective way by involving citizens, business organisations, civil organisations supported and initiated by the self-government, but it is completed or managed by its cultural institution having the required knowledge and competent staff.

SUBCATEGORY 4. Financing

The remarks covering the topic of financing and salary belong to this subcategory as well. The respondents underline that not always the valuable programs and events are supported financially, and they mention the appropriate salary of the field professionals again. It shall be mentioned that this point can be seen in the background of sustainability in the international responses.

Mentions of the subcategory by institutions:

Field	Responses
Community education	4
Museum	1
Library	3
Total	8

Responses in relation to the subcategory:

- The real content and the save of values are often lacking behind the general “festival organisation” or “festival making” and the related community building and community organisation. The principal wastes lots of money on occasional programs or guests what or who nobody remembers later. A big amount of tender money is spent under such circumstances while the infrastructures and rooms of institutions are not suitable for the challenges of 21st century and the salary of employees organising these programs has not been changed since 2008. They are working, having extra works, building communities and maintaining the collections under such circumstances.

- And I have to mention that the development or sustainability cannot be completed without correct financing.
- Our measurements, surveys, researches and comparative analyses expanded to the topic of museum andragogy detect the anomalies and disfunctions that restructure the social prestige of museums caused by the weakening social policy improved by the social support earlier. It is obvious that the repositioning of museums is inevitable for in spite of the fact that the museum, the museum-like system and the museum civil sphere in it is acknowledged by wide range of population and an agreement is made that the museums are accepted as multi-, inter- and transdisciplinary depository that are able to transform the museum network into an authentic learning scene. In spite of all museums are “suffering” from livelihood constraint”. The museum institutions are losing their expert/professional base slowly for the salaries and personal benefits are fixed on such low level that endangers the existence of individuals and communities working in museum networks. The quickly increasing number of museum volunteers working without leading shall be appreciated but the well-educated, highly qualified museum professionals are still required for the professional operation. Of course, the problem is rather complex for the operation of museums is demolished by the approach saying that the culture is national competence within the European Union and it is supposed to be a real fact but as we have already mentioned museums are not able to respond to the global challenges without analyses of the worldwide conditions being the key conditions of local community development and the local exercise of society forming functions. Unfortunately, the consequence of the lacking motivation, namely, the lack of salary raise is the fact that the museums have not got vitality any more to establish a new self-financing, self-managing and active museum system. The museum andragogy also has interest in building up a new type of autonomic museum system that can base its public service activity on governmental support but beside of public service activity the market position must be improved for the requirement for professional independence, because its consequence can be that the adult visitors generate resource in the field of museology by acknowledging museum andragogy boom.

SUBCATEGORY 5. Functions of cultural institutions

The responses covering the functions of cultural institutions are summarised in this subcategory. It shall be noted that 98% of responses mentioned the identification of the roles of the cultural institutions functions and the different types of institutions together with other opinions.

Mentions of the subcategory by institutions:

Field	Responses
Community education	12
Museum	10
Library	11
Total	33

Responses in relation to the subcategory:

- Of course, it is true that the cultural institutions have, may have role in the local community building but its techniques and ways can be discussed. But we have to consider the fact that there are municipalities not having cultural institutions and that's why they are not able to or can hardly support the local community building activities. A cultural strategy should react to this problem.
- Multiple roles shall be played: collection, maintenance, sorting, providing of local information, provision of areas, tools and expertise (for periodicals, programs), provision of communication surfaces, online, offline, encouragement, inspiration, initiatives.
- Beside of providing place the cultural institutions have several benefits for supporting the establishment and operation of communities. I am a librarian that's why I use libraries for examples but everything is true for the community education institutions and museums as well. The libraries have an overview on people living around, mainly on members and their families, education, financial condition, professional and individual interests. This information helps identify the common interests to be applied for the base of effective community establishment and they can develop in a direction and provide programs meeting the community interest. People use library for different motivations (learning, business information, civil rights, amusement, hobby etc.) and that's why there are several opportunities to base the community programs on real and detected needs. Due to the fact that they meet the community members frequently they are able to control the developments, the efficiency of projects and have opportunity to improve the groups cohesion. The libraries are supported by Budget or self-governments, but they have opportunities to apply what is not available for other civil organisations, so they can drive the cooperation.

- The cultural institutions shall be one of the keys of local communities by keeping and building the local identity, the pride for the local culture making clear for the community that they are the holders of traditions the owners of the community past and future and balance the effects of migration and depopulation of regions by establishing the local identity and make possible to revise the transformation of local cultures into unique and vivid cultural destinations.
- The key role of cultural institutions is to complete their civil mission. The reasonable completion of it is to support and complete social innovations by service planning. The social innovations cover only the serious social problems of the local community, while the service planning provides tools including the members of local community as well.
- I would never deal the cultural institutions together. They have different duties. I am working at a museum, so I have ideas about the community building tasks of the museum. The community building is not the primary task of a museum. A museum collects, processes, keeps and shows. A museum has to be an authentic place, a kind of scientific workshop and must have respect in the given place. A museum shall be the objective and spiritual carrier and mediator of the local identity for the persons requiring it.
- I take those cultural institutions authentic and community-oriented organisations that take life-long learning paradigm for priority. I think the institutions intended to complete local community building function without having learning philosophy are unsuitable for community building, community development and management. I am a little bit sceptic about the fact that community building wants to have a prior role in the future, but the question is, if we can understand that learning and community building are connected like Siamese twins. The cultural institutions have to understand that the life-long learning paradigm transformed the cultural institutions into a learning place. I cannot even hope that the related duties, namely, adult training, adult education, adult learning are going to be identified because there is a pedagogical boom in Hungary that focuses on the children exclusively. As for me, as an andragogy/ museum andragogy professional, I would like to focus on adults from the point of learning and community building. The solution of world problems depends on adult education, I think, and there is a vital question if the children's education can help the adults' learning.
- The duty of local community building starts from the interpretation of world conditions. There is an old slogan: "think globally, act locally". Each cultural professional has to understand the values of other cultures, civilisations, religions and traditions, as well as the mission statements of their diversity, ideology and philosophy. Multi-cultures represent such challenge that shall be presented locally by cultural institutions. It shall be considered in the purpose-oriented thinking process of community building that whether we are compatible with the European or other international communities

independently of the political commitment. The local community building is always open to universal community building because it is not just the question of universal human rights but the moral responsibility for the human dignity.

- The institutions have to encourage the preparation of projects to be completed in their circumstances, as well as the activities reacting to the experiment and needs of local communities. The cultural institutions have to contact the representatives of local communities to invite them to cooperate as equal professional partner in the work organised by the institutions. It is the way to establish good relationship between the institutions and communities. The correct relations and communication lead to trust and ensure the establishment of local community competencies.
- Support of establishing communities, triggering and managing their operation, operation as a field for the introduction of community operation and introduction, partnership, management support for the successful operation.
- It has a role, especially in the followings: exploring latent needs, exploring community interests and values, collection, publication, management of cultural heritages, permanent provision of community programs, cooperation in organisation of community programs and special events.

11. Summary

The professionals' opinions were changing and systematizing during the three stages of research. It made possible to scale questions referring to very complex phenomenon and covering wide range in the third stage. The third round was testing much clearer, unified and complex statements and asked about the rate of agreement of professionals by different formations of the topics.

The key points of questions are community building, networking and involvement of government. The most emphasised among them - with overlapping - is the community role and the role of community in the institutional operation. Nowadays we can feel that the notion stack in the dimension of locality: the community is equal to the local society and its institutions. It is a false ideological heritage from the point of social and cultural institutions. The local society has not been for decades and is not limited by geographical borders. The sociological researches detected such changes in 60s that showed that the benefits of traditional geographical proximity and the interdependence are replaced by the relation networks covering the area of a whole country (Wellmann – Leighton). It was the more developed and faster traffic and the telephone in the field of communication at that time. The forms of connections, the features of virtual communities have changed, and they are more intense, personal and versatile: the importance of community surfaces has increased in all areas of life and operates often as a triggering product. On the top of all that it expanded globally, and it is valid for not just the personal relations but the labour markets are also affected.

The conditions of cultural institutions are affected as much as any other areas in economy or social life. Our professionals mentioned it in the dimensions of technology and community function and their standing point got a uniform shape in the third round, especially in the key questions. The library and museum visitors require sophisticated IT-skills in order to be successful in the 21st century and complete its citizen and civil role. Even those, who know, respect and apply the latest infotechnological solutions to manage the information in connection to the solution of daily problems are flushed by new information making it difficult to sort them. The users (and of course the non-members) have to approach to the identification, evaluation, application and transfer of information efficiently and with responsibility. They have to become information managing professionals whose work is prospering at the work place and they complete their everyday activities in a developed and democratic society. Many libraries cooperate with the community and with the education groups to identify the information needs. It acts to initiate dialogue dealing the learning of the management of modern information forms similarly to the spreading of literacy aimed to encourage population and facilitates the development of skills in order to use information strategically. It is obvious, that the requirement for information reading skills has been existing for generations. Wider skills are required at the beginning of information era if people want to make difference.

The number of library users increased by five and half times during the second half of 20th century (Nemes – Bárdosi, 2007). The number of municipality library users decreased after the political changes and the number of registered readers decreased from 2.2 million per year to one and a half million. The situation of number of museum visits is similar. It was a quick increase after 1960; it made twenty million in 1987 and decreased to the half after the political changes and the current number is about 10 million visits per year (KSH Stadat, 2017). At the same time the number of published books increased by one and a half, but the number of copies decreased to the quarter. The modified circumstances and the permanently changing consumers', users' need can be applied not only for the library structure, the public library function and the relation between museums and visitors but it has produced completely new social phenomena.

The appearance of personal computers and telecommunication technologies modified the information production, the communication and broadcast to the related independent service providers affected by infrastructure within the private companies operating in the big integrated and multinational private sector in order to optimise profit from homes to work places during the last decades. The information political decision making shifted to the private sector during the period of deregulation and privatisation where it is more difficult to manage the public questions. The venture is interesting not only from the point of public interest, it is not only the question of availability and affordability of information but the meeting the citizens information requirement as well. Due to the fact that the key members of communication and media industry provide their claims in the cyberspace the public interest shall not be neglected. The new information infrastructure shall provide the free areas completed by free education and research institutions, libraries, non-profit organisations and governmental organisations with the duty to facilitate and complete the

public political aims. The new information audience has to make a public sphere being an open intellectual dialogue that improved democracy.

The third round of our research recorded the personal opinions. The addressed professionals had the opportunity to express what they think about the cohesion of community and institution, the opportunities provided by networking, the financing of cultural institutions and their functions in general in the current reality by providing information about their fields and the features of their municipalities proved by own experience to support the authenticity of research.

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Appendix 1. Tables shown by charts

Diagram 1. The division of the respondents in the third round by Hungarian/international respondents and fields

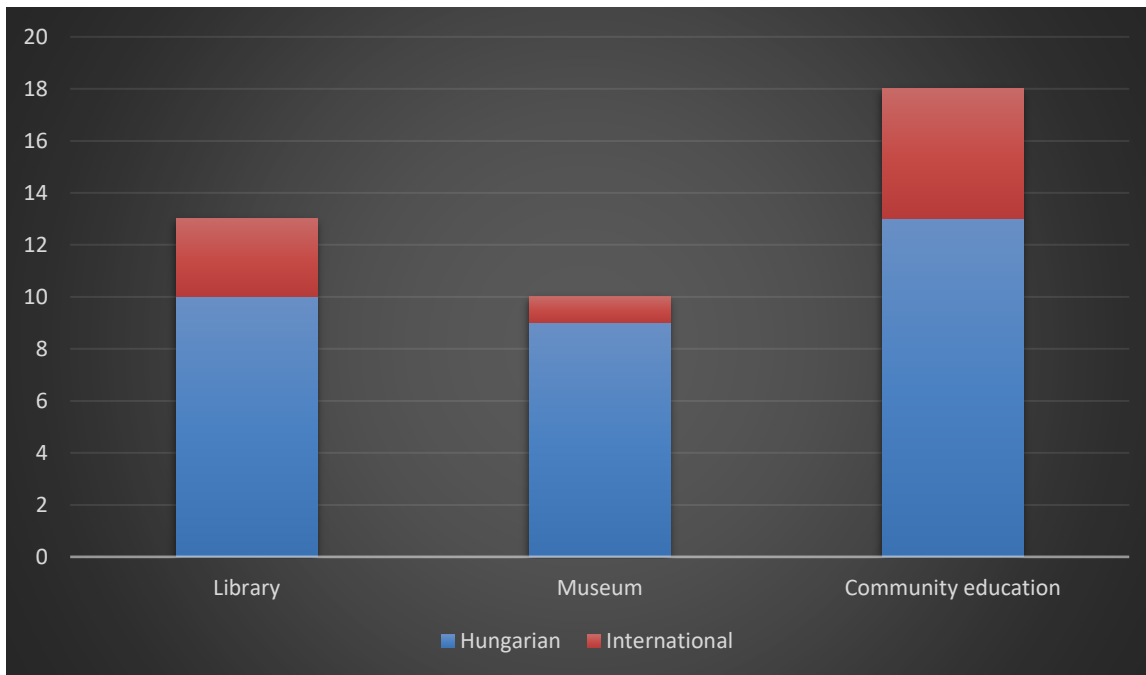


Diagram 2. The scale values 1-5 given to the statement “the greatest strength of the cultural institutions is the building of local professional community” by fields

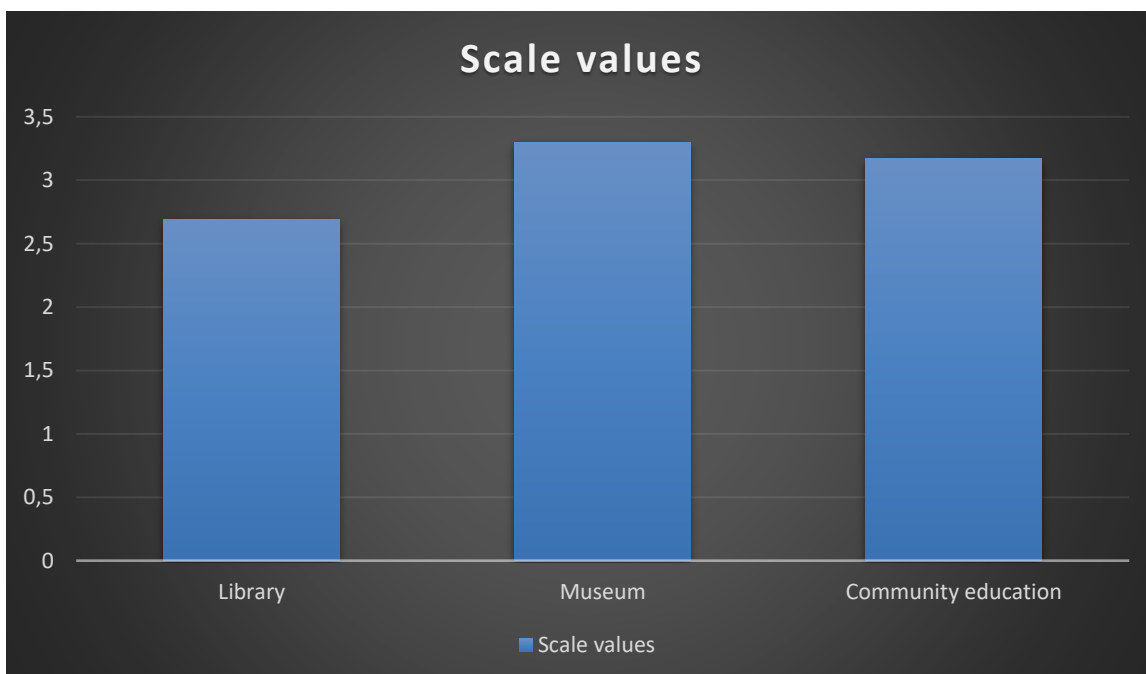


Diagram 3. Evaluation of the social community building roles of cultural institutions in scale values by fields

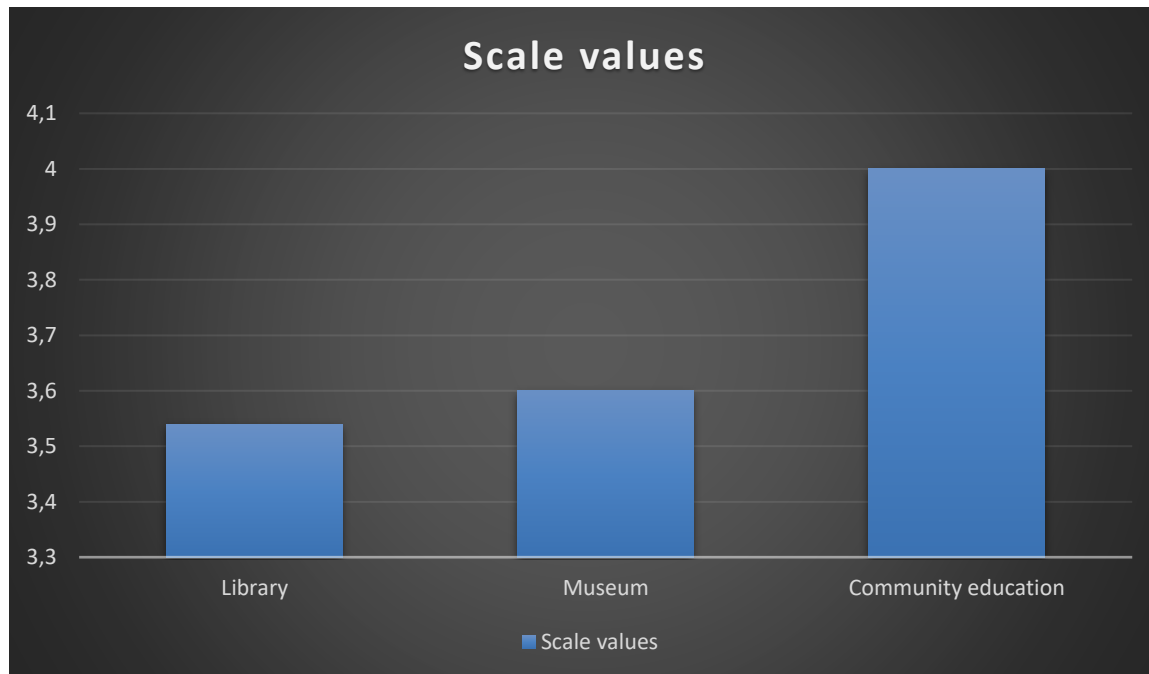


Diagram 4. Scale values given to the statement "The greatest strength of the cultural institutions is their social mediating and building role".

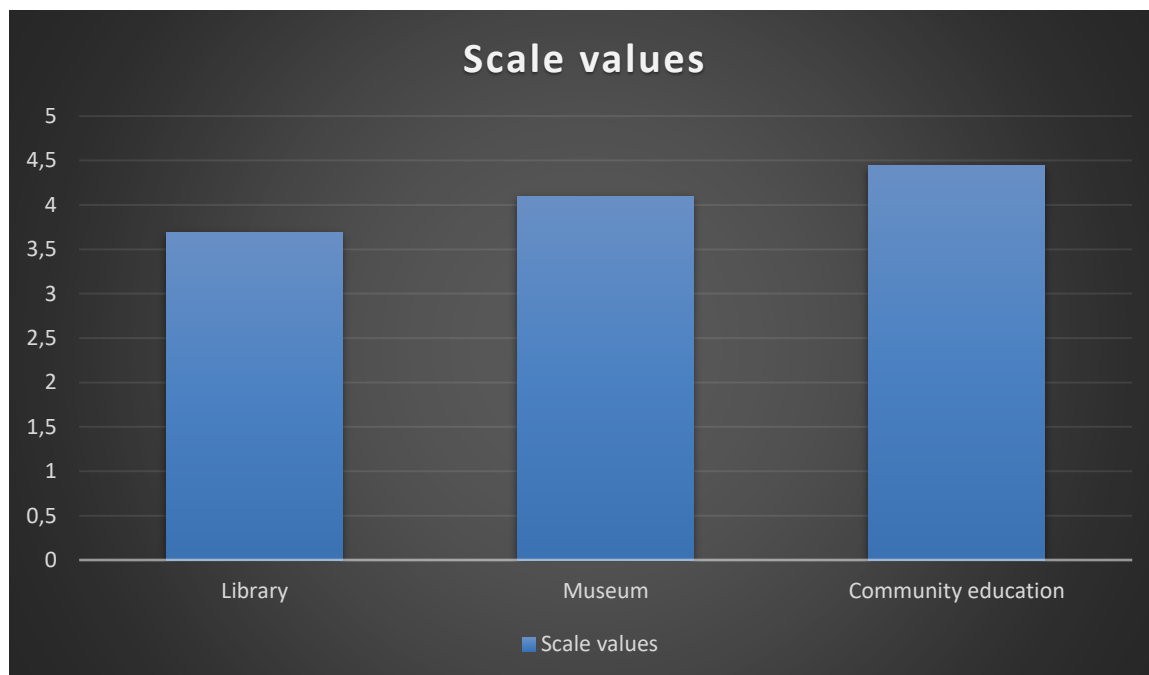


Diagram 5. The evaluation of the question “The networking is vital for the cultural institutions from the point of their relation and functionality”.

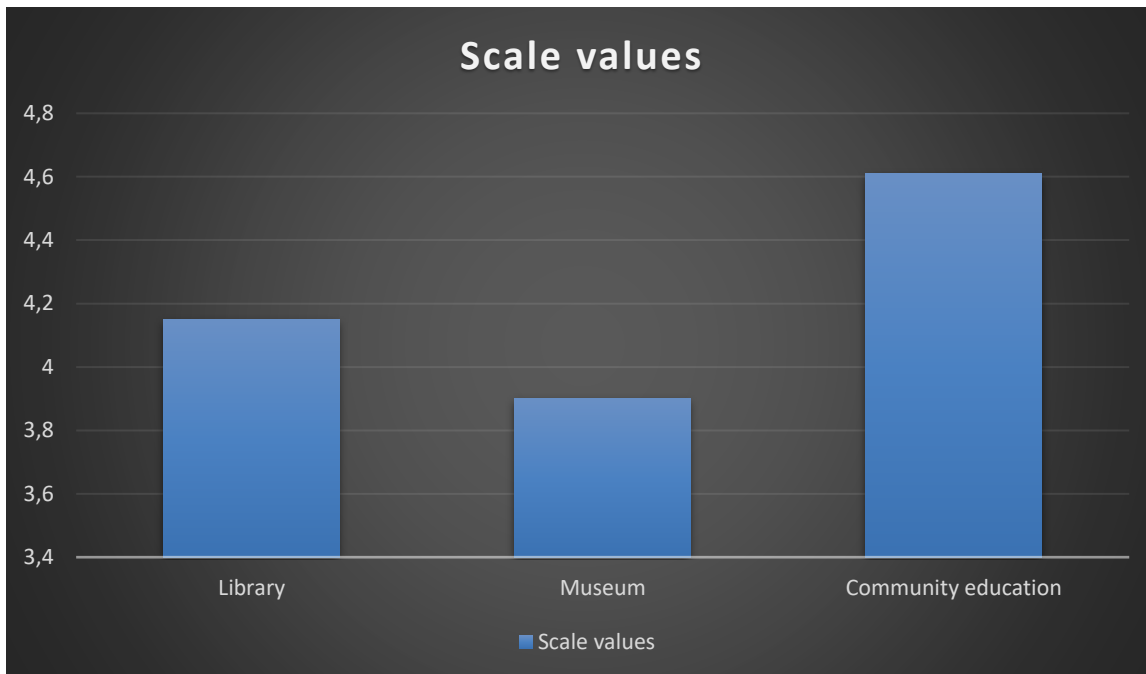


Diagram 6. Evaluation of the social aim of networking, scale values

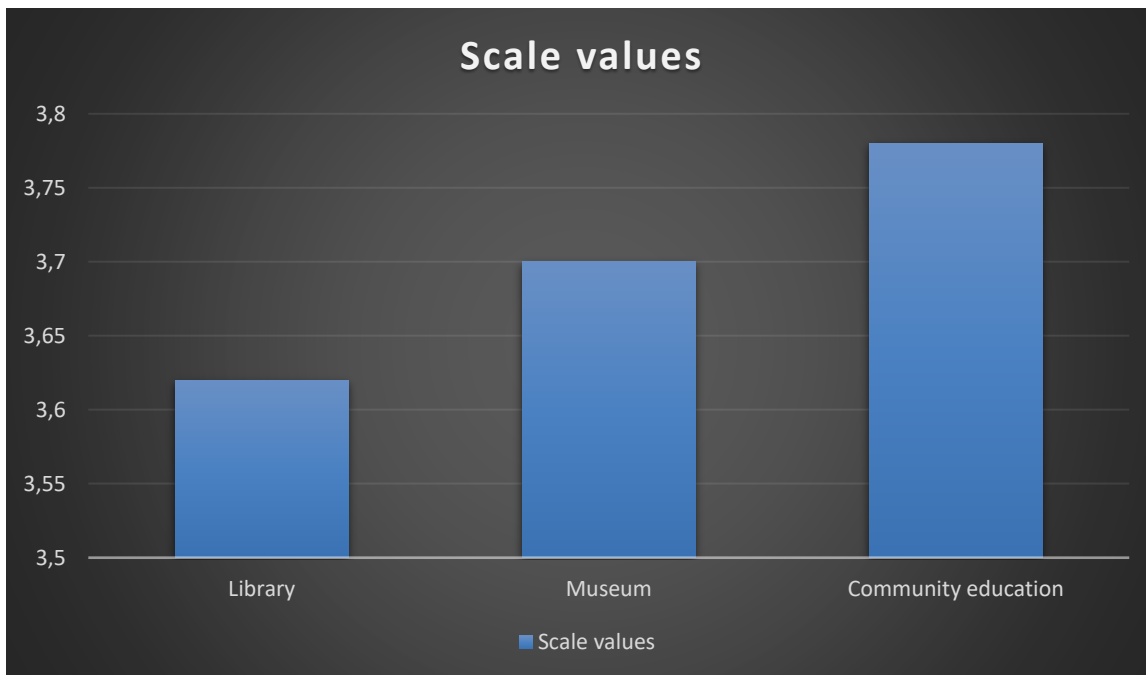


Diagram 7. Points about the salary as basic condition, by fields

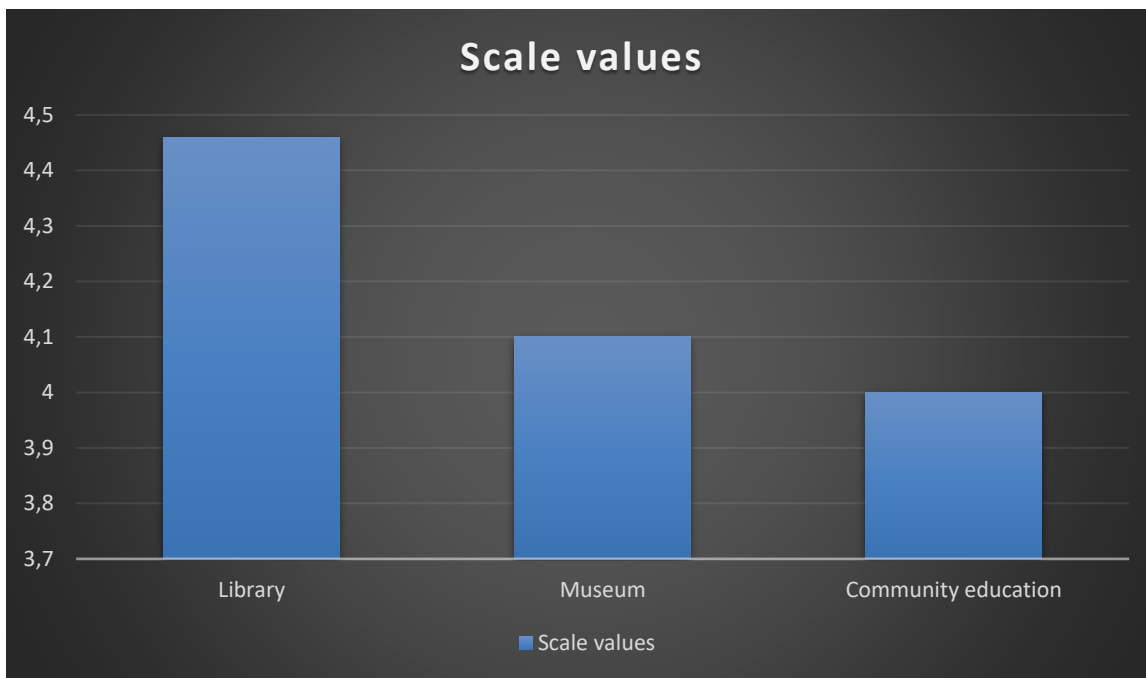


Diagram 8. Points about the salary as basic condition, Hungarian/international

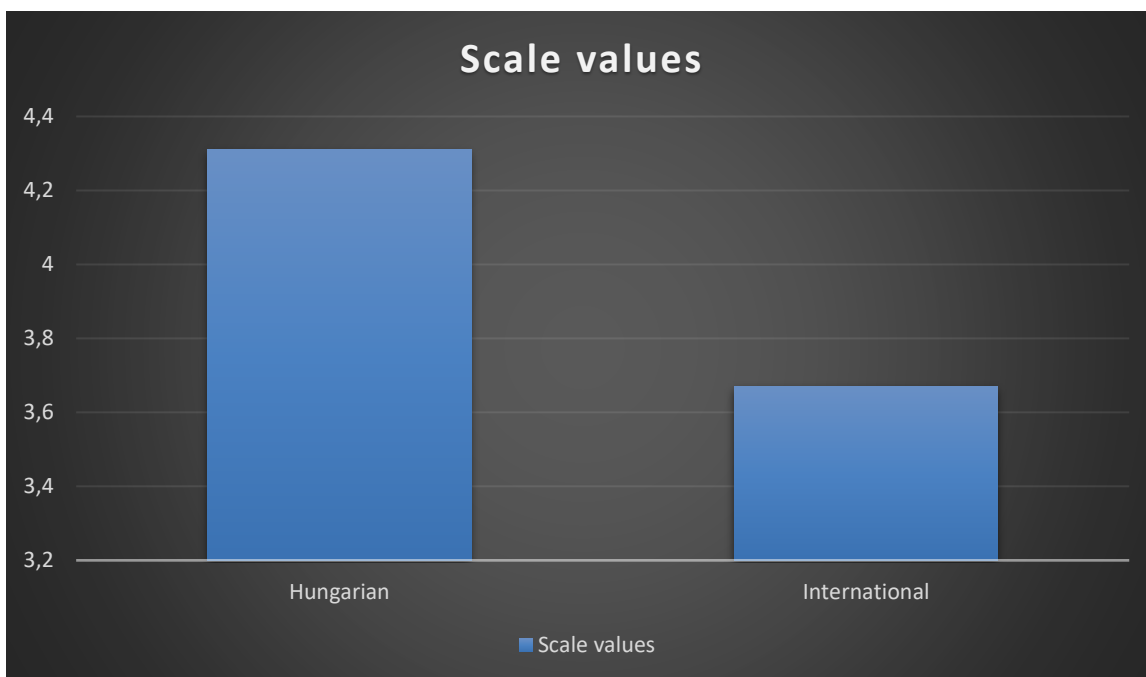


Diagram 9. Points about the inevitability of the governmental support

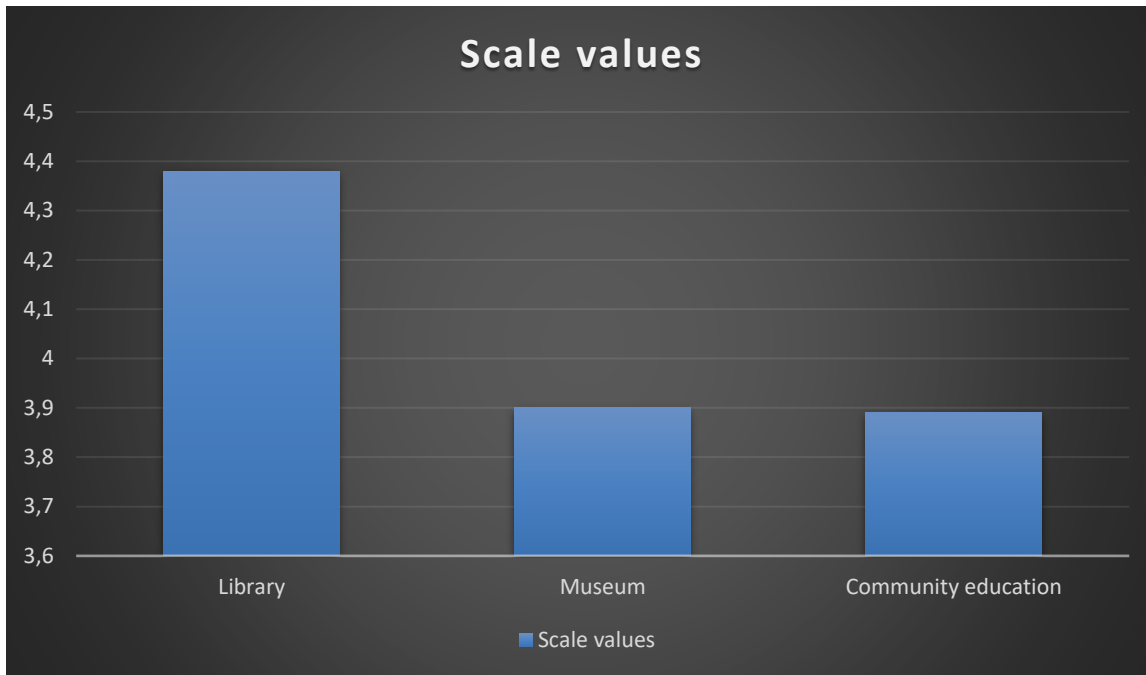
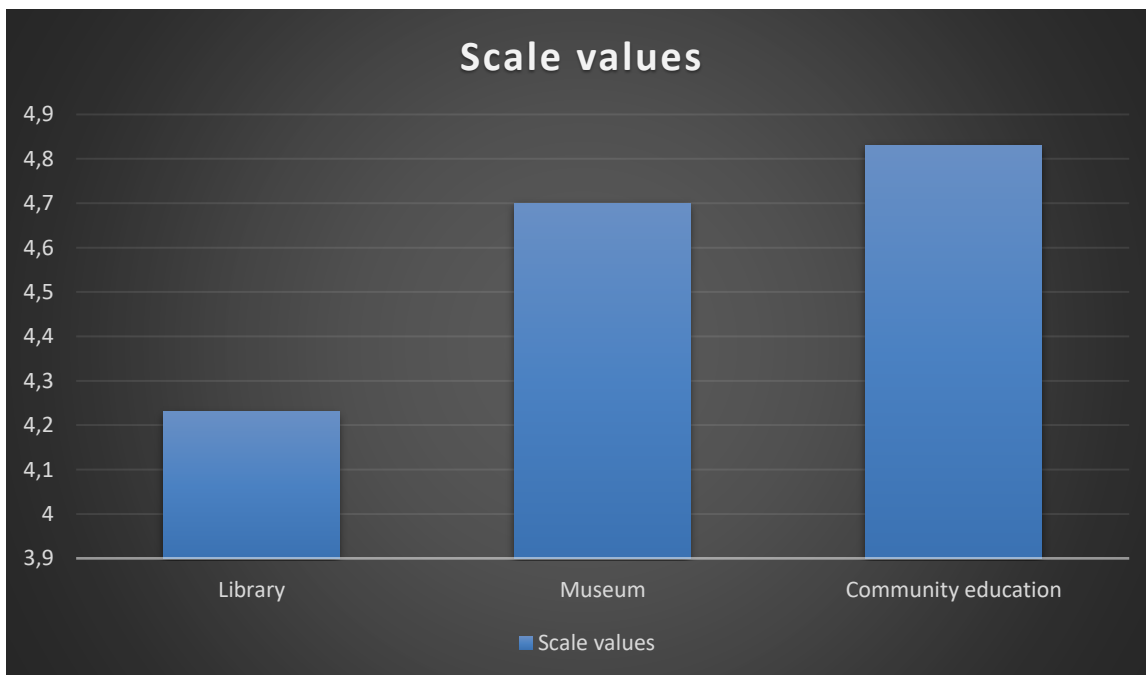


Diagram 10. Opinions about the local cohesion power of cultural institutions



The tender

ACTING COMMUNITIES - ACTIVE COMMUNITY INVOLVEMENT

EFOP-1.3.1-15-2016-00001

The future of cultural sphere in library, community education
and museum service sectors in 21st century

Summary report of Delphi research

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I.

Tender text

Key object:

II.2.3) Place of completion:

NUTS-code: HU110

Place of completion: NMI Művelődési Intézet Nonprofit
Közhasznú Kft. 1027 Budapest, Csalogány u. 47-49.

II.2.4) Volume of public procurement:

Aim: Research about future professional trends in connection to cultural community development, community education, museum and library fields by presenting statistical tendencies on Hungarian and international level through (a) interviews with decision makers and professionals (b) adapting the findings of future research (c)

Timing: 3 rounds of questions about the three fields (community education, library and museum) in time sequence

Sample: minimum 10 participants from the 3 fields each, that is, total 30 Hungarian and minimum 4 each from 7 countries altogether minimum 28 international participants

Task to be completed:

1. Elaboration of research plan, methodological guide and questions in English and Hungarian in cooperation with the Principal.
2. Furthermore, choosing the statistical data suitable for trend identification, the persons to be interviewed, as well as the relevant findings of future research, working out the samples to be questioned, electing the interviewers in cooperation with the Principal and Szentendrei Szabadtéri Néprajzi Múzeum as conference organiser. (The international professionals to be interviewed are invited to an international conference within the frame of project.)
3. Completion of maximum 2 corrections required by the Principal. Production of comparisons, analyses by fields, databases in Hungarian and English. Summarizing responses by rounds, providing them to the Principal, collective elaborating the questions of next round based on the responses in Hungarian and English.

Central Delphi research about library and cultural community



The Delphi research is a part of EFOP Project “Acting Communities - Active Community Involvement”

Consortium leader:

Szabadtéri Néprajzi Múzeum (Open Air Ethnographical Museum (OAEM) - Múzeumi Oktatási és Módszertani Központ (Museum Training and Methodology Centre (MTMC))

Consortium members:

NMI Művelődési Intézet Nonprofit Közhasznú Kft (National Institution of Education Non-profit Ltd. (NIE))

Országos Széchényi Könyvtár (National Széchényi Library)

4. Elaborating the Report of Summary in Hungarian and English.

II. The whole process of research

Date of start: 9th October 2017.

Date of end: 30th June 2018.

Leader of research: KJF Department of Cultural Sciences

Professional responsible: Mr. Péter Szabó rector

Contact person to the professional representative of Principal: Ms. Dóra Mócz head of department, full professor

Administration unit of research: KJF Development and Tender Centre

Program administration: Ms. Ágnes Schattmann

Research program coordination: Ms. Gyöngyvér Szabó Mrs. Hervai vice-rector of science and development

Professional quality control: Mr. Péter Szabó full professor, rector

Research process:

The professional coordination of research was started with professional start launched by NMI.

There were the following key events in the research process:

1. Establishing the conditions of research and identifying the problems of start.
2. Purchase of special content processing software.
3. Preparation of list of professionals, completing the list of MNI with the proposed professionals' list of KJF.
4. List of international professionals, identification of participants.
5. Discussion about and determination of basic points.
6. Composition and confirmation of addressing letter. Composition and confirmation of English addressing letter.
7. Typing up the professionals' information.
8. Classification of Delphi research professionals.
9. Literature search
10. First round interview
11. Processing
12. First round findings
13. Internal quality control of first round findings
14. Consultation about first round findings with the Principal.
15. Determination of second round questions.

16. Confirmation of second round questions by the Principal.
17. Sending out the second round questions.
18. Processing the information provided for the second round.
19. Analysing the second round questions.
20. Reporting about the second round questions.
21. Confirmation of second round questions by the Principal.
22. Determining the content of third interview.
23. Sending out the third round questions.
24. Receiving the responses to third round questions.
25. Analysing the third round information.
26. Providing the report on third round.
27. Confirmation of the analysis of third round.
28. Summarizing the findings
29. Adaptation of the future research findings
30. Summarizing the Delphi methods in the different stages of research
31. Summary report:
32. Provision of final report

III. Principal's point of view

1. The Principal presented his ideas about the professional research with the aim to collect qualitative and quantitative information.
2. The Principal outlined his requirements in relation to data structuring, as well as the exercising the right of monitoring.
3. The Principal stated his rights determined in the rules of tender in connection to the safe data management and intellectual property.
4. The Principal stated his right to choose the panel participants and provided partly the participants' information.

Problems:

1. The Principal ordered it within the frame of national tender, the international participants were presented informally at an international conference and one of the 3 sectors was affected.
2. To meet the requirements of minimal data series, the data series established in the high-school relations by KJF were necessary as well.
3. The clarification of the aims and subjects of research, the consultation about methodology and the Principal's internal discussions took more time than expected and that's why the

research could start in the calendar year of 2018 for the responses arrived in the Christmas - New Year holiday.

4. The success of an international Delphi research can be expected if an international governmental organisation, an EU institution or an international professional association or their member organisation can influence the respondents. The consortium had no such influence, that's why the research relied on informal relations and personal favours. The tender did not mention this disadvantage.
5. Most professionals were participating in the big project and due to the fact that the topic of big project was the acting communities, the professionals were affected by this topic, the community development as the main result could be predicted.
6. The responsibility of participants was not clear, that's why the provided responses were not of professional level but the quality and character of responses represents unprofessional way of thinking.
7. In case of researches of such volume the costs of the research subjects are included in the schedule for it is not a simple data provision but expression of relevant professional points and the payment is usually made after the third round. There was no payment in this research, that's why the responses were for favour and voluntary with the intention to develop the related field.
8. The facts above, as well as the project management, the data entry and processing, the analysis and reporting show the underfinancing of the public procurement tender. The cost planning was not made in the system based on professional research engineer working hour and the money could hardly cover the costs of data recording. The amount of research engineer working hours was twice as much as planned for the project cost.
9. The completion of the originally underfinanced project was more difficult for the further requirements of the consortium leader what KJF had to refuse in spite of the further increase of the relevantly completed financing. Further requirements raised during the completion were not included in the call for tender, so we were not able to accept them.
10. Summarising, the planning and management of Delphi research within such a big project seemed to be rather ad hoc, especially the involvement of professionals, their responsibility and motivation were very irrational, so the expected aim was not reached for the inappropriate interest of participants.

1. The results of the completed protocol accepted by the Principal

1.1. Aim of Delphi research

“To research on the expected future trends of cultural community development, community education, museum and library, to modify the participants’ attitudes and to encourage common thinking. The duty of service provider (Kodolányi János College – KJF) is to complete research of high quality in the three fields for analysis. The basic aim is to establish the conditions for the consensus-based point of view as the background of the development for the European and Hungarian Cultural professional policy.”

The research intended to discover the trends of development of Hungarian and international institution system as the background of development for the European and Hungarian cultural professional policy in order to establish a consensus-based point of view.

The set of aim seems to be too rough for the international sample was limited to 7 countries and 28 participants. The chosen participants were professionals of operating service provider institutions who are less (or not, like Hungary) or indirectly influenced by the European professional policy. The international sample was applied to control the Hungarian responses to learn whether their experience, practice, condition and point of development are the same or different in the system. Due to the fact that the field of culture and education belongs to the national professional policy in the European Union, the questions are influenced by the background structure of national institution system affecting especially the existence of community education institution. The research could not undertake to modify the viewpoint of Hungarian and international institutions professionals and to establish a consensus-based point of view because the cooperation was asked not by a professional organisation but a project organisation and voluntarily.

The clarified aim of research is:

“The aim of Delphi research is to research on the expected future trends of cultural community development, community education, museum and library, to modify the participants’ attitudes and to encourage common thinking as the background of the development for the European and Hungarian Cultural professional policy by comparing to the international control samples limited to the respondents’ responses.”

1.2. Quality control of Delphi research

Definition of feedback system

Figure 1.: Conceptual framework of research

Viewpoints	Definitions
Definition of professional categories	<ul style="list-style-type: none"> • Field decision makers - level of head of department, under-secretary • Museum, library, community education centre head officers, heads of professional organisations • Mayors/representatives of involved cities • Higher-education teachers, community education, library and museum professionals, scientific publicists • Members of experts' lists, participants in Hungarian and international projects, respected field professionals • Professional representatives of international leading institutions/professional organisations • The list of involved professionals is provided by the 3 consortium partners
Classification of professionals	The professional meets at least one of the criteria above
Number of rounds	3
Feedback after first round	The information about the primary research, second questionnaire
Feedback after second round	Recall of the most typical topics and remarks
Feedback after third round	Absolute differences 1/10
Measurement of consensus	Feedback on results of importance

Rate of feedback and measurement of convergence

Figure 2.: Prediction of feedback

Field	Definition of panelists	Number of rounds	Number of interviewed persons (Hungarian)	Number of interviewed persons (international)	Feedback	Measurement of consensus
Overall culture	pecially pre-classified	3	10	7x1	not indicated	deviation from standard
Community education	partly pre-classified	3	30	7x1	indicated	not indicated
Library	partly pre-classified	3	30	7x1	indicated	not indicated
Museum	partly pre-classified	3	30	7x1	indicated	not indicated
Test sample, KJF Department of culture	not pre-classified	2	10	10	not indicated	deviation from standard

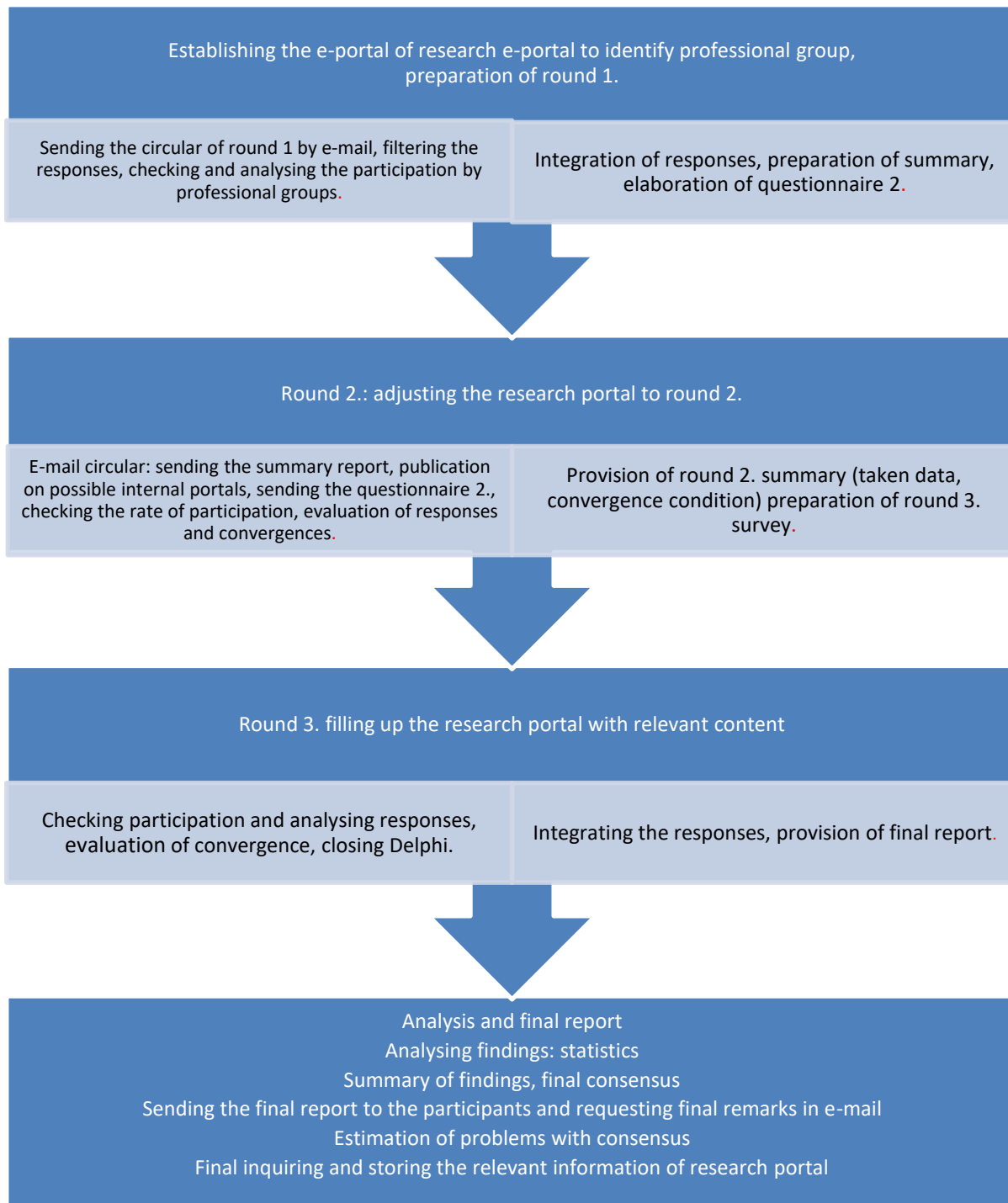
Prediction of professional groups according to the consultation with the Principal

Figure 3.: Prediction of professional groups responses

Round of research	Round 1.	Round 2.	Round 3.
Hungarian	80 persons	50 persons	30 persons
International	80 persons	50 persons	28 persons
Governmental professional political expert	10 persons	5 persons	4 persons
Professional / committee member	20 persons	15 persons	9 persons
Author of article, book	20 persons	15 persons	9 persons
Head	20 persons	15 persons	9 persons
Professional experience/education/ PhD education, research	10 persons	5 persons	4 persons
Rate of responses	45 %	66 %	97 %
<i>Convergence measurement</i>			
Average score Likert-scale 5-1	No data		
Deviation from standard	No data		

e-Delphi quality control of research

Figure 4.: Quality control of Delphi research



1.3. About the methodology of Delphi research

Being part of the Acting Communities– Active Community Involvement project, a preliminary requisite for the chosen method for analysis was to be adequate for forecasting formation of probable trends with regard to community education, museums and libraries. These institutions serve multiple objectives, and from the viewpoint of the current study exhibit at least three important features:

- They are sites of socialisation, providing both frames and content for complex interactive processes building specific knowledge and behavioural patterns, resulting in individuals becoming socially competent
- they are mostly public institutions, meaning they are run for the people, and are either part of a state entity, or state administration exercises final managerial control over them
- They are hierarchical on the organizational level, which allows accurate identification of decision-makers and the distribution of decision rights across layers (both vertically and horizontally)

These characteristics were crucial when we decided to choose the Delphi method (DM) for analysis. Without writing too much about the history of the DM -c.f. (Brown 1968), (Uhl 1971), (Adler and Ziglio 1996) - or its place among qualitative methods for analysis (Bazeley 2009, Brady 2015), as these are well-documented topics redundant to elaborate here; we would like to stress its contribution to community formation, decision making and futures research. In general, these are the objectives of most Delphi applications in the public sector.

In the context of community research, it is not extraordinary -and generally considered as good practice- to involve, in a way, members of the community in the research. On a more general level, in social sciences, the leap from positivist to interpretative sociology consist of recognizing that beside objective, observable facts, subjective experiences, beliefs and behaviour of the members of a studied community are of equal importance for the researcher. The process of thinking about the empirical data and the reality can be followed back to Locke's, Kant's and Hegel's philosophy (Turoff, 1970). Qualitative methods are generally accepted as being more apt to encourage community member participation in addressing strengths and challenges of the communities studied (Miles and Huberman 1994). When this participation is structured, anonymized, and restricted to those members who are experts and/or leaders of their communities, we receive a sample and a method which is very effective for attaining knowledge that can directly improve the well-being and performance of a community on a system level: the Delphi method.

The DM is used for a wide variety and considerable number of cases in the public sector, mainly for the purposes of forecasting, communication, budgeting, and goal setting for public policy (Adler and

Ziglio 1996). In the U.S., the DM has been used extensively to engage local communities in education policy making. (Baumfield et al. 2012). A review of the early adaptation of the DM for education (McGaw et al. 1976) suggest that the method was widely used in public education-related forecasting even before the time when the first serious debate about the methodological accuracy of the DM reached closure (Sackman 1974, Goldschmit 1975). The case is similar when we look at using the DM for research in the public sector in general: review of studies started mostly in the '70s can be found in Preble (1983), who concluded that most Delphis conducted were used for forecasting, and anticipated that DM as a method will „enjoy a bright future in the public sector” (1983: 86). We are on the opinion that Preble’s assessment was correct: The DM became an established method in research fields with relevance for the public sector, such as social policy, medicine, nursing, tourism and sustainability science (Mukherjee et al. 2015). A quick search for the keywords „Delphi Method” in Elsevier’s Scopus database showed 391 documents from 2013 to 2017 in documents categorized under Social Sciences; with a steady annual increase from 57 published items in 2013 to 107 published items in 2017.

What are we doing exactly when using the Delphi Method?

As we can expect from a research method named after an ancient Greek oracle, the aim to realize here is to gather information about a well-defined group of expert’s views on the future. The rationale behind including only experts in the sample is the assumption that based on their superior knowledge compared to non-experts of their field, such persons are more competent in forecasting future trends and events, meaning their visions about the future are better suited to study. After choosing a group of experts to be involved in the research, the researcher(s) prepare a questionnaire and invite them to respond individually in a series of two or more rounds. When a round is finished and the answers analysed, those in charge for the study feeds back the experts with a summary and anonymized samples of reasons given for judgements made by the participants, based on which the experts re-evaluate (or stand by) their answers until they have all agreed on a common view, and a consensus about elements of the future are reached.

1.4. The three rounds of Delphi research

1.4.1. The methodology of round 1

The first round of a Delphi study, the results of which this report will explain, is mainly about collecting and structuring data from the experts chosen to participate. Based on it we will formulate the problem and define our field of investigation as accurately as we can. Research aims and methods were

determined by a research consortium, in cooperation with Kodolányi János University of Applied Sciences. Members of this consortium are: the Hungarian Open Air Museum Museum Education and Methodology Centre, the National Széchényi Library, and the Hungarian Institute for Culture Nonprofit Public LTD. Data collection, cleansing and analysis was carried out entirely by the Kodolányi János University of Applied Sciences.

The very first step here was to determine the characteristics of experts to be sampled for surveying. We specifically sought people who are, beside having expertise in their fields, enthusiastic and dedicated professionals. Our predetermined purpose was to have experts and decision makers of this field among the interviewed persons. Potential candidates had diverse background: leading officials of museums, libraries, community houses, leaders of professional organizations, undersecretary or head of department-level executive government officials, mayors and city council members etc. A list with the name, institutional affiliation and contact addresses of experts to be contacted was compiled and approved by the research consortium, taking into account suggestions provided by Kodolányi János University of Applied Sciences. Preliminary contact with the experts, asking them to participate in the study and for approval was made before sending out the surveys by the Hungarian Institute for Culture. Selected candidates received an invitation in a form of a formal letter of address [see Appendix 1] in which a link was given to a questionnaire. The questionnaire contained open-ended questions, with the exception of the first one asking about the name of the organizations they represent.

The letter of address was not personalized (there is a debate about the positive effects of personalized letters of address, so we decided not to do). It contained a short description of the study, a short explication of and a deadline for filling out the survey, our anonymity policy and the address of a person they can contact with any questions they have. The survey questionnaire was created using Survey Monkey (www.surveymonkey.com), an online survey tool for professional use. Access to the questionnaire was distributed as a link which was included in the cover letter sent out to the selected expert's email address. The Survey Monkey link remained live for 43 days, from 6th November, 2017 to 18th December, 2017. In total, 86 people accessed the link of which 86 completed the survey. 8 experts filled out the questionnaire and sent back the responses by other means. Respondents were restricted from accessing the link more than once, and, based on the institutional affiliation given, a manual check after collecting the responses ensured that there were no duplicate answers, and that each answer sheet collected belonged to different experts.

A total of 204 experts (142 Hungarian and 68 International (non-Hungarian)) have been contacted this way. Initial response rate was very low: Based on the responses of the 142 Hungarian experts, 75 of them received the survey. An additional 12 Hungarian experts also received the survey who

were recruited independently by Kodolányi János University of Applied Sciences. From the 68 International professionals initially contacted, only 13 replied. An additional 41 experts received the survey at the end of November and at the beginning of December, 2017. We ended up with 62 fully filled out questionnaire from Hungarian and with 33 from International experts.

Table 5: Distribution of responses per subsectors

Institution	Answers from Hungarian experts	Answers from International experts
Community education	22	12
Museum	20	10
Library	20	10
<i>Total</i>	62	33

Research sample with sorting the participants' groups The technical specification provides the following subcategories:

Table 6: Distribution of responses per professional levels

	Museum	Library	Community education	Total
Museum, library, community education centre head officers, heads of professional organisations	19	24	28	71
Heads of community development professionals/associations	4		6	10
Field decision makers - level of head of department, under-secretary				-
Mayors/representatives of involved cities			2	2
Cultural professionals participating in training	4	1	7	12
	27	25	43	95

Figure 7.: Distribution of international participants

Professional representatives of international leading institutions/professional organisations (7 countries x 4 persons)	Museum	Library	Community education	Total
France			2	2
Rumania	1		2	3
Germany	2	1		3
Serbia			1	1
Slovakia	2	1	2	5
Slovenia		1		1
UK	3			3
Holland			1	1
Estonia	1			1
Czech Republic		1		1
Qatar		1		1
Poland	2	1	1	4
Norway		1		1
Denmark			1	1
Latvia		1		1
Ukraine			3	3
USA		1		1
Total	11	9	13	33

All completed surveys (there were no partially completed surveys) were entered verbatim into Microsoft Word, then processed -including editing for typos- for analysis. We used QSR International's Nvivo 11 (<https://www.qsrinternational.com/nvivo/home>) for qualitative thematic analysis, focusing on emerging topics and frequencies.

Categorization

These sub-samples of analysis were constructed horizontally, emerging as a set of answers provided to each question in the questionnaire. Transformation was necessary because the full sample for analysis is not an organic text; its construction was guided by answering specific questions pre-defined by the researcher.

In cases when questions following each other try to measure reactions on the same topic, answers to the two questions are integrated into one subset. With this method we receive accurate statistical data on the dimensions in the answers received (which dimensions of the question are emphasized or neglected by the respondents). Moreover, difference between the priorities of the professionals in each field (libraries, museums and community education) will become more accurately discernible.

Definition of main categories

Questions presented to the expert-participants measured the following main categories (second level nodes):

1. VALUES AND STRENGTHS - Question 2
2. TRENDS – Question 3
3. PROBLEMS, AREA TO DEVELOP– Questions 4 and 5
4. VISIONS – the ideal future situation in 10 years– Question 6
5. LEADER’S PLAN refers to the actions an expert would take to realize their vision - Question 6
6. MAKING COMMUNITY INITIATIVES APPEALING - Question 8
7. CRUCIAL POINTS OF THE EDUCATION OF CULTURAL PROFESSIONALS - Question 9
8. TARGETS OF SECTORIAL COOPERATION – Question 10

In order to make things clearer, from now on, main categories will be numbered similarly to the order of the questions in the questionnaire.

During the categorization, there were occasions when a word or expression in the answers belonged to more than one category, or an answer presented content referring to a previous question. In the former case, the word or expression was categorized under both main category, in the latter, the word or expression was categorized under the applicable main category.

The distribution of main categories is as follows.

Distribution of main categories by the number of classified elements (%)

Value_strength	14,41
Trends	13,40
Problems, areas to be developed	27,61
Vision	10,29
Head's plan	4,06
Making community initiatives attractive	10,98
Key points of cultural professionals' education	10,23
Target points of sectoral cooperation	8,89

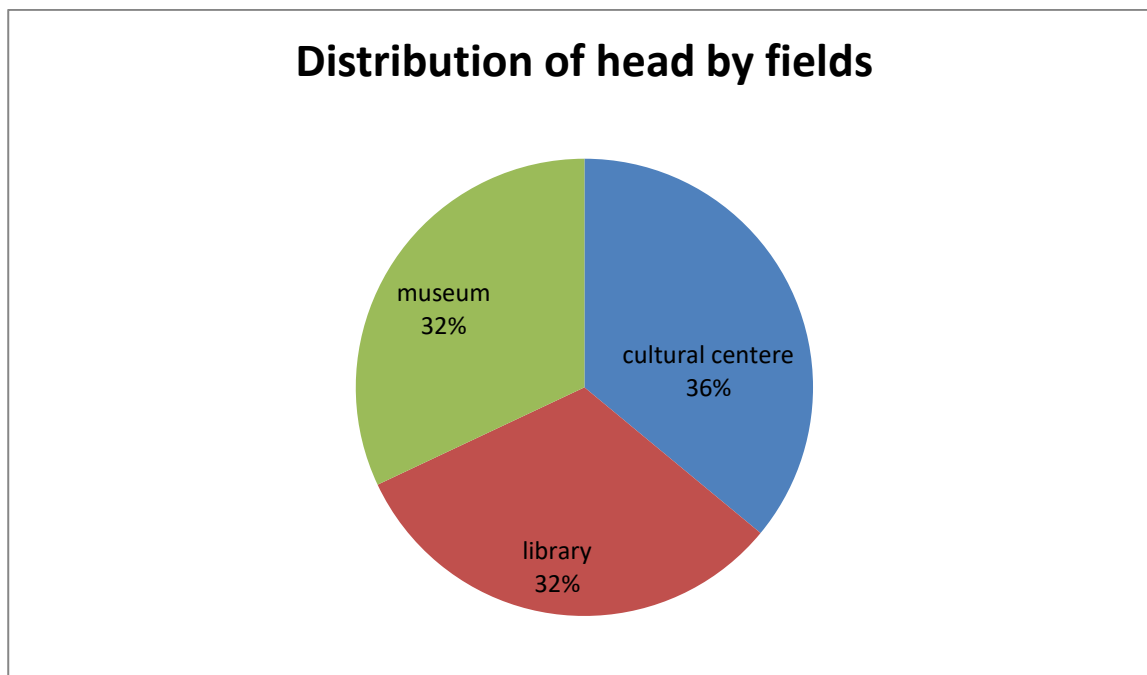
On the first place, we can see that the main category of PROBLEMS, AREA TO DEVELOP have a little more than a quarter share (27.61%) of all items, followed by VALUES AND STRENGTHS (14.41%), TRENDS (13.4%). MAKING COMMUNITY INITIATIVES APPEALING, VISIONS, and CRUCIAL POINTS OF THE EDUCATION OF CULTURAL PROFESSIONALS (10-11% each). The least discussed topics were SECTORIAL COOPERATION and Leader's Plan, with 8.89% and 4.06% of all items.

From the data shown on Figure 1, we can see the which topic was the most significant for the expert-participant in the sense of being the most communicative about it. Indirectly it also indicate our most sensitive topic.

Findings of round 1

The sample contains the experts' answers from the three fields in approximately the same ratio.

Figure 9.: Heads by fields



Due to the relatively similar distribution the three expert fields are represented in the common diagrams provided in this study in an equal rate.

We may declare in connection to the questions 1-3 and 9. that the priorities given by the Hungarian and international respondents were similar. The further replies, especially on the problems and the areas to be developed provide different approaches in the Hungarian and International samples, that's why the categories are separated for these questions for the Hungarian and International samples.

1.4.2. The methodology of round 2

The summary of the findings of the 2nd round, as well as the questions were sent to the respondents of the first round from 19th March 2018. according to the schedule. Due to the low rate of participation a letter of reminder was sent to the parties. The deadline was extended once more on 7th April and the assistance of the responsible Consortium was requested to contact the respondents. The final deadline was 20th April 2018.

The methodology of the processing of responses

The provided questionnaire had eight questions; two of them requested written points of the respondents, while the other six covered the choice and the ranking of the most important trends featuring the cultural field and the three areas (library, museum, community education). Beside of the determination of ranks and priorities, these six questions gave chance to the respondents to provide their points in writing as well.

Each questionnaire was typed up into the Microsoft Word processing software completely and prepared for analysis.

The quantitative responses were recorded in an Excel worksheet and processed spss programme. The qualitative responses were processed similarly to round 1. that is, different categories were established. These sub-samples of analysis were constructed horizontally, emerging as a set of answers provided to each question in the questionnaire. Transformation was necessary because the full sample for analysis is not an organic text; its construction was guided by answering specific questions pre-defined by the researcher. With this method we received information on the dimensions in the answers received (which dimensions of the question are emphasized or neglected by the respondents). Moreover, difference between the priorities of the professionals in each field (libraries, museums and community education) will become more accurately discernible. The processing of the questions relating to a given field was completed by fields.

The methodological background of the second round

The Delphi method being a structured way of communication based on expertise was developed in the 50s by the American RAND Corporation as an ordered tool applied for the improvement of air-defence. The technological development and the chances of the protection from the possible Soviet attacks during the cold war were supposed to be a consensus of the analyses made from Soviet point of view. (Dalkey – Helmer 1963: 458) The methodology as the combination of different data records aimed to be a trend analysis but it was applied successfully in different areas, for example in the preparation for political decision making with a lot of participants. (Linstone – Turoff 1975: 80-96) The interview and quasi-interview techniques in connection to the expertise give chance to the respondents of the first round to emphasise their points of view but the analyses detect the most important items. Their abstract provides the principles of a conceptualized measuring tool, that is, a ready-made questionnaire with closed questions.

The second round includes the process of understanding resulting in a clear fact what the point of the group of experts is about the question (whether the members agree or not, how they interpret relating expressions, how to approach to the importance, the wish or the feasibility). If a serious contradiction is detected, it can be clarified in the third round and its reasons can be presented and the experts can be called to evaluate them. The last stage is the final evaluation when all gathered information is analysed, and the final feedbacks of the evaluations are provided. So, the difference between the Delphi method and the traditional survey is the fact that the feedback of the information gathered from the group, and the chance the respondents have to modify or fine their evaluation on the basis of their responses given to the collective point of the group are important. The secondary feature is the different stages of anonymity provided for the individual and collective responses, especially to avoid the unwanted psychological effects.

There are several ways to complete a Delphi research; the only determining elements are the structural elements consisting of the feedbacks among the unstructured data collection of the first round, the structured questionnaire of the second round based on it, as well as the phases of consultation. (Rowe – Wright 2001: 126; Brown 1968: 5) The most common way is to calculate median values in the second round if the optimum of the respondents' distribution is of interest, but purpose of this research is to calculate the scale values of the questionnaire and to show the importance of the variables found in the first round. Although the Likert-scales were supposed to be applied in the plan of the first round, the evaluative scales were applied in the final questionnaire instead. The famous scaling technique by Rensis Likert (1932) was intended to provide bridging between the complex scaling technique to measure the subjective phenomena of the psychophysical-psychologists (e.g. Thurstone – Chave, 1929) and the practical requirements of the applied social research.

On the contrary, the research applied a scale where the respondent had to rank the different answers by giving a value that represents its rate of importance on the basis of the respondent's point. The applied way of evaluation is similar to the evaluation of Rokeach-test (Rokeach 1973: 27) The Rokeach-test is far more a way of grading than a scale to measure the strength of the opinions and its form was intended by Milton Rokeach to provide rank scales. This type of test was studied from the point of the researches on personality psychology, behaviour, marketing, social structure and cultures. Lot of efforts were made to reduce the original 18 tool values and the 18 aim values to a smaller number of underlying factors during the last decades, but it failed. (Feather–Peay: 1975; Johnston: 1995) This technique was introduced in connection to the value researches in Hungary in the 70s by Elemer Hankiss (1977).

The recent research did not apply the test itself but tried to adopt its methodological principles to the context of Delphi. Three questions of this type given to the whole range of respondents can be found in the questionnaire.

First question of evaluation

The first question covered the evaluation on the strength of cultural institutions having the following variables:

- Objective level - the collection,
- Cultivating and promoting traditions,
- Identity - maintaining and cultivating
- Community - building and maintenance
- Education,
- Equal opportunities,

- Quality leisure time

Beside of the seven values above, the respondent had chance to give other items. It was necessary from the point of methodology; the accurate planning proved that the volume of the responses of other category was irrelevant (similarly to the other questions) and the respondents' categories were clear during the first round, but we are going into details in the section about the processing of the responses.

Second question of evaluation

The second question of evaluation covered the problems of the cultural institutions with the following twelve items:

- Funding, wage, income quality,
- Human resources,
- Need to develop technical, IT skills and have modern tools,
- Need for a paradigm shift or a substantial change of attitudes,
- Equal opportunities in society,
- Cooperation with other sectors,
- Marketing, popularization,
- Working hours,
- Eliminating the generation gap,
- Incorrect ways of exhibitions,
- Quick changes of IT-technology,
- Problems of communication.

It can be seen that if the notions by Rokeach are applied, neither the first seven, nor the second twelve variable of the scale are homogeneous and that's why they are not suitable for a real comparison. It was not supposed either for the number of the scales is different. The character of their values are mixed, there are both tool and aim values, such as the working hours and the equal opportunities are of different characters. As we have already mentioned, the original method established a given scale of values. It was developed by interviewing 130 persons and browsing the literature and received a lot of critics because both the time and the sample provide relevant differences between the respondents and the provided values, that is, they do not cover the respondents' preferences and points correctly. (Gibbons-Walker 1993) The risk of mistake is excluded at this stage of Delphi research for the category system was established on the basis of the responses given by the same participants as in the second round.

Third question

was about the importance of tools for the cultural institutions to make the community initiatives more attractive. The possible answers were the followings:

- Communication, PR, marketing & market research,
- Organizing events, programs,
- Involving volunteers, volunteer work,
- Infrastructural developments,
- HR developments, attitude changes,
- Increased funding, monetary opportunities,
- Importance of the correct choice of topic,
- Survey of the needs of communities,
- Establishing new and more attractive activities and services.

We can see that this scale is rather complex with its nine variables.

The importance of the variables of the three questions was classified by the average of the responses, rather by the average of the numbers. We were able to eliminate the mistakes made by the respondents when they did not answer with a whole sequence of numbers, but gave several ranks of 1, 2 etc. In order to avoid the shift of weights we provided conditional sequence numbers, that is, the average of the missing numbers was applied. The findings proved one type of priority for each variable and represented a rank within the responses. The smaller the value of the variable is, the more important it is from the point of the respondents.

All of the three questions were given to each groups of experts separately because we are able to get more accurate understanding of the different features in this way than by analysing the divisions later. It is the way we were able to avoid crosstalk for each expert was aware that the given question related to his/her field exclusively without any further expectations. Its disadvantage is that the responses can be applied for the part of the sample and no relation can be calculated for them.

The next three questions of distribution asked about the trend of development of the cultural institutions, the chance to make them more attractive, as well as the three competencies to be developed that are supposed to be the most important for the change of the cultural professionals' attitude by the experts. The answer to these questions was the choice of three options and their analyses provided the value by calculating the respondents' frequency. The higher the value is, the more votes were given to show its importance.

Basic information in the findings of two topics

58 responses were received in the second round of the research; 47 of them were Hungarian and 11 international experts. (1= Hungarian; 2=international)

Figure 10.: Number of responding professionals in round 2

The number of the participants (respondents)					
		Frequency	Percentage (%)	Valid percentage (%)	Total percentage (%)
Valid responses	Hungarian	47	81.0	81.0	81.0
	international	11	19.0	19.0	100.0
	<i>total</i>	58	100.0	100.0	

The division of the respondents by field: (1=Library; 2=museum; 3=community education)

Table 11: Responds to round 2 by fields

Distribution of respondents by field					
		Frequency	Percentage (%)	Valid percentage (%)	Total percentage (%)
Valid responses	Library	19	32.8	32.8	32.8
	Museum	14	24.1	24.1	56.9
	Community	25	43.1	43.1	100.0
	<i>total</i>	58	100.0	100.0	

The most responses were received from the field of community education but the rate of the responses from the three fields of science or education is fairly balanced.

The division of the Hungarian and international experts by field is the following:

Figure 12.: Number of responding international professionals in round 2

Distribution of Hungarian and international experts by field		professionals	
		Hungarian	international
		calculation	calculation
professionals	Library	16	3
	Museum	12	2
	Community	19	6

The number of the international experts is rather small, altogether eleven responses were received, but it is supposed to be of high importance because we did have international respondents at all. A wider, regional approach overreaches the official borders and it is much closer to the Hungarian reality. Not just the character of the possible groups of users that overreaches the borders but the regional organising skills of the institutions can be a point of view.

1.4.3. The methodology of round 3

The summary of the 2nd round responses and the 3rd round questionnaire were sent to all respondents in the frame of the 3rd round according to the Delphi research methodology. The provided questionnaire had eight questions; one of them requested written points of the respondents, while the other seven covered the choice and the ranking and clarification of the most important trends.

Figure 13.: Number of responding international professionals in round 3

	<i>Hungarian/international</i>	
	Hungarian	International
Field		
	Library	10
	Museum	9
	Community education	13
		3
		1
		5

The number of respondents in this round was less than the addressed persons. The table above shows the number of respondents by fields and by Hungarian and international respondents. We have received forty-one acceptable responses within the 3rd round of Acting Communities - Active Community Involvement until the given deadline.

The responses received from the three fields have shown an even division similarly to the previous ones.

Our research team responded to sixteen questions of Likert-scale within the 3rd round of Acting Communities - Active Community Involvement. It is the final stage of reflexive feedback and we re-evaluated the key points determined on the basis of previous findings, that proved their importance earlier. The questionnaires similarly to the previous rounds were sent to the respondents electronically and the responses to be recorded and processed were received in the similar way. The key role of this round within the frame of the research was that the questions were given by the respondents themselves and the task of researchers was to formulate and apply them. The questions received listed the key points but gave chance to separate them from the previous topics and compare them directly.

When the respondents chose their response from the five possible choices of Likert-scale, they provide a symmetrical and unified agree/disagree response, so the responses can be compared because they provide similar category of intensity for the given feelings and points of the respondents. (Burns – Burns, 2008: 245) Due to the fact that we can or would like to calculate a scale value on the basis of the simple average of the responses, it is vital to provide equal scaling. This type of question in this research is essential for it has statements about the attitudes instead of questions. The statements were not formulated according to our previous knowledges or concepts, like in the case of Likert questionnaires but on the summary was made on the basis of previous statements given by the respondents. The attitudes relating to the statements gave chance to modify the opinions by modifying the scales of opinions. Otherwise, due to the relatively short period of research the only possible result would be the repetition of the previous responses because the respondent would support and not doubt his ideas about and attitudes to the topic.

A scale itself is a complex measuring tool based on the intensity structure among the compounding values. When it is edited, the patterns based on the different responses are assigned to the scores. Unlikely, the response values are interpreted individually for the Likert-scale and the individual scores are summed, that's why it can applied both as index or traditional scale. A special advantage of Likert scale values is the assumption or suggestion that each scale value has the same intensity. Although the sixteen questions were classified in thematical groups they were measured in the same scale range. Its principal disadvantage could be that they give chance for the mechanical responding but the recent circumstances, the respondents' previous attitudes, the sorting of questions and the relatively small number of questions more or less excluded this concern. But its benefit was the chance to overlap the different question groups, as well as to compare the scale value in the whole range.

Similarly to the previous structure the first group of questions covered the relation between the institutions and communities. The community development is the traditional duty of both international

researches and community education and the respondents expressed clearly that it is a vital duty in all three fields and is supposed to be getting more important in the future. The communities were interpreted according to three main aspects during the previous stages of research and relevant differences can be expected among them and on the basis of special approaches. The professional community, the local and/or social community building, as well as the expression of the community interests are three completely different duties found in the responses.

The second question group took back the respondents to the topic of networking, which is more and more important nowadays, but the still unclear features were reduced to two questions. It was the professional functionality from one hand and the social role from the other as the professionals stated. These two points were compressed into one question each to be responded with scale values. The first question covered the different factors from the technological development to the establishment of the global system of information flow, as well as the possible processes and the possible roles of institutions. It referred to a topic of a previous question group. The second question focused on the social sensitivity mentioned several times earlier. The professionals included the social responsibility or its direct form as a duty exceeding the professional functions partly or completely in the responses to the previous open questions. The role of networks has this clear direction, that's why we could clearly establish an evaluating scale of attitude for this question.

The third and seventh question groups concentrated on the role of government. The role of government is the point of history in Hungary for it had been determining during the four decades of socialism but it had been clearly centralised earlier resulting in a modified value system. From the other hand, the requirement for the governmental support expressed in the previous phases of research seems to be a way to provide more financial freedom along the system of dependence. It is not supposed to be a bad social construction, the existing structures of service providing institution systems can be adjusted to the changing conditions more flexibly than establish new and versatile frameworks. The contradiction can be seen there that the purpose is to provide the minimal conditions without the limiting role of the government, the stability of labour market condition and avoid the professional counterselection or the professionals thought to establish a more overall financial condition system.

The fourth question group had only one question about the given trend of developments, the establishment of the conditions of local cohesion role (and the role itself). It belonged partly to the first and partly to the third question group, but we put it as a separate question for its dual feature. The locality is getting more and more important in the interpretation of liveable cities from the point of market and society. We do not speak about the fact only that the researches of sixties and seventies could think in a model extending the geographic locality. (Wellmann – Leighton, 1979) The

chance to establish the conditions to provide the attraction of locality for the increasing internal migration or rather for the more and more global labour market that exceeding the financial dimensions of the living conditions. This phenomenon can be seen only in Budapest in Hungary recently but the quick decrease of geographic distance, the expansion of community area connects more and more areas to such complex phenomenon. The new role of community education institution is getting clear and the professionals can see it, that's why this question is very important for its future trend.

The fifth question group is about this potential community power and its individual functions. The transfer of culture, the consumers' experience and the professional contact building are such professional profiles that can be assigned to the traditional duties of the institutions (it was made in the first round and the effect of which has a community building feature. From the other hand, the establishment of a community can be an independent aim and can support the above functions by operating as an inverted mechanism of action. We hope the question groups separated from each other and the questions arranged not after each other can show the difference remained unclear in the previous rounds or provided point for further consideration.

The technology is a complex question for the cultural and in general for community education institutions. From one hand, there are the inevitable internal requirement for the easier completion of tasks and the necessary adaptation to the external pressure. From the other hand, the virtual communities represent independent areas of development within the establishment of cultural networks and the role of the participating institutions is vital. So, the effect is dual, and its power can be influenced by the different institutional backgrounds, that is, it can be different by fields. The sixth question group focused on this point.

And last we gave chance to express the respondents' opinion about the most uncertain topic in writing. The last question remained open waiting for responses about the role of cultural institutions in the local community building.

The methodology of three-round Delphi research was suitable to measure and analyse the professionals' opinions. The completion of each topic was correct and professional.

The viewpoints of summary report

1. The professional responses are presented meeting the related national regulations and the European trends. The unprofessional responses were transformed by using professional language and expressions. (Because professionals' responses are sometimes unprofessional for their insertion into the Delphi method tender framework.)
2. The individualised analysis about the subsector was also provided during the summarising analysis. By presenting the related trends. Establishing the scenes to develop the subsector: according to the stages of development of the institution system in subsector.
3. Analysis of scenes by subsectors and in comparative analysis.