

ACTING
Communities
Active Community Involvement
EFOP-1. 3.1-15-2016-00001

Methodological Guide

Assessment–Evaluation of Community Development Processes

Edited by | Éva Dóri

Budapest, 2019

Publisher-in-Chief | Hungarian Open Air Museum – Museum Education and Methodology Centre, NMI
Művelődési Intézet Nonprofit Közhasznú Kft.

Based on the personal and written work of the Technical Working Group on the Assessment–Evaluation of Community Development Processes methodological material.

Working Group Members | Mária Arapovics, Ágnes Barátné Hajdu, Márton Beke, Noémi Erika Bognár, Gabriella Farkas, Miklós Fehér, Zsuzsa Gyenes, Erika Juhász, László Ládi, Aranka Molnár, Lilla Németh, Valéria Petőné Vizi, Krisztina Sotkóné Máté, Máté Tóth, Katalin Varga

Authors of the chapters of the Guide:

Assessment–Evaluation Methods and Theoretical Background of the Community Development Processes
| Ágnes Barátné Hajdu, Gabriella Farkas, Miklós Fehér, Zsuzsa Gyenes, László Ládi, Aranka Molnár

Guide for the Assessment–Evaluation of Public Education Institutions' Community Development Activities
| József Kary, Éva Dóri

Assessment–Evaluation of Community Development Processes in Libraries: Adrienn Horváth
Assessment–Evaluation of Community Development Processes in Museum-Type Institutions: Viktória Pákay

Subject Specialists | Magdolna Nagy, Árpád Kárpáti, Máté Tóth

ISBN 978-615-5123-80-1 | online: ISBN 978-615-5123-81-8

Typesetting, Cover Illustration (based on the series design of Bence Marafkó) by | Zoltán Király

Printed by | CC Printring Kft.

Managing Director | Áron Könczey

Project Beneficiaries | Hungarian Open Air Museum – Museum Education and Methodology Centre, Consortium Leader, as well as the partners of the consortium: the NMI Művelődési Intézet Nonprofit Közhasznú Kft. and the National Széchényi Library

The project is realised with the support of the European Union, co-financed by the European Social Fund, between 16.09.2016 and 15.09.2019

Table of Contents

Foreword	7
Section I	9
Methods and Theoretical Background of the Assessment– Evaluation of Community Development Processes	9
Introduction	9
I.1 The examination of the conditions in the municipality.....	11
I.1.1 The methods of situation analysis.....	13
Analysis of statistical data	13
Processing of strategies, plans, regulations and other documents.....	15
Processing literature on local history	15
Participatory observation.....	16
Interview	17
Focus group interview	17
Mental map	18
Social network analysis.....	18
I.1.2 Topics of situation analysis	19
Core information.....	19
NGOs	19
Local publicity.....	21
Social capital.....	26
I.2 Assessment and evaluation of municipal community development processes	28
The Assessment–Evaluation Process	29
The “external” perspective of the mentor	29
The “internal” perspective of local groups and the community developer	30
Summary.....	39
I.3 Tracking the changes occurring due to the societalisation of public education institutions, museums and libraries (cultural institutions) operating in the municipality as a result of cultural community development.....	40
Changes relevant to goals and strategies	40
Changes relevant to the action plan	41
Change relevant to the communication platforms of the institution	41
Changes relevant to the institution’s relationship with the residents and partner institutions.....	42

Change in the competency development and sensitisation of the employees of the institution and the social environment with the goal of community development and societalisation	42
Change in the operation of the institution and its societalisation	42
References	43
 Section II	 45
Guide for the Assessment–Evaluation of Public Education	
Institutions' Community Development Activities	45
II.1 Legal background	45
The Fundamental Law	45
Act CXL of 1997	46
Government Decree 20/2018. (VII. 9.)	47
Local public education regulation	48
II.2 Standards and minimum requirements	50
II.3 Basic public education services	51
II.4 Service plan	52
II.5 Professional task system	56
II.6 Public Education Task Performance Models	57
II.7 Local residential representation of community education	58
II.8 Quality improvement in public education	59
II.9 Public education statistics	66
Recommended reading	69
 Section III	 71
The assessment–evaluation of community development processes	
in the library	71
Why is it important to perform assessments?	71
Why is it not enough to perform assessments?	72
The long-term goals of assessments - the library's social role	74
III.1 Standard norms	77
III.1.1 Legislative environment	77
III.1.2 Library strategies	81
III.1.3 Professional bodies	81
III.1.4 Quality management in the library	84
III.2 ASSESSMENT methods	86
III.2.1 Research methods	86
III.2.2 Statistical data collection	87
III.2.3 Reports	88
III.2.4 Expert inspection	89
III.2.5 Performance indicators	89
III.2.6 Quality management methods	90

III.2.7 General Social Outcomes	97
Section IV	102
Assessment–evaluation of community development processes in museum-type institutions	102
IV.1 Duties, legal environment of museum institutions	103
IV.2 The changing role of museums	105
IV.3 Museums and community development.....	108
IV.3.1 Museum communities.....	109
IV.3.2 Assessment of museum communities.....	111
IV.3.3 How and what do we assess with regard to museum communities?.....	112
The methods of situation analysis	112
IV.4 Community development in the museum	114
IV.5 The role, opportunities of museum institutions in the community development processes of the municipality.....	120
IV.5.1 Exploration of local traditions	121
IV.5.2 Community exhibition	122
IV.5.3 Local exploration - preservation of values	123
IV.5.4 Village Book, calendar	125
IV.5.5 Collection, exploration of local knowledge, local historical documents.....	126
IV.5.6 Exploration of local intangible cultural heritage.....	127
IV.6 Generic Social Outcomes.....	128
Summary	129
References	129
APPENDIX	132
Population data.....	132
Economic data	133
Housing stock.....	133
Levels of supply in institutions	134
Levels of supply in community services.....	135
Levels of supply in healthcare, social care	135
Levels of supply in education, cultural infrastructure.....	136
Social service.....	136

Foreword

As part of the “Acting Communities – Active Community Involvement” EFOP-1.3.1-15-201600001 priority project, we have set the goal of developing several methodological guides in order to provide long-term support to the cultural institutions and NGOs of municipalities starting community development projects in the creation and establishment of partnerships strengthening the local society. The Acting Communities project facilitates the implementation of processes strengthening social cohesion with the unique tools of cultural institutions. The *Assessment–Evaluation of Community Development Processes Guide* was created by the consortium of the Hungarian Open Air Museum, the NMI Művelődési Intézet Nonprofit Közhasznú Kft., and the National Széchényi Library, i.e. as part of the project realised by the collaboration of the methodological centres of museum-type institutions, libraries, and public education institutions. It is the result of a joint effort developed from the conversation between librarians, museum professionals, employees of public education institutions, and community development professionals. We have defined the relevant terminology of the field, the community development process, the professional work and activities of cultural institutions, as well as the regulatory framework governing them in workshops. We created the first, online version of the Methodological Guide in 2017, then we made improvements to our Guide and expanded it based on our professional experiences and the needs of institutions and turned it into a publication.

The primary goal of the *Assessment–Evaluation of Community Development Processes Methodological Guide* is to provide practical assistance to community developers, heads of institutions, and the executors of the “Strengthening Local Identity and Cohesion” TOP-5.3.1-16 and TOP-6.9.2-16 constructions in the realisation of community development processes.

Chapter I of the Guide discusses the task system of municipal community development processes and the methods applied within them. It explores the way the changes in community development processes can be assessed and presents the methods of tracking group, institutional, or individual changes in local communities.

Chapters II, III, and IV of the Methodological Guide aid the assessment of the community development processes of public education institutions, libraries, and museum-type institutions, and thereby the evaluation of local task performance. Cultural institutions operating in the municipalities carry out their professional activities according to set legal provisions, fitting local conditions, needs, and activities. During the development process, it is important to keep in mind what kind of common points can be determined in the community development processes with the help of the professional goals set by the institutions and the means at hand. The framework, movement, and development of culture-based community activities can also be tracked through various institutional statistics and reports. These indicators are discussed in categories broken down according to fields of

study, with special focus on the assessment tools and quantifiable data relevant to the given type of institution.

During community development, a community space—where those involved in the project can gather—might be necessary in order to organise the thematic programmes planned to fit local needs (e.g. realising training courses, exhibitions, traditional cultural programmes), and it is important to have the option of professional support relevant to institutional tasks (e.g. researching local history, depository exploration, document processing, etc.). Local cultural institutions can provide the professional background and partnership for these processes, which, through cooperation, could also help the integration of their own activities.

We recommend the present methodological material for librarians, public education and museum professionals, community development mentors, community developers and local communities of the TOP-5.3.1-16 and TOP-6.9.2-16 projects, and for everyone working on the realisation of local-level social development projects and programmes.

Section I ¹

Methods and Theoretical Background of the Assessment–Evaluation of Community Development Processes

Edited by Aranka Molnár

Introduction

The Assessment – Evaluation of Community Development Processes methodological material presents the steps and methods that can be utilised to track and measure the changes in the community development process happening in a municipality, district, microregion (not as an administrative unit, but understood as a collaboration between several municipalities), as well as in the operation of cultural institutions – notably public education institutions, libraries, museums – taking part in them. It goes beyond quantifiable results, it also examines the effects taking place in the communities, the life of individual people and in the institutions involved as a result of the projects. Besides keeping track of the achieved results and the changes happening, they provide an opportunity to regularly assess and evaluate the process and detect problematic points for community developers and the library, museum and public education professionals supporting them locally, as well as local communities.

Moreover, the goal of the methodological study is to support community developers working in the municipalities and the mentors supporting them in the project in the community development processes of projects realised with the support of the Acting Communities – Active Community Involvement project and the TOP-5.3.1-16 as well as the TOP-6.9.2-16 tenders titled Strengthening Local Identity and Cohesion, and to help the community developer and the local community clearly keep track of their progress in the processes. Furthermore, the communal execution of the assessment of the situation and the community development process also facilitates the activation of local communities.

The projects trigger changes in the communities, as a result of which people feel responsible for the community, they cooperate, get involved in the life of the community and become active. They not only observe but start to act, in fact, they initiate action, their trust in each other, the community and the institutions strengthens, the level of solidarity and organisation grows. The assessment and

¹ The first chapter of the Assessment–Evaluation of Community Development Processes Methodological Guide is based on the first online publication made in 2017 as part of the Acting Communities – Active Community Involvement priority project.

evaluation methods discussed below can be applied to plan, track and present these changes.

Why is it important to measure the changes in community development processes?

- It allows us to see what happens in municipalities, districts, institution as a result of these community projects.
- It allows professionals and the local community to review the occurring changes in a reflective, analytical way.
- It points to the next steps, actions.
- It highlights the blocks and differences, as well as the reasons behind them compared to the planned changes, which gives us the opportunity to rethink and revise our methods.
- Besides quantifiable indicators, we can also show the results of the community development process in a proven way, presenting evidence to municipal leaders, decision makers and sponsors as well.

The assessment and evaluation of our work's results can be either be done communally or by external actors. Out of these options, the present methodological material focuses on the first one: it presents in detail the work methods that are, first of all, carried out by the local community developer with the support of an external mentor, secondly, realised by the community developer with the active involvement of the local community. The methodological material of Chapter I consists of two parts. The first one is the situation analysis, which helps them familiarise themselves with the general conditions of the given municipality or district at the time of initiating the community development process. I.e. the baseline, compared to which the changes will happen. The second part presents the methods that can be used to assess and to provide evidence for what happens in the community through empowerment, the personal development of the people, the changes in individual lives, and the way institutions become more communal.

The actors of Acting Communities and the municipal or district-level community development processes supported by it (Strengthening Local Identity and Cohesion TOP tenders) are local communities, cultural institutions operating in the municipality, community developers in charge of planning and executing the community development process and the mentors supporting them. The assessment and evaluation discussed in the present methodological guide is also realised through the cooperation of the said actors. In the development process, the first task of mentors is to familiarise themselves with the municipality they will be working with. In order to do so, they use the current statistical data available, the existing strategies, development plans. Besides that, they may choose to conduct individual or focus group interviews. That is how they get their first impressions, based on which they prepare the situation analysis. Of course, they will share these experiences with the community developer later on. As the first step of the community development process, the community developer (with others) conducts community interviews in the municipalities. The gathered information is included

in the situation analysis, and the communal interviewing is the first step in the activation of local actors.

The mentors are not only present at the beginning of the community development process, but continue to be present on the field, they support the process with their professional knowledge, conduct a participatory observation, of which they make field logs, and which is included in the results of the assessment–evaluation.

The assessment–evaluation of the community development process is carried out by the community developer together with the local community. The mentor's role in that constitutes of introducing the method and facilitating its execution. The assessment–evaluation is done with a communal method (based on the Scottish LEAP and the Polish ZIPPER methods, see below) during the process, containing the stages of analysis, planning and evaluation. At the analysis stage the needs are defined (by the community developer and the community) – why the change is important. The available resources and possible hindering factors are explored. At the planning stage, it is defined what kind of change the community wants, what is needed to achieve it and how the steps of action are built, how they follow.

The evaluation stage focuses on three areas: first of all, on quantifiable results, secondly, on personal development, i.e. how the individual's life has changed over the process, what competencies were developed that help the individual be more successful. In the third place, changes in the community are analysed, or the level of empowerment, meaning cohesion, self-confidence, involvement, influence and cooperation. So the communal assessment–evaluation of the community development process not only evaluates, but it also defines the steps of the community development process itself as well as its objectives, and includes planning the actions. The communal assessment–evaluation helps raising the awareness of the community developer and the community, realising the community development process.

I.1 The examination of the conditions in the municipality

It is a natural need of people to feel everywhere at home, or at the very least comfortable. For that, it is necessary that they know their environment, the people in it, the culture and the customs. They have to know the system they are about to become a part of, the role they play in it and the relevant requirements. So, if they move to a new place and/or a new community, they need to gather some information. Mentors of the Acting Communities project do the same in the municipalities assigned to them as the field of action.

Situation analysis has special significance in development processes, as developers have to know the foundations on which they are going to build, and they have to know the factors affecting the construction. Developments have two basic directions, which also determine the situation analysis:

- Situation analysis is essential in developments led by experts, as the development strategy and development plan are based on it.
- In the case of community based developments – such as the Acting Communities project – the situation analysis is also conducted by the communities. However, that does not deem the efforts of the professional supporting the development redundant, as the two situation analyses have different objectives, measuring different things.

Professionals supporting community development processes carry out a situation analysis at the very beginning of the given development process in order to

- gain general information and local knowledge,
- understand the current situation – i.e. the present – in the light of the past, the processes and phenomena, and to see the potential of the situation and possible limitations arising in the future,
- recognise the conditions on which they will be able to build their work, as well as the conditions that might hinder progress, in that regard,
- obtain a picture of local public actors,
- if possible, have data that can be used to assess the initial situation, as it will also be used in assessing the change proving the success of the community development process.

The methods of situation analysis may be:

- analysis of statistical data,
- processing of strategies, plans, regulations and other documents,
- processing literature on local history,
- participatory observation
- interview,
- focus group interview,
- mental map,
- social network analysis.

In the following sections, the methods and their practical implementation will be described and discussed that allow us to learn about the situation of a given municipality or institution. There are many ways in which and from where we can get information on municipalities, the way these pieces of information compliment each other and how they are interconnected. But that does not mean that every single method has to be used in every case. The most appropriate method(s) have to be found for every municipality, and every mentor, community developer has to choose the ones that are the closest to them, which they like the most and with which they can work the best.

I.1.1 The methods of situation analysis

Analysis of statistical data

Statistics is nothing other than aggregation, processing and evaluation of quantifiable data gathered from the world around us. Although there is still some debate on the reliability of statistics among researchers, it is without doubt that we could not get a fair view of our environment or work without them.

Data may be collected in several ways:

- automatic: e.g. data stored in integrated library systems, museum collections management systems, utility consumers, integrated corporate systems etc.,
- regular: methods collecting the same data periodically (annual workplace statistics, census, quarterly economical data),
- interim: non-recurrent data gathering in a given topic (market research, scientific research, traffic count etc.).

Situation analysis

The next step is the situation analysis, which helps us present the municipality, region, organisation that we want to introduce to others.

The following methods may be used to gather data for the situation analysis:

- analysis of centrally gathered data series,
- general population survey with the use of a questionnaire,
- targeted survey with the use of a questionnaire.

How can statistical data be accessed?

Most of the necessary data is stored in the yearbooks and the STADAT database² of the Hungarian Central Statistical Office. In the case of the yearbooks, it has to be noted that data is only made available with substantial delay. It is also possible to submit individual data requests if we need data that is not available in the public database. Learn more about the details of this process at the website³. Local governments and core data providers have more up to date data, these should be acquired from them. Annex 13 of Government Decree 314/2012. (XI. 8.) on the concept of urban development, on the strategy of urban development and on the urban development instruments, and on special legal institutions for urban organisation lists the owners of the most important data sources, from whom these data can be obtained.

The kind of data necessary for situation analysis is not set, there are no exact rules for it. The data content used has to be suitable for the task at hand. For example, the data necessary for the urban development strategy of cities is defined

² <http://www.ksh.hu/stadat>

³ <http://www.ksh.hu/adatigenyles>

by a government decree.⁴ (The said government decree also contains the source of the data to be collected.)

The kinds of data that may be necessary in case of situation analyses are listed in the Appendix of the present Guide.

Processing

Of course, the validity of the collected data has to be checked, as inaccurate reporting is quite common – by honest or even deliberate mistake. There are various procedures for validation: data cleansing, integrated control questions, analysis of differences compared to previous data series etc., but in many cases unreal values are obvious at a glance, the filtering of which significantly improves the usability of a given data series.

The next step is the standardisation of data, as they often come with different units of measurement or categorisations. Validation and standardisation is also called data cleansing. Data prepared in such a way can be processed in various ways.

Over the statistical observation, information gathered of the units of the statistical population (which may or may not be quantifiable) are called core data. By aggregating and organising these, we get data that are always numerical. If these were created through simple counting or measuring, they are called absolute data, but if they are the result of some kind of mathematical operation, they are called derived data. Derived data calculated regularly are called indicators.

Both core data and derived data are enough to draw conclusions from. Which one we choose always depends on the objective we want to achieve.

Using core data may be enough to present certain processes or results, but derived data show a more subtle, detailed picture of the same thing. E.g. if the core data is that the number of under-14 library visitors has decreased in the municipality, it could be concluded that the librarian works less efficiently, or that children are losing interest etc. But relative to the population size of the municipality, this number could actually show an increase (if the population has decreased even more than the number of library visitors), which would mean exactly the opposite of the core data analysis.

Evaluation

“Ethical” use of the received and processed data is imperative in every case, as the gathered data can be interpreted in many ways. In every case, we have to strive to approach the activity described by the data from multiple aspects, to use derived data in trying to show a picture as nuanced as possible, reflecting reality as accurately as possible.

⁴ 4 Government Decree 314/2012. (XI. 8.) .

It is by no means acceptable to manipulate an activity with an out-of-context data element. We have to seek to have a complex approach to the chosen topic. Examine several typical data, use time series, quantitative scales or multidimensional evaluation (simultaneous evaluation of several data).

Processing of strategies, plans, regulations and other documents

In a given area, various – municipal, institutional, corporate – strategies might have been made on several occasions. It is best to have these collected – irrelevant of the time of their creation –, and harmonise them with the strategy under development. The existence of these makes it much easier to prepare the situation analysis, as the data contained in them are indications of what kind of data will be needed for the present material, and if we are lucky, they even contain the actual data.

What kind of documents do we need to look out for and where? The life of a given community can be affected by many kinds of plans, strategic documents. The following are typically present in the life of every municipality.

- Local government strategies, plans; integrated urban development strategies, urban development concepts; economic programmes; the work plan of local government bodies; Organisational and Operational Regulations (containing, for example, the list of people to be invited to forums, members of committees); reports (of institutions, notary etc.). These can be accessed at local governments, and in many cases, on the website of the municipality.
- Strategic plans, annual plans, reports of local cultural institutions. These can be accessed at the institutions and/or on their website.
- Concepts submitted as part of applications for leadership positions at local institutions. These can be accessed at the institutions and/or on their website.
- Feasibility studies submitted as annexes of funding applications. These can be accessed at the institution, company applying for funding, and the website of the chosen applicant.

Processing literature on local history

Through exploring the literature on local history, we aim to gain a basic knowledge and understanding of the place, and to discover the reasons of the present situation rooted in the past. Basic knowledge on local history is usually shared on the municipality's website, and publications of local history should be available at the given institution. If the municipality has a local history collection, it is best to interview the head of it – he or she will probably be able to tell us the core material, and give us or recommend us additional literature. Every local public library has a duty to collect locally relevant documents, and county-level urban libraries typically gather content relevant to every municipality of the given county. If there is no local history collection available, libraries also tend to take special care to

make the relevant literature on local history available. Regional and national museums and archives are also important sources of local historical knowledge.

Luckily, many publications are accessible online by now. Take a look at the Hungarian Electronic Library: <http://www.mek.oszk.hu>. Useful information can be found on the Hungaricana Hungarian Cultural Heritage Portal (www.hungaricana.hu) too, presenting the results of the public collections' digitisation supported by the National Cultural Fund, and providing an option to search across various databases, e.g. archive documents. (It is easy to search, and gives results of various types, from photos to documents of associations and others to publications. It is not accessible free of charge, but bigger libraries subscribe to its content.)

It is not necessary to professionally document the processing of literature on local history in a scientific paper. It is useful to record the sources however, as we might need further information on local history during the community development process or the work with the institutions. It often enough to include a summary in the relevant section of the situation analysis.

Participatory observation⁵

The aim of participatory observation is to collect data from the field in a way that the observer (researcher) is out on the field, participating in the events. As a first step, they need to settle into the environment, build trust with the local residents – in order to do so, they use various methods of gaining acquaintances. For this reason it is not necessary to collect data at the beginning, only to focus on building rapport with the people. During participatory observation, a dialogue develops between the researcher and the locals. In this situation, researchers not only ask the questions, they are also asked questions. Because of this, it is important to be prepared, so that they can give an articulate answer to the questions of who they are, where they came from and what is their business there. Researchers have to open up and be open minded on the field to be accepted. In every case, there will be a few individuals with whom they have a stronger connection, and with whom they can discuss and analyse what they saw or experienced. During participatory observation researchers do not sit in the corner scribbling away in their notebooks, and they do not focus on taking the most brilliant photos, they do not “hunt” people to interview. They are simply present, paying attention. They only make notes afterwards, only take photos is necessary, and engage naturally in conversations if someone initiates it, or if the situation calls for it.

The key to participatory observation is awareness on the researcher's part: researchers need to be present in the situation and act naturally in a way that allows them to keep the distance required for the analysis (i.e. they must not get entirely involved, they must not get carried away by the events or emotions).

⁵ The chapter was written using the relevant chapter of Letenyi (2005) (*Résztevő megfigyelés*, 71–95). Additional literature on the topic: Babbie, E. (2008): *Kvalitatív terepkutatások*. In: Babbie, E.: *A társadalomtudományi kutatás gyakorlata*. Balassi Kiadó, Budapest. pp. 315–349

Participatory observation may also be used in order to get a “general” picture of the field (and to discover what topics have the most potential during the observation), and it can be used to research certain topics.

The most important data recording instrument of participatory observation is the field log.

Interview

Interviews are used in journalism, sociology and various kinds of applied research. Sociological methodology differentiates between structured, semi-structured (and unstructured) interviews.⁶ In structured interviews a series of questions is asked over a personal conversation. In the case of semi-structured interviews, there is an outline of what topics we would like to learn about during the interview, but there are no set questions and they are not in a fixed order.

Community interviews utilised in community development are semi-structured interviews, and information gathering is not their sole purpose – it is just as important that they address, activate and engage.

There are several kinds of interviews. One of them is the so-called in-depth interview, which we initiate in order to gain information, knowledge from people. So the focus is not on the life of the interviewees, but on the municipality, the environment and local conditions in which they live and move around.

Another one is called oral history (narrative interview), which is usually used when there is no other source on the given group, past, event etc. In this case, the interviewees are the source of information, we use their memories to reconstruct the story. It is a typical method of local historical research today.

Focus group interview⁷

Focus group research investigation is an interview technique in which the researcher, called moderator in technical terms, has a special role. Its biggest benefit is the interaction that develops between the researcher and the target group, as well as within the target group itself.

For focus group investigations, we need preliminary information, knowledge on the target group and the research topic. The biggest task in this case is to compile the group, consisting of 6–12 participants. One of the key principles is to create a realistic situation. It is important to always explore the relationship between the participants, so that it can be taken into account during the analysis.

⁶ More on sociological interviews: Ligeti, György – Héra, Gábor (2014): Interjú. In: Ligeti, György – Héra, Gábor: *Módszertan – A társadalmi jelenségek kutatása*. Osiris Kiadó, Budapest. pp. 142–166

⁷ The chapter was written using the relevant chapter of Letenyei (2005) (*Fókuszcsoportos interjú*, pp. 97–119)

The moderator aims to reveal as much information as possible through the conversation of the participants. It is important to record the arising pieces of information. Focus group interviews compliment any other research method perfectly, but they can also be used by themselves.

Mental map⁸

Mental maps can be used to get to know and explore the way individuals and communities relate to the space, we can make the places, hubs where social life is happening visible. Mental maps are based on subjective content, it collects knowledge, and mostly it is recorded on a map. The method of data gathering may be qualitative or quantitative. One of the tools of qualitative data collection is to have the interviewee draw a map on a blank piece of paper.

Social network analysis⁹

Social network analysis is fundamentally different from other analytical methods. For one, because it collects new type of data, i.e. relational data, which describes the way individuals relate to the environment and each other (analytical data: typical of the investigated individual, a piece of information that is inseparable from them; relational data: typical of the environment). Secondly, because it defines new analytical questions, i.e. it analyses the relationship between municipalities, districts, institutions, organisations, companies and people. And the third reason is that it uses new analytical methods, as it does not focus on a particular individual, but the relationship between the individuals.

Data may be collected by established sociological and anthropological methods: observation, interview, questionnaire, experiment, various membership and attendance records. Questionnaire: Can be used to assess the relationship between individuals or organisations. Interview: May provide more information on personal relationships, questionnaires are too impersonal. Observation: We can investigate personal contacts of small communities, or the relationship between individuals can be observed while participating in events. Experiment: Rarely used, it allows researchers to observe the relationship between individuals in experimental conditions, where participants are mostly assigned roles.

Besides these, there are special techniques of data collection. One such technique is the so-called small world test, which tells us how far a given individual is from a certain target individual in terms of how well known they are. Not only the length of the chains matter, but the characteristics of the participants too.

⁸ The chapter was written using the relevant chapter of Letenyi (2005) (Mentális térkép szerkesztése, pp. 147–185)

⁹ The chapter was written using the relevant chapter of Letenyi (2005) (Kapcsolathálóelemzés, pp. 187–245)

I.1.2 Topics of situation analysis

Core information¹⁰

In order to gain local knowledge, understand the present, assess the conditions, we have to be aware of the most important core information on municipalities, districts. In the following section of this chapter we highlight the areas on which it is worth it to focus during the situation analysis. But, in order for us to be able to make sense of these, we need a context for interpretation, a point of reference. That is what is provided by the following information:

- the location of the municipality, its role in the region, its characteristics,
- the past of the municipality,
- economic situation (indicators, where do people work, are there big corporations present in the area, where did they work previously, availability and quality of services, accessibility/transportation, poverty indicators, ownership of goods, does the community have resources),
- availability of public services, institutions / professionals,
- availability of cultural institutional system,
- local society, demography (present situation, visible processes, trends),
- historical, generational, ethnic processes, dividedness / fault lines.

Assessment

Today there is an abundance of information available **online**, we can start our research on the website of the municipality. Most probably we can find **strategies, regulations** and other important documentation there too. We can also use **statistics**: In certain areas (e.g. demography), we can gain accurate information from statistical data. We can learn about the past of the municipality from the **literature on local history**. **Local governments** are indispensable sources of information: not only because there are certain topics about which we can hardly learn elsewhere, but also because the local knowledge, the interpretation is very important that complement our attained knowledge through these interviews. And remember the most natural way of gathering information: **observation**. Spend some time in the municipality and its area: take a trip, have a walk, visit places, and if you get a chance, talk to the locals.

NGOs

As core information, basic knowledge was mostly gathered of the actors who define the life of the municipality: the local government, institutions (and their services), economic actors and of course, the residents. (Institutions will be discussed in more

¹⁰ The chapter was written using the relevant chapter of Varga, A. Tamás – Vercseg, Ilona (2001) (A települések megismerésére és feltárására kialakított módszerek. pp. 203–208)

detail in the following (sub)chapters.) But we failed to mention an important actor yet, as we dedicate a whole chapter to them: these are the NGOs.

The idea of **civil society**¹¹ is the “space” in which residents are present as equal, autonomous (free and self-acting) persons. Where there is no “external” obligation, all actions are a result of free will, there are no other ties, only partnerships based on free will.

To make the idea more tangible: **NGOs** are organisations that operate independently from the government (non-governmental), not for profit (non-profit), organised on a voluntary basis (voluntary), and that are institutionalised to a certain level¹².

- On a municipal level, NGOs are typically established and operated in order to
- provide an organisational background to the activity of a group (e.g. an arts and crafts club),
 - take on a cause (e.g. the development of the municipality, the organisation of community life), represent a group (e.g. young adults) and provide services for them,
 - support and maintain an institution (e.g. school).

Assessment

Mapping NGOs

As defined by the Civil Code¹³, **NGOs** (or civil society organisations) may operate in the following formats: **civil company, club, foundation or an association of the above**. A full record of non-governmental organisations can be found at the website of the court: <http://birosag.hu/allampolgaroknak/civil-szervezetek/civil-szervezetek-nevjegyzeke-kereses>. NGOs can be searched here by registered office as well. But the records do not disclose whether the organisation is currently active or not, and if it really operates at the municipality it has its registered office in. So it can be helpful to ask about the NGOs operating at the municipality during the **interviews**. Note that the level of institutionalisation should not be a concern

¹¹ There is substantial literature on civil society. To be used as a textbook: Nagy, Ádám – Nizák, Péter (2014): *Civil-nonprofit alapvetések. Elméleti keretek*. In: Nagy, Ádám – Nizák, Péter – Vercseg, Ilona: *Civil társadalom – nonprofit világ*. Új Ifjúsági Szemle Alapítvány. h.n. pp. 13–36 Can be regarded as a classic: Gellner, Ernest (2004): *A szabadság feltételei. A civil társadalom és vetélytársai*. Typotex, Budapest, and Keane, John (2004): *A civil társadalom. Régi képzetek, új látomások*. Typotex, Budapest. Papers available online: Miszlívecz, Ferenc (1999): *A civil társadalom nyomvonalai az új európai térben*. Varga, Tamás (1999): *A „részdős polgár”*. In: Csefkó, Ferenc – Horváth, Csaba (ed.): *Magyar és európai civil társadalom*. MTA RKK Dunántúli Tudományos Intézete – Pécs-Baranyai Értelmiségi Egyesület, Pécs. pp. 178–193 and pp. 213–220 <http://www.kka.hu/062568aa00708a67.nsf/0/ad1ff38e5fb61b3ac1256ab8002f1754?OpenDocument>

¹² Partly based on the relevant chapter of Salamon, Leister M. – Anheier, Helmut K. (1995) (Introduction). In: Salamon, Leister M. – Anheier, Helmut K.: *Szektor születik. A nonprofit szektor nemzetközi összehasonlításban*. Nonprofit Kutatócsoport, Budapest. <http://www.nonprofitkutatas.hu/letoltheto.php>

¹³ Act CLXXV of 2011 on the Right of Association, Public Benefit Status and the Operation and Funding of Non-Governmental Organisations

here: non-formal associations (e.g. interest groups, enthusiastic volunteers) should also be included in the “map”.

Getting to know NGOs

Beyond the fundamental question of what NGOs operate in the municipality, employees of the local government and of the institutions may provide more information during the **interviews**. Of course, we can also ask the head of the NGO these questions directly, but it could happen that we are unable to visit every important NGO during the situation analysis. It is also important in that case that we get a comprehensive picture of the regional, municipal or institutional embeddedness and activities of NGOs:

- Does the NGO have a contract to carry out (public) duties or a public education agreement? Does it have activities of public benefit? What activities exactly?
- Number of municipal- or district-level programmes organised by NGOs in a calendar year.
- Number of programmes organised by NGOs in a calendar year for their own purposes.
- Does it have an active partnership with other NGOs? (local, municipal, regional, territorial, national, international)
- How many other NGOs does it have an active partnership?

But inside information on the membership, organisation, infrastructural situation and operation of the NGO will probably only be able to get from the head of the given NGO during the **interview**:

- The number of registered members of the given NGO.
- The number of people involved in the life of the given NGO.
- Is it registered as an organisation hosting volunteers? If it is, how many registered volunteers work there, in what areas, how frequently does it use volunteers?
- The scope of the NGO in question? (local, regional, territorial, national, international)
- Does it have adequate premises to carry out its duties?
- Are the available premises provided by the local government or some other organisation or individual?
- If it does have such premises, are those exclusively used by its own organisation, or it has to share it with other organisations?
- Have members of the organisation attend any (accredited or non accredited) training relevant to their activities in the past calendar year?

Local publicity

Local publicity: The public communication of a municipality or district on issues that may affect the local community in any way. Local publicity is based on

information – public disclosing, receiving, processing and discussing of information, and the communication of the resulting opinions and standpoints. Actors of the local publicity are local residents and their groups, local institutions, organisations, companies, churches and the local government. Communication happens between local residents, or between local residents and/or the other actors in multiple directions. Ideally, local publicity guarantees that the local democracy works, which ensures that the informed citizens can assert their will and control the public authority¹⁴.

So local publicity is the public communication of a municipality or district on (public) affairs. For that reason, it is essential in the life of the municipality, its operation significantly affects the success of community development. The most important questions are:

- Does this information reach the local residents?
- What communication platforms are they using (newspaper, print/electronic contact, internet, newsletter, social media etc.)?
- Is it possible for them to discuss, deliberate local affairs with each other, and if it is, in what way do they do so?
- Is there an actual dialogue between institutions, the local government and the residents, groups of people, and if there is, in what way?
- Is everyone part of the communication, or there are well-defined groups that are excluded, and if so, what is the reason behind it?

During the situation analysis, the aim of the assessment of local publicity is that the mentor

- assesses the said condition fundamentally determining the development process (this chapter focuses on this),
- relevant to the assessment, convinces important actors of the local publicity to support the community development process, preparing the communication of the programme first for the community developer, than increasingly for the local residents participating in it,
- acquire all core information necessary to assess the occurring changes. As the “nature” of the community development process is that improves local publicity even if it is not one of its objectives, it is best to prepare for assessing the changes in it. Speaking of which, the development of the local publicity (in the strict sense) is an obligation for the executors of the Strengthening Local Identity and Cohesion TOP projects, the realisation of which has to be ensured.

¹⁴ See Glossary

Areas of local publicity and their assessment¹⁵

1 Connections

The most direct way of information flow is communication between people. It is a fundamental question how local residents are “wired” into this personal communication: whether they can attain and/or provide information, talk through their individual or group connections.

Assessment: It is the area of local publicity that the mentor cannot assess during the situation analysis.

2 Communication forums for direct and indirect communications: spaces, occasions, platforms

For direct communication opportunities are needed for personal contact, and for indirect communications, platforms are needed. If these are not ensured, we cannot talk about public or community life.

Public spaces and the communal areas of buildings are part of the municipality’s infrastructure. Any space accessible for the public can be considered a public space, if it serves as a meeting point for people – regardless of its primary function. Because of this, a municipality’s or district’s good infrastructure significantly affects the life of its residents from multiple aspects. On an individual level, it is an important criterion whether “I can live my life locally”, i.e. whether I can find everything that I need nearby, from the playground, kindergarten, school my children can go to, to healthcare and various other services to cultural and entertainment options. On a community level, this means that if residents of the municipality or district can live their lives locally, they use the same spaces, they communicate when they meet, and through recurring meetings, relationships develop. So if the infrastructure is good, it “works by itself”: people, as they live their everyday lives, meet each other, have an opportunity to communicate, to network – and that creates an opportunity for cooperation. Although we established that we use the term public space in its broader sense, it has to be noted that spaces are nonetheless necessary (one of) the primary function(s) of which is to work as a public space for the local residents, where they can fulfil their needs for community, and where they can organise social programmes.

Organised social occasions are built on this infrastructure, which further increase the social networks and the opportunities for cooperation. The primary goal of social occasions is not necessarily social gathering either. It is good to highlight public social occasions that are primarily about public affairs, and which can be hosted by a library, cultural centre or any other public space.

¹⁵ There is not much literature available yet on local publicity in the broader sense of the term (meaning more than just mass communication). From the aspect of community development, Ferenc Péterfi writes about it in the relevant chapter of Varga A. Tamás – Vercseg Ilona (2001) (*A társadalmi nyilvánosság*. pp. 83 – 87) Róbert Angelusz discusses the concept of social publicity and provides some pointers on its assessment in the following works: Angelusz, Róbert (1995): *Kommunikáló társadalom*. Ferenczy Kiadó, Budapest. Angelusz, Róbert (2000): *Nyilvánosság és társadalmi látásvizonyok*. In: Angelusz, Róbert: *A láthatóság görbe tükrői. Társadalompolitikai tanulmányok*. Új Mandátum Könyvkiadó, Budapest, 2000. pp. 9–38

Indirect communication does not replace direct communication, but it can perfectly complement it. The platforms for that are also part of the local infrastructure, which have fundamental significance from the aspect of local publicity. Indirect communication is secured by the local newspaper, radio, television and online platforms, including every website and web 2.0 site (e.g. Facebook group).

Assessment: The most adequate method for assessing public spaces and communal areas is **participatory observation**. Walk around the municipality several times, at various times of the day, and explore

- what kind of public spaces there are and what functions they are suitable for, who and when are using it and for what (and who are not present at these places and why),
- what kind of communal areas there are – among them, is there any that can be visited regardless of programmes and consuming. Who and when are using these and for what (and who are not present at these places and why).

There is only one important thing that we cannot gather in this topic by the means of participatory observation: programmes initiated and organised by residents that can be realised in communal areas (and the relevant conditions, e.g. is there a rental fee to be paid or the venue).

We can get information on social occasions, programmes about culture and entertainment during the **interviews**. Explore

- what kind of municipal-level social occasions there are, e.g. village fairs, and what kind of social occasions there are in connection with particular institutions,
- who are the target group and who are the actual participants of these programmes – and relevant to this, who are “unreachable” by the institutions,
- who are the organisers of these social occasions, and how much room there is for grassroots initiatives. If they are organised by the institutions, to what degree do the institutions engage local residents and their groups, NGOs in the organisation and realisation of them?

About events of public affairs, it is best to ask a representative of the local government during the interview:

- What forums (based on personal meeting) are there for communication between the local government and residents? How many and what kind of channels does the local government use to advertise these, how many people are reached this way? What is the turnout of these forums?
- What forums (based on personal meeting) are there for communication between the local government and NGOs / churches / companies? Are these publicly advertised (and if they are, on how many / what kind of channels) or invitation based? What is the turnout of these forums?

The third kind of public affairs forum is the social occasion featuring local residents as “protagonists”, and of which we can get information from interviews conducted with representatives of institutions or organisations:

- What forums (based on personal meeting) are there for communication between the residents about public affairs?
- Who organises these and what institution, organisation are these connected to?
- What kind of matters are discussed on these forums? On how many / what kind of channels are these advertised? What is the turnout of these forums?

We may find the platforms of indirect communication ourselves: **explore** what platforms there are locally and **analyse** them:

- How frequently are newspapers issued and how many pages long are they? How frequently are websites, videotext updated, and how often is new content uploaded to them? How often are there new programmes in the local television, radio?
- How often are locally relevant news featured on these platforms?
- Who is the owner and editor of these platforms?
- Are there residents involved in editorial tasks and content creation?
- Can the platform be used for two-way communication, i.e. can it be interactive?
- Is it possible (and if it is, to what degree) to present events or news not connected to the local government, or viewpoints that are different from that of the local government?

3 Accessibility, involvement and empowerment in public communication

A basic requirement for local publicity to work is to allow access to information and participation in the communication for every local resident – actually, there is no public communication without that. (It also means to make the communication accessible in the sense of making sure that the information is easy to understand for local residents, and that everyone can participate in the communication regardless their abilities.)

Assessment: Accessibility and participation are aspects that we must not forget about when we are **observing** and **analysing** the public spaces, social occasions and platforms of indirect communication discussed in point (2). If we keep these aspects in mind too, we will be able to answer the following key questions:

- Which of the various groups of local society are under- or overrepresented in local publicity? (These could be groups of various age, social situation, ethnicity, natives or “vagabonds” etc.) I.e. which groups are featured as the topic of local publicity too often or not frequently enough? Which groups have the biggest impact on local publicity (and which ones are not present) as organisers, editors, content creators or even simply as commenters?

- Are there any spaces, occasions or platforms that especially target a particular group, or which are organised, edited or operated by a particular group?

And the **interviews** can provide the answers for questions such as: Was there any kind of training that prepared people connected to NGOs or any other group of residents for participating in local publicity?

Social capital

Social capital – from a community point of view¹⁶ – is a community resource: It is the totality of the characteristics of social organisation that ensure the coordination, cooperation and communication done for the sake of common benefits. The most important such characteristics are networks (ties, connections), standards (of general reciprocity) and trust. Every community, neighbourhood, municipality (or even a region or society) can be characterised by a certain level of social capital. The significance of social capital lies in that in “environments” (countries, regions, municipalities) where the level of social capital is high, democracy works, economy is growing – and people are content.

For the assessment of social capital, questionnaire surveys are used. The Office for National Statistics of the United Kingdom conducts social capital research regularly¹⁷, for which they identified the following dimensions:

- social participation (e.g. participation in hobby clubs, religious activity),
- social networks and social support (e.g. the frequency of meeting or talking to relatives, friends or neighbours; satisfaction with one’s life)
- reciprocity and trust (e.g. trust towards people who are different from you; sensing common values),
- civic participation (participation in local affairs, ability to influence local affairs, trust towards institutions),
- opinion on the locality (e.g. opinion on the local infrastructure; being afraid of criminal activities). – This dimension is an “odd one out”, it is listed as a fifth dimension because it turned out to be an important variable in researches investigating social capital.

¹⁶ Our presentation of this definition of social capital is based on the ideas of Robert Putnam. His most significant work on social capital: Putnam, Robert D. (2000): *Bowling alone. The collapse and revival of American Community*. Simon and Schuster, New York. Zoltán Csizmadia (2002) writes about this book in Hungarian. In: Szociológiai Szemle Vol. 3, pp. 183–193 As well as Putnam, Robert D. (2004): *A prosperáló közösség. A társadalmi tőke és a közélet (The Prosperous Community: Social Capital and Public Life*. In: The American Prospect vol. 4 no. 13, March 21, 1993.) In: Parola 2004/3. pp. 3–5 <http://www.kka.hu/062567bd000f875a.nsf/0/59d8d1cd6821e99cc1256dd7003464b1?OpenDocument&Highlight=0,Putnam>

¹⁷ Harper, Rosaline (2002): *The measurement of Social Capital in the United Kingdom*. Office for National Statistics, September 2002. Hungarian summary: *National Statistics – A társadalmi tőke mérése Nagy-Britanniában*. In: Parola 2004/3. <http://www.kka.hu/062568cf006c1954.nsf/0/d471a42bc42fecc0c1256f76003c7bfa?OpenDocument>

So the assessment of social capital during the situation analysis is carried out in the following areas:

1. Connections
2. Participation
3. Trust.

1 Connections

The extensive relations of individuals, the dense social network of the local community, the good relationships between neighbours are great resources for the municipality. We have already discussed the role relationships have in public communication, here the potential of cooperation and joint action has to be highlighted.

Here the institutional–organisational level of relationships is also present, as the connection and possible cooperation between local actors increases the municipal resources even more.

Assessment: The relationship capital of individuals and their embeddedness in the community or the neighbourhood is an area of social capital that cannot be assessed by the mentor during the situation analysis.

However, we can ask about the relationship between NGOs, institutions, churches and local companies during the interviews, and so we can learn

- If there is a forum for the discussion between local actors, to talk about a possible cooperation?
- If there is, who it is organised by?
- On what level are participating institutions or organisations represented?
- To what degree are particular actors involved in these?
- Is there cooperation between local actors? If there is, in what areas: joint tenders, programmes, services, advocacy, maybe in case of supporting certain individuals or families?

From the aspect of social capital it is the relationship capital of a given institution or organisation that matters. What is important is the social network between these actors, i.e. the relationship between them, and the area in which they cooperate.¹⁸ The interviewees are representatives of institutions and organisations, but the goal of the mentor here is not to map out the connections of each institution individually. As we have underlined in the methodological part as well: what primarily matters is the overall picture.

2 Participation

Beyond connections, the level of participation and activity is also important. A high ratio of active participants, a diversity in the areas of activity, participation in

¹⁸ In the relevant chapter (Kapcsolatháló-elemzés, 187-245), Letenyei (2005) discusses the two possible directions of relationship analysis in detail: If we focus on the institution and we would like to assess its connections, we have to conduct a relationship capital analysis. However, if we would like to examine the relationship between the municipality's institutions (as we advise here as well), we need to analyse the social network.

public affairs constitute a great resource for the municipality. (We differentiate between civic participation, which means activity in local (public) affairs, and social participation, meaning other forms of activity.¹⁹⁾

Assessment: The methods of assessing local publicity can be applied here as well.

3 Trust²⁰

People feel comfortable in a confidential environment people, and they find their environment positive too. The source of trust is relationships and cooperation, and its effect goes far beyond personal connections. Depending on the “subject” of trust, we can talk about a general trust (how much one can trust in people), and a public trust towards institutions (police, local government, NGOs etc.). The degree to which people trust in others to follow written and unwritten rules is usually also handled as part of trust (as well as the degree to which they condemn not following the rules, and whether or not they themselves follow the rules or standards in a given situation).

Assessment: In the case of assessing any kind of trust, the most frequently used method is questionnaire surveying. Trust cannot be assessed by the mentor during situation analysis. To measure the level of trust, it is best to use the set questions of the above mentioned social capital questionnaires.

1.2 Assessment and evaluation of municipal community development processes

Besides looking at the progress of the project compared to the initial situation, it is important to assess the community development process itself as well²¹. We already have experience in assessing projects, as these changes can be expressed in numbers, while the changes occurring in community development processes are more difficult to quantify, even though these are the biggest achievements of community development. Relationships change, the social network gets rearranged, the competencies, knowledge, self-confidence of people develop, the level of trust increases within the community. The following part presents the method that can be used to assess the process.

¹⁹ See the introduction of this chapter about the assessment of social capital (dimensions of social capital).

²⁰ The following TÁRKI study is a good summary of the types of trust, their assessment and various correlations: Medgyesi, Márton – Tóth, István György (2005, ed.): *Kockázat, bizalom és részvétel a magyar gazdaságban és társadalomban*. TÁRKI, Budapest. <http://www.socialnetwork.hu/cikkek/tarsTokeKotet.pdf>

²¹ The following article about the measurability of community development: Vercseg, Ilona: *Eredményesség és mérhetőség a közösségfejlesztésben*. Közösségfejlesztők Egyesülete, Parola 2002/3. Budapest

We used two planning–assessment model as a basis: the Scottish LEAP²² and the Polish ZIPPER²³ models, to which we added our own experiences. LEAP is an acronym for Learning, Evaluation and Planning, and it helps planning, showing the changes happening during the process, learning from experiences and cooperation. It promotes learning and constant development by building on strength, focusing on participation and being change-oriented. The ZIPPER method focuses on three things: the specific results of activities, the dimensions of empowerment and personal development.

The Assessment–Evaluation Process

We have already talked about the necessity for tracking municipal-level community development processes and assessing and evaluating the progress and efficiency. There is no single methodology for planning and executing this task – what we can do in the present Guide is to present a system of criteria and instruments that, based on the experiences of last year’s activities of Községfejlesztők Egyesülete (Association of Community Developers) and the professionals involved in the creation of the present Guide, can be of practical help to local cultural professionals, community developers and local communities in planning, tracking and evaluating their activities, as well as being an efficient tool in assessing the results.

It is recommended to assign the tracking and the assessment of the development process happening in the municipality to *two different perspectives*. One of these can be called *external* – it is a perspective coming from the relative outsider status of the mentor, which has its advantages and disadvantages, but which is fundamentally different from the perspectives of locals deeply involved in the development process and the community developer assisting them personally (who might also be a local) – they hold the *internal* perspective. Both perspectives can provide incredibly valuable information and insights during the development process.

The “external” perspective of the mentor

In order to plan and assist their own activities, and due to certain project aspects, mentors document their development efforts – these documents help to evaluate the process as well.

Based on the situation recorded at the beginning of the development process and the progress logs created every three months (and always understanding the

²² www.planandevaluate.com, Stuart Hashagen: *A LEAP eszköz múltja és jelene Skóciában*. (Community–planning–learning–results, end-of-project conference ppt presentation. More on LEAP: Farkas, Gabriella: *Közösség-tervezés-tanulás-eredmény – Összefoglaló a KÖFE NCTA projektzáró tanácskozásáról* (Parola, 2016/2. adattar.net/parola)

²³ Pawel Jordan: *Time for empowerment* (ppt pr., KÖFE NCTA end-of-project discussion, 21.04.2016) More on the ZIPPER method: Farkas, Gabriella: *Közösség-tervezés-tanulás-eredmény – Összefoglaló a KÖFE NCTA projektzáró tanácskozásáról* (Parola, 2016/2. adattar.net/parola)

processes and the current situation relative to the content of these), the mentor prepares annual evaluations approximately at the time of the year when the project started. The aim of evaluation analyses is twofold:

1. to measure the quantifiable results that are assumedly outside of the scope of local groups;
2. to disclose a municipal/district-level professional evaluation that focuses on the non quantifiable, qualitative aspects of the process and applies a qualitative approach for the requirement of assessment.

The evaluation analysis focuses on reviewing the municipal/district-level processes, with the following (possible) considerations:

- How has the number of people involved in various groups changed?
- How has the number of people participating in municipal events, occasions changed?
- How many people have participated in the preparation, organisation of these events/programmes?
- How many people have expressed their opinion during community surveying and communal conversations? Do communal conversation, residential forums show any tendencies?
- Have the number and quality of occasions for communication with institutions changed?
- Were cooperations between groups/agents/institutions of the municipality started or intensified?
- How has the number, quality and utilisation of local publicity platforms changed? Are there any interactive platforms?
- Is there any progress in cross-sectorial cooperations? If there is, what kind?
- Can the instruments of the mentor show any changes in the relationship between residents of the municipality/district (in number, frequency, quality)?
- Have any new groups/communities/organisations been established during the process?
- Are there new citizens' initiatives present?

The above are but a few examples, many other factors and areas may come into focus besides these. The annual report prepared by mentors can also provide important and valid information to local governments/NGOs about the direction and efficiency of the progress made in the process initiated by them.

The “internal” perspective of local groups and the community developer

Assessment–evaluation documents to be prepared by local groups together with the community developers supporting them are fundamentally different from the evaluations written by the mentors regarding their starting point, methodology and aim as well.

Mentors conduct the assessment and evaluation of achievements based on the situation recorded by them at the beginning of the project (and later on, based on the previous annual report). The starting point of local groups is different – they can assess and evaluate the success of their own planned activities –, so in order for them to be able to start their own evaluation process, several prerequisites have to be met:

- There has to be a group that functions as a real team, or maybe community. The minimum requirements for that are: regular personal meetings, low fluctuation, developed group identity (developed “sense of us”), a common minimum in the explanation for the existence of the group (which does not necessarily mean an evident ability to set common goals).
- As the local group can understand (and assess) the success of the development process in the light of its own objectives, there is need for an action plan created for the given period. This also means that the precondition of an “internal” assessment–evaluation process is a planning process.

Today, it is generally accepted in professional circles of community developers that a well thought through and well documented planning process significantly helps the activity of local groups/ the community, and it is absolutely essential for measuring its success. In other words: The planning and assessment–evaluation processes form a unit, and so it is advisable to handle them as a unit methodologically as well. That is one of the experiences, ideas on which the Scottish planning–assessment–evaluation tool LEAP and the Polish ZIPPER method mentioned earlier are based.

If we follow this reasoning, it is evident that a thorough knowledge, exploration of the situation is needed for a valid planning process, and so there must to be an analysis stage before the planning process, in which we account for the factors that fundamentally determine the realisation of future activities (see more on this below).

It is important to keep in mind that community based planning–assessment–evaluation activities are at the same time opportunities to learn together, and have a great potential to improve the knowledge of the community as a unit, as well as to help individuals improve their knowledge and competencies. So besides the aspects that are strictly methodological, it is important to truly build the process on a communal basis and execute it with a communal focus for the sake of the community’s learning (i.e. mentors and/or community developers should not answer the questions below by themselves, but involve the whole group in it).

So the process of analysis–planning–action–evaluation forms a unit, a cycle, which ends with the community’s learning (noting the experiences, drawing conclusions). Its cyclical nature means that we can restart the process again and again in the above mentioned way, incorporating the knowledge and experiences gained in previous cycles in it.

The analysis stage²⁴

By analysis, we do not mean thinking through theoretical aspects and drawing up matrices, but collecting practical and exact answers given to very practical questions. Asking questions and looking for answers is a fundamental tool in both the LEAP and the ZIPPER methods, it is recommended to get to know this method.

At this stage, we seek answers to the following questions:

What is the problem, shortcoming or necessity that motivates the group to act, to look for a solution? Why do we think that the issue has to be dealt with, and what do we know of the issue?

These questions suggest that:

- They focus the attention of the group on a single problem, if possible. If the participants function as an experienced group/community, they might agree to tackle two problems at a time, but there is no point in adding more to it, as the group/community will not be able to follow the process(es).
- It is important that they define the problem based on facts rather than emotions and prejudice – it should be supported by factual data, even if that is not statistical or scientific data (for example, it could be information, factual data coming from everyday observations). It is recommended to see the real motivation clearly.

What capacities, resources can we use to act?

It is important to consider that a group or community (be it long established and experienced), in most cases, is not aware of its own resources, or typically they only think of a part of them as resources. At this point, it is also important to discuss and list details of personal knowledge, relationships, ideas and tangible assets as well. In most cases, the list will be surprisingly long.

What other options do we have?

Relevant to this question, we might want to consider material, tangible assets, knowledge, connections that could be regarded as resources, which are not at the direct disposal of the members of the group/community, but which are easily accessible through them from acquaintances, relatives or institutions. So relevant to this question, we take into account factors (people, assets, institutions) supporting or potentially supporting our initiative.

Are there opposing factors, and if there are, what are they? What can we do to resolve the opposition?

It is important that the group sees the environment of its own planned action as clearly as possible, so the people, conditions, institutions that might oppose or try to hinder their activities have to be taken into account too. We do not ask this question to incite discord, but to think through what tools could the group use to

²⁴ We recommend carrying out the stages of planning and evaluation process based on the LEAP and ZIPPER methods, with some modifications.

overcome the possible opposition. In our general experience, providing correct information for the opposing forces significantly reduces opposition, and it can even eradicate it. Another option is to engage the opposing party in a conversation, or even in the planning itself. (Of course, there are many other possibilities, depending on the actual situation.)

From the aspect of the predictability and future success of the activity, it is imperative that we have an understanding of the possible answers that could be given to the above questions. Of course, it does not mean that as long as we do not have full answers to all the questions, the group/community has to be idle. If there is a well defined problem (and goal – see below), it is best to encourage the group to act right away, as most of the energy necessary for action actually come from action itself – but it is important that we also start the analytical/planning thinking at the same time. This might obviously lead to the group possibly having to review certain situations and steps in the future, but that must not scare us. Replanning is a valuable, integrated part of the process.

The planning stage

At the planning stage, the group or community basically designs its own action plan. We seek answers to the following questions:

1. What is the desired outcome?
2. What changes do we want to create?
3. How will we know if we achieved the change, accomplished our goal(s)?

It is of key importance that the group is able to define its goals as a positive statement, i.e. that they turn around the definition of the problem, shortcoming or necessity explored at the previous stage. Just as at any other point during the community development process, there is an emphasis on the concept of change – we actually define the desired outcomes as a positive change in the given area.

We also have to be aware of the fact that this is the point where the group defines the criteria of success (for itself). By defining these quasi indicators, the group makes it possible to measure its own success and evaluate realised actions for itself in the future. It is recommended to focus on change when defining the indicators as well (i.e. defining qualitative outcomes. Indicators could be defined as, for example, a growth in the sense of safety of local residents, a change in the frequency and quality of the communication between local NGOs/residents and the local government). Nonetheless, certain kinds of numeric data can also be legitimate indicators of success (e.g. number of local residents reached and approached, number of communal conversations, a change in the number of children dropping out of school, a decrease in the number of misdemeanours committed by young adult).

What do we need?

We have to list the knowledge based, relationship and financial resources that the group needs to successfully execute the activities at the planning stage. As a starting point, we can take the existing or easily accessible other resources listed at the analysis stage – what necessary resources are not included in the list? From where and how can we acquire these, or how can we replace it?

What are we going to do, how are we going to act?

With this question, we arrived to the *action plan* itself: who is going to do what, when and how? We have to take into account the tasks, deadlines, the resources (be it knowledge, connections, assets, money) available for the activities, and the group has to assign the tasks. It is important to note that everyone is responsible towards the group and reports to the group, and every member is assigned a task by the group (and not the developer or the mentor). It is highly recommended to make a record of the action plan in a way that is easy to access and to understand for every member of the group, as all future work will be based on this document – it will help remember the details and clarify possible misunderstandings.

The action stage

At this stage, we use questions to actually check whether we are really moving in the planned direction or not. From the aspect of questions and answers, this stage is actually the stage of evaluation, although at the level of activities we are still clearly in the action phase.

Who did what, when and how? How did we document our own activities? What result have we achieved?

It is important that beyond the conscious consideration of the steps taken, we also have to gather documentation on the activities conducted. We have to use the term documentation in its broadest possible sense: it could be anything from photos and videos taken with a mobile phone to invitations, possible appearances in the media, official documents or meeting memos. This is possibly the one aspect of the entire planning–evaluation process in which Hungarian communities, even NGOs, are the least conscious about and have the least experience in. Both for the sake of tracking and evaluating our own activities and in order to inform and persuade sponsors and other partners, it is essential that we do not miss or degrade this step. It could happen that certain disadvantaged groups need special help in preparing for the activities of documentation: in that case, it is the responsibility of the community developer to find the best methods and tools for this that can be made accessible and useable for the given group. In the case of an advanced group, the activities of documentation can be led and coordinated by a member of the group, but in the case of less advanced, conscious and competent groups, this task has to be handled by the developer.

We also must note that asking questions about the results starts at the action stage already – so *the evaluation follows the execution of the action plan as a continuum*, which also means that if the expected outcome is lacking, the group has a chance and a way to make amendments (both in terms of goals and instruments).

The review and evaluation stage

The last stage of the action cycle is a period of assessment and evaluation in the stricter sense, when we review the whole cycle from the definition of the problem to setting the goals and desired outcomes, to the executed actions together with their documentation and the achieved results. Do not think of a complex analysis here, requiring systematic thinking. We refer to previously recorded plans, concepts, task distribution, action plans etc. in every case, and we review what happened relative to these.

The Poliss ZIPPER system recommends that the evaluation of activities happen on three levels:

- at the level of the events and programmes realised, participants, the spaces and objects created etc.,
- at the level of individual learning and
- at the level of empowerment.

The level of exact, quantifiable results

Evidently, these results are the easiest to show and to present. Although they are not the essence and most important results of the community development process, we should nonetheless invest the time and energy to account for, document and publish these results – seeing the clear outcomes is important for executors and partners/sponsors alike. Possible questions at this level:

- How many events were organised by the community?
- How many people have they reached, what was the turnout of these events?
- Has a space (e.g. public space, playground etc.), asset (e.g. a bench on the square) or service (e.g. activities for children, training courses for pensioners etc.) been created (or improved qualitatively/quantitatively) that was previously not available for local residents?

Of course, the number of possible questions is infinite – it is the duty of the mentor and the community developer to guide the community in finding the right ones.

The level of individual learning

It is rather surprising how diverse and deep a personal development can be achieved at the level of individual knowledge, competencies and skills by participating in a community development process and seeing it to the end. A more conscious approach of the issues and situations, the ability to cooperate, a respect for the knowledge of another person, the increase in factual knowledge (e.g. using

IT tools, creating memos, data search etc.), the increase in confidence, becoming aware of one's own significance and values etc. are all valuable accomplishments that go far beyond quantifiable results. Experiences, knowledge, competencies gained through individual learning could turn around the direction of the life of the individual, or even of entire families.

The following questions could be relevant:

- *According to them, how did the participants improve their factual knowledge and skills?* (E.g. using social media, writing official letters, gaining a better understanding of individual rights and duties etc.)
- *How do the acquired knowledge and skills affect the life and quality of life of individuals/families?* (E.g. did they move forward thanks to a better understanding of individual and social rights, are they more conscious in certain situations; did their status on the labour market improve; are they striving to change their life situation?)
- Are there any changes in the children's performance in school?
- Are there any changes in the relationship between family members?

These results cannot be measured quantitatively, or it is very difficult to do so. Their assessment is the duty of the community developer (and the mentor) with the help of members of the community. This aspect has to be of special importance during the conversations reviewing the cycle at the end – it is imperative that these changes are defined and participants are made aware of it, thus motivating them to continue to learn and to act in the future.

The level of empowerment

The Hungarian terminology for empowerment is rather vague, but it is a term of high significance in community development. It means that, by applying relevant knowledge and methodological tools, we make the members of the group capable (or rather we facilitate their becoming capable) of cooperating in a more efficient and successful way, taking (a bigger) part in community and public affairs, negotiate with the representatives of the authorities, the media or other institutions, organise themselves etc., i.e. work as a competent group, quasi as an agent of power. These examples also demonstrate that individual and social empowerment cannot be separated: In order to make the community as a unit more efficient and successful, individual competencies have to be improved. (To make a distinction between this point and the previous one, we have to specify that here we are talking about the expansion of skills that will be used in the dimension of community, while in the previous point we were talking about an expansion of competencies that is beneficial to the individual.)

Changes happening at the level of empowerment may be measured with quantitative or qualitative indicators, although in the context of community development, qualitative indicators are more valuable in this case too. Examples for quantitative indicators could be an increase in the number of people attending community events, an increase in the number of people speaking at a residential forum or communal discussions, a change in the number of initiatives presented to

the local authorities by the group/community, an increase in the number of local publicity platforms etc. (These partly overlap with the indicators presented at the level of the actual results of activities.)

Showing qualitative results, which are of higher value to us, is somewhat more difficult. The Polish ZIPPER methodology recommends 5 aspects in showing and assessing changes in the context of empowerment:

- cohesion,
- self-confidence,
- influence,
- engagement,
- cooperation.

Cohesion

In this case, cohesion means a respect for ourselves and others, a sensitivity towards others, attention to equal opportunities and identification with one's own locality, i.e. an increase in the ability to experience unity.

A few questions that could be asked (among others):

- Do people have respect for themselves and others, do they respect others that are “different” in some way?
- Are local residents sensitive to the situation/needs of other members of the community?
- Can it be said that people mind the criteria of equal opportunities?
- Are people happy to be members of the given community? Do they identify with the place where they live and the people living there?
- Do they respect opinions different from their own?

As it is actually an assessment, an evaluation, we have to add an extra question after each of these questions: *What is the evidence for it?* Essentially, we can use interviews providing qualitative data, group conversations, descriptions of the way activities have to be executed, participant reports and other, similar documents as evidence.

Self-confidence

When looking at the dimension of self-confidence, we mainly think of the faith individuals have in themselves, their level of self-appreciation, their openness and power to change, as well as their faith in their ability to change.

Possible questions:

- Do representatives of the community have faith in themselves, their own skills, and their ability to change their own situation and that of the community?
- Are they able to point out their strength besides their shortcomings?
- Are they willing to take responsibility for their life and that of their local community?
- And again, the essential question: *What is the evidence for it?*

Influence

By influence, we mean the level of perception of the ability to influence change, i.e. the degree to which people are aware of their own power to influence public affairs. It is not about their faith in themselves, but about sensing and evaluating the realised (or potential) cases of the act of influencing.

Possible questions:

- Do the resident believe that they have the power to change a disadvantageous situation?
- Do they believe that their control over the life of the community has increased?
- Does the community (or its representatives) participate in decision making processes affecting them?
- And again: What is the evidence for it?

Engagement

By engagement, we mean a trust towards the community, the level of motivation, the willingness and capability to act. This phenomenon has a diverse spectrum from a feeling of passive belonging to an active participation and to taking on the role of initiator, and it is important that we regard all of these as valuable.

Questions that could be asked during the examination of engagement:

- Do residents feel that they belong in the community? In their way of thinking, do they use the words “we” or “our”, or they only think of themselves?
- Are members of the community open to each other? Do they trust each other?
- What kind of and how frequent relationships are present between people?
- Are they aware of their common needs and issues?
- Are people motivated to act together?
- What is the evidence for it?

Cooperation

When we look at cooperation within the group/community, we want to know the quality of common activities, and whether it is possible to show the network of people cooperating with each other, as well as their willingness, capability and openness for cooperation with others.

Possible questions:

- Is there a network of people cooperating with each other within the community?
- Can we state that the community has good social network?
- Are the given actors (residents, local institutions, authorities) open to joint action in order to create changes?
- Are they able to work on solutions and make decisions together, especially in case of long-term issues?
- What is the evidence for it?

Factual, quantifiable results, individual learning and the level of empowerment are obviously closely connected, and ideally, they form a strong synergy. Let us see a Polish example for that.

A civil group wanted to build a football pitch. The outcome of the initiative was the following.

- Regarding the figures: They established a group consisting of seven civilians, they built a football pitch and the group produced a local leader.
- Regarding empowerment: The level of commitment and capability to solve problems increased, evidenced by the reports of the seven members of the group, and as a result of their joint efforts, the football pitch was built.
- The relationships between people have changed: evidenced by the answers given by the members of the group, according to which they only knew each other by sight before. Thanks to the common activities, they became friends, they meet regularly, and the community worker observed that members of the group even take their families to the football pitch at least once a week to spend some time together.
- Regarding personal development: One of the organisers of the football pitch said that this project was very important to him, because it made him start to believe that there are things that can actually be realised; up until then he used to think that he is useless, and so he did not even try to get a job, but he will probably do so now.

Summary

The assessment and evaluation of the success of municipal community development processes is close to impossible from the aspect of conventional assessment (and tender) systems that are based on quantitative methods, so it is imperative that we *change our approach*: To be able to reveal the actual, significant results and impact of the processes, we have to place the assessment–evaluation on a *qualitative basis*.

Methodologically, we mainly have to keep in mind that in order to have valid and meaningful information on the success and efficiency of the activities at the end of a given process (so we can carry out adequate assessment and evaluation), *we have to be able to define the criteria of assessment and evaluation already at the beginning of the process, at the planning stage*. That requires a high level of awareness and care.

Well prepared professionals can give immensely useful “external” analytical evaluations of the particular stages or the entirety of the development process based on their own documentation and experiences. The criteria of the group or community that operates and lives at the locality are different – this chapter of the Guide first of all tries to provide points of reference and useful instruments for this “internal perspective”.

1.3 Tracking the changes occurring due to the societalisation of public education institutions, museums and libraries (cultural institutions) operating in the municipality as a result of cultural community development

Besides the community development process happening in the municipality, it is important to assess the changes in the operation of cultural institutions as a result of the project. At what level does the local community get involved with the life of the institution: Are they participants of the programmes, events, are they involved in the creation of the annual work plan, or is there an advisory body that, besides planning, constantly analyses and evaluates the institution and proposes amendments in order to change things? We can get an understanding of the societalisation level of the cultural institutions at the beginning of the development process from the analysis of the interviews conducted and the data collected during the situation analysis and from the existence and content of the compulsory or recommended documents created by the institutions, as well as from regularly analysing the modifications of the original state.

In the following, we provide guidance on what these documents are, and what are the publicity and partnerships of institutions that indicate their societalisation level. Besides these points, we will present the methods that can be used to conduct the assessment–evaluation, as well as listing the indicators providing evidence for change. This part will give a general overview that is complimented by the filed-specific sections of the present document. (Our publication titled “A kulturális intézmények társadalmiasított működési módja / Módszertani útmutató a közösségi részvételen alapuló működtetéshez” (Socialised Operation Method for Cultural Institutions / A Methodological Guide for Operation Based on Community Participation)²⁵ published as part of the Acting Communities – Active Community Involvement project gives a detailed description of the community based operation systems of institutions.)

Changes relevant to goals and strategies

1 In case there is no institutional strategy

The local community can have an important role even without a documented strategy that includes the disclosure of intentions of community development. Community development, if the members, organisations, or as in this case, institutions of the community develop their own local community. By intention of community development, we primarily mean the conscious development of the capacity for communal initiative and action of municipalities, neighbourhoods (districts) and smaller regions. The encouraging–motivating, informative, personal relations work of the cultural institution may help create or compliment,

²⁵ <https://cselekvokozossegek.hu/wp-content/uploads/A-kulturális-intézmények-társadalmiasított-működési-módja-módszertani-útmutató-2019.pdf> (www.cselekvokozossegek.hu/tudastar)

strengthen the existing community resources. For issues, conflicts, needs arising during the process, the strategy tries to find and uses communal solutions, such as: the communal planning and execution of programmes; communal creation of work plans; local residents not only attend the programmes but contribute to their execution with their own efforts or other resources; the institution is open to host and support local initiatives; an advisory body is established consisting of important actors of the municipality, which helps the institution to adjust to local needs.

2 If there is an institutional strategy, then determining whether it expresses intentions of community development.

3 If there is an institutional strategy and it was modified by including intentions of community development in it, then presenting the occurring changes.

Indicator, document serving as basis for the assessment: Municipal, district, institutional strategy

Changes relevant to the action plan

1 If there is no action plan relevant to the institutional strategy, then creating it in a way that includes intentions of community development.

2 If there is an institutional strategy but it does not include intentions of community development in it, then planning a modification and presenting the occurring changes.

3 If there is an institutional strategy and it does include intentions of community development in it, then presenting the occurring changes.

Indicator, document serving as basis for the assessment: Action plan relevant to the institutional strategy

Change relevant to the communication platforms of the institution

1 A change in the number of communication platforms (website apart from local advertisement, social media platform, municipal advertising board, bulletin board, flyers, posters, declaration, appearance in the local press, appearance in the local promotional magazine, appearance on platforms of partner institutions).

Indicator: number of communication platforms

2 Expressing on the existing platforms that the cultural institution explores, presents the existing and potential cultural values of the community, makes it accessible, raises awareness of it, sets it in motion, renews it, transfers it with the active participation of local communities and cultural institutions, in cooperation

with them, thus encouraging cultural activity, taking part in the organisation and formulation of the local cultural life, the development of cultural participation.

Indicator: a change in the amount of information on communication platforms exploring, presenting cultural values, making it accessible, raising awareness of it, enabling it transfer, presenting partnerships with local communities and cultural institutions.

Changes relevant to the institution's relationship with the residents and partner institutions

1 Is there conscious public relations activity at the institution? Are the written (in the Organisational and Operational Regulations, strategy, action plan or mission statement) or unwritten standards of it expressed? If they are not, then expressing these. If they are, then has looking into whether there is further progress.

2 In public relations activities, activities similar to the following may be present:

- residential survey, assessing the level of need and satisfaction,
- operating a message board,
- handling user reviews and complaints,
- public relations feedback on communication platforms.

Indicator, document serving as basis for the assessment: public relations activities present in the documents and communication platforms of the institution

Change in the competency development and sensitisation of the employees of the institution and the social environment with the goal of community development and societalisation

Indicator: participation in training courses, workshops, conferences and sensitisation programmes organised by the institution providing community development content, the number of training courses and the number of participants

Change in the operation of the institution and its societalisation

1 Engagement in the management and decision making processes of the institution

2 Engagement in the planning of activities of the institution

3 Engagement in the activities of the institution

4 Supporting the activity of new communities established as a result of the community development process or transformed but already existing communities, providing a meeting space, information, communication platform for them

Indicator, document serving as basis for the assessment: the operational documents, communication platform of the institution.

Launching, planning, executing, assessing and evaluating community development processes is oftentimes a trying task, which could have its pitfalls, ups and downs. In order to be successful, we need dedicated professionals and communities, conscious planning, a detailed action plan, coordinated effort and a high level of cooperation. It is important to clearly state our goals at the very beginning, the kind of change we would like to achieve in the municipality, community and institution through the development. In order to be able to measure these changes, even while the process is still ongoing, the criteria of the assessment–evaluation has to be defined at the planning stage, and its methods have to be developed. This will not only make the evaluation easier, but the planning and the compilation of activities as well, as we will be able to tailor the action plan to the clearly defined goals.

References

- Community study, methodological notes (2007): edited by Éva Kovács. Néprajzi Múzeum, PTE-BTK Kommunikáció- és Médiatudományi Tanszék, Budapest-Pécs.
<http://kisebbssegkutato.tk.mta.hu/uploads/files/olvasoszoba/regiokonyvek/kozos-segtanulmany.pdf>
- Lechner Nonprofit Kft. (2003): LEADER Helyi fejlesztési stratégia tervezési útmutatója 2014 – 2020. The methodology was commissioned by the Deputy State Secretary for Agriculture and Rural Development, as the governing authority of the Rural Development – Hungary 2014–2020. Accessible at: http://www.palocok.com/data/userfiles/files/Helyi%20Fejlesztési%20Strategia_tervezesi_utmutato.pdf
- LEAP a skót közösségfejlesztők által fejlesztett tanulás – értékelés – tervezés módszertanáról és elméleti alapelveiről. (Manuscript.) Accessible at: Községfejlesztők Egyesülete, Budapest.
- Letenyei, László (2005): Településkutatás. A települési és térségi tervezés társadalomtudományos alapozása. L'Harmattan – Ráció Kiadó, Budapest
- Varga, A. Tamás – Vercseg, Ilona (1998): Községfejlesztés. Magyar Művelődési Intézet, Budapest
http://www.kka.hu/_Kozossegi_Adattar/Azadatt.nsf/1c4dc4b986e230d1c1256a08003a235e/ec68caea967c3c04c125679f005b84b7?OpenDocument
- ZIPZÁR – a képessé tétel dimenziói. Edited by Gabriella Farkas, based on the presentation and ppt of Pawel Jordan. Községfejlesztők Egyesülete, Parola, 2016/2. pp. 18
- Recommended reading:
- Ismerd meg a településet! I. Községfejlesztők Egyesülete, Budapest. Parola 1997/2-3. pp. 8–10

- http://www.kka.hu/_Kozossegi_Adattar/parolaar.nsf/274d67036bb315838525670c008147c9/d890b2c048d27ca5c12568860006d292?OpenDocument
- Ismerd meg a településed! II. Közösségfejlesztők Egyesülete, Budapest. Parola 1997/4. pp. 14–17
- http://www.kka.hu/_Kozossegi_Adattar/parolaar.nsf/274d67036bb315838525670c008147c9/970e0d99537719ebc12568860006d331?OpenDocument
- Ismerd meg a településed! III. Közösségfejlesztők Egyesülete, Budapest. Parola 1998/1. pp. 8–9
- http://www.kka.hu/_Kozossegi_Adattar/parolaar.nsf/274d67036bb315838525670c008147c9/33f8023637e31053c12568860006d34d?OpenDocument
- Ismerd meg a településed! VI. Közösségfejlesztők Egyesülete, Budapest. Parola 1998/2-3. pp. 24–25
- http://www.kka.hu/_Kozossegi_Adattar/parolaar.nsf/274d67036bb315838525670c008147c9/112bfab795b15468c12568860006d3a9?OpenDocument
- Juhász, Erika (2016): Települések közösségi felmérésének alapjai. In: Juhász, Erika: A felnőttek képzése és művelődése egykor és ma Magyarországon. Csokonai Kiadó, Debrecen, pp. 126-138 Accessible online: <http://mek.oszk.hu/16200/16283/16283.pdf>

Section II

Guide for the Assessment–Evaluation of Public Education Institutions’ Community Development Activities

Chapter 2 of the Guide, on public education, looks at the most important laws relevant to public education institutions and their relevance to the municipal community development processes. It gives an overview of professional requirements and task management models relevant to performing public education tasks. It discusses public education quality improvements and talks about public education statistics in detail, as well as the social data reflected by it. A (Hungarian) glossary helping the uniform interpretation of the terminology of the field is available and downloadable online at <https://nmi.hu/szolgalatasok/minosegfejlesztes/fogalomtar/>. Public education is a compulsory task for every municipal local government, provisioned by article 13 (7) of Act CLXXXIX of 2011 on local self-government in Hungary. The relevant goals and tasks are defined by various laws. Local community development activities may change within the framework of these regulations, but always according to local conditions and social needs.

II.1 Legal background

The Fundamental Law

Article XI of the Fundamental Law of Hungary states that every Hungarian citizen has the right to education. It also states that Hungary shall ensure this right by extending and generalising public education, and by providing financial support as provided for by an Act to those receiving education. Numerous state obligation follow from the fact that the most definitive law of the legislative system includes provisions on public education. One of these is that the opportunity has to be ensured that citizens exercise their rights. This is ensured by the operation of the institutional system. The categorisation of public goals and public duties means that relevant to carrying out state duties, parliamentary, government and ministerial regulations set the requirements and assign duties relevant to public education activities.

With its unique devices, community education continually contributes to the strengthening of national unity, preserving the values of rural Hungary, economic recovery and growth in general.

Act CXL of 1997

Act CXL of 1997 on museum institutions, public library services and general culture (the Act on Culture), in compliance with the principles of quality assurance in public education, – allowing a great amount of leeway for the execution – sets minimum requirements for carrying out local cultural duties.

Improving the quality of life of the members of society through the development of the key competencies, social and independent skills of individuals must be a primary objective of the cultural institution system as a whole, including the network of community education. In order to achieve these goals, the cultural sector has access to cultural goods and education experienced in a community.

The social changes of the last decades, the tendencies of the transformation of the institutional system and the need to expand the basic cultural services all together justified the renewal of the legal environment of community education. Keeping with the professional principles that make Hungarian community education unique at the European level, the regulation of the field has introduced standards enabling effective response to the changing socio-economic environment in order to achieve the social policy objectives of sectoral policies, and these objectives build on the tools of culture based community development.

The Act on Culture states that the public education institution system is part of a network carrying out basic cultural services that, beyond accessibility, seeks to make everyone an active participant in preserving the values necessary for the growth of society. Thus national and local identity is strengthened, and the impact of culture in the broader sense promoting well-being, social development and economic growth unfolds.

The objectives of the policies, basic public education services have become the focus of the regulation of community education. Legislative guarantees ensure the quality of basic public education services as well as their differentiated organisation.

The Act on Culture names basic services of public education, which provides legal guarantee for the delivery of community education services. In order to provide differentiated access to basic public education services, the standards has been determined that should be met by institutions and public scenes providing basic public education services.

Cultural policy primarily assigns task to municipal local governments in the field of public education. The accomplishment of the objectives is guaranteed by the local provision of basic services, the instrumental system of which is the differentiated institutional network. The prerequisite for this is the definition of basic services and then the regulation of their content, as well as their professional, personal and infrastructural conditions.

Government Decree 20/2018. (VII. 9.) .

The scope of Government Decree 20/2018 (VII. 9.) on the requirements of basic public education services, public education institutions and community scenes (the Implementing Decree) covers municipal local governments, natural and legal persons providing basic public education services or operating community scenes, public education institutions in the framework of the Public Education Agreement. The decree defines uniform professional criteria for all organisations and individuals engaged in public education activities.

- The decree defines the infrastructural conditions for the provision of basic public education services and defines the premises used for the public education activities: multifunctional room, exhibition hall, playground, creative workshop, dance hall. I.e. the infrastructural conditions of all spaces in which local communities carry out their activities. It specifies the material infrastructural conditions (e.g. the capacity of rooms, presentation equipment, audio and lighting equipment etc.) and the conditions (size and number of rooms) that any given kind of public education institution has to provide to carry out the basic public education service.

When defining the infrastructural conditions, the legislator also considered that it should not be unduly difficult for the given institution to comply with the requirements. For example, the requirements can be achieved through the use of interest increasing subsidies.

The decree regulates the tasks related to the provision of basic public education services in detail, including the rules on the performance of tasks, broken down into basic public education services. It defines what specific tasks, activities and services belong to basic public education service, and what qualifications and experience are needed to implement the basic public education service. This requirement ensures that every municipality has the appropriate human professional background to meet its needs. The service provider is required to prepare an annual service plan for the basic public education services it provides. The Implementing Decree also lays down the detailed rules of the preparation of the service plan. This is one of the most important requirements for community development processes. According to point e) of Article 3 (2) of the Implementing Decree, the service plan shall set out "the ways in which the local residents are involved in the planning, implementation and evaluation of community activities", and according to paragraph (3): **"the annual service plan shall be based on the interests, needs of the local residents and their self-organised communities, and it shall be prepared with the involvement of the local residents and its self-organised communities and – if it operates in the given municipality – the Public Education Round Table"**. In order to comply with the law, it is necessary to define all the discussion forums and processes that ensure the role of the local residents, their organisations and self-organised communities in the activities of the institution.

- The regulation elaborates on the rules applicable to community scenes and types of public education institutions, defining the volume of compulsory public education services (for example, the number of basic services that should be provided by cultural centres), the minimum number of public education professionals that have to be employed and the qualifications they need to hold, the duration of accessibility of basic public education services, i.e. the mandatory opening hours.
- The decree provides for sufficient preparation time for municipalities and other contractors, the provisions for material and infrastructural conditions will come into force on 1st January 2020, and the provisions for personnel conditions will come into force on 1st January 2021.

Local public education regulation

According to Article 83/A. § (1) of Act CXL of 1997 on museum institutions, public library services and general culture, the municipality, taking into account the cultural interests and cultural needs of the local society, and in accordance with the local opportunities and conditions – after consulting the Public Education Round Table and the local minority self-government –, shall determine the scope of basic public education services to be provided, as well as the form, way and degree to which the task has to be performed in the form of a regulation. The municipal local government shall review its public education regulation at least once every five years in consultation with the Public Education Round Table and the local minority self-government. The municipal local government shall publish the public education regulation in the community scene or in the public educational institution in order to inform the public, and it also has to be published on the online platform of the National Legislation Database by law.

It is recommended that the municipality incorporate the cultural characteristics of the local society into a public education concept or public education strategy and identify the needs of organisations carrying out municipal, public education activities relevant to public education activities, communities seeking to benefit from public education and the citizens of the community. It formulates the objectives, priorities and development directions for the next period for at least three to five years based on that. **The public education concept, as a strategic development document, will achieve its real purpose if, during the preparation of the draft and before its approval by the local government, local public education stakeholders can form opinions and participate in local social consultation.**

If the municipal local government has an approved public education concept, a periodic review of it is recommended. It is necessary to revise the public education concept if the municipal local government plans to revise the local public education regulation if local social needs change significantly.

The rules governing the regulatory activities of local governments are included in Government Decree 61/2009 (XII. 14.) . According to the legislation referred to, the local regulation may lay down rules only in respect of matters in which the higher legislation authorizes the municipal local government to establish local rules.

The title of the local regulation has to include the expression public education. The subject of regulation may only be public education, i.e. it may not include provisions on public collections (libraries, museums) or the arts, even if the public education obligation of the municipal local government is carried out in an integrated cultural institution, for example. Public libraries and museums may be affected by the provision of public education tasks only if the local public education regulation specifies the basic public education service or services to be provided for each type of institution, i.e. the public education activity is listed as the principal or core activity in the founding document of the institution.

Topics recommended for consideration when drafting a local public education regulation:

- a list of provisions entitling the local government to carry out regulatory work;
- the objective of the regulation;
- the territorial scope of the regulation;
- the personal and organisational scope of the regulation;
- a list of the organisation(s) participating in the implementation of the obligatory public education duties of the local government (including name and registered offices);
- the form of carrying out public education duties, and a definition of the forms (community public education scene, institution, public education agreement);
- the type of public education institution (e.g. cultural centre, community centre);
- a list of basic public education services to be provided, taking into account the chosen form of performing the task (community scene, public education institutions may provide more than the minimum number of basic public education services expected of the type of institution, taking into account the local conditions);
- the territorial scope public education activities;
- the way the duty is performed (maintained independently, foundation, local government partnership, budgetary body, business organisation, public education agreement);
- the organisational framework in which the task is performed (integrated institution);
- specification of basic public education services available to the residents and to self-organised communities free of charge or as a paid service;
- definition of the principles and scope of the conclusion of a public education agreement (operation of an institution, full provision of basic public education

- services, performance of the tasks included in the basic public education services);
- ensuring the personnel and qualification requirements necessary for performing the task;
- the way of ensuring the facility requirements necessary for performing the task;
- the way of ensuring the material requirements necessary for performing the task;
- the way and possible structure of the financial support required for the performance of tasks (normative funding, local government budget funding, grant funding, grant co-financing);
- the way and rules of financing organisations carrying out public education activities;
- fulfilment of the obligation of prior consultation regarding the drafting of the regulation (Public Education Round Table, communities benefitting from public education, ethnic self-government involved in the performance of tasks);

The content and form of the local public education regulation are supervised by the regionally competent Government Office pursuant to Government Decree 119/2012 (VI. 26.) .

An additional obligation relevant to the local public education regulation is that, in accordance with paragraph 4 of Government Decree 338/2011 (XII. 29.) on the National Legislation Database, it has to be disclosed on the online platform of the National Legislation Database. Studying the local regulation can also provide relevant information on municipality-level community development processes.

II.2 Standards and minimum requirements

The nationally uniform but territorially differentiated coverage of basic public education services is ensured by the determination of the number of elements of the task system to be provided per administrative territorial unit. Up to a population of 1000, the first basic service and, as a minimum requirement, under section 76 (4) of the Act on Culture: **“a) provides venue for the regular and occasional cultural or community activities of the community benefitting from public education, b) provide the community benefitting from public education with opportunities to introduce themselves, c) organises forums with the involvement of the Cultural Education Round Table – if it operates in a given locality –, with the participation of the leaders of the communities benefitting from public education, where the communities benefitting from public education may state their remarks and suggestions regarding the performance of tasks”**, above a population of 1000, the first basic service and at least one more, above a population of 5000, the

first basic service and at least two more, and in case of cities of county rights and in the districts of the capital city, all basic services.

II.3 Basic public education services

Under section 76 of the Act on Culture it is a mandatory duty of every municipality to facilitate the establishment of communities benefiting from public education, to support their operation and development and to provide venue for them and for public education activities.

The Act on Culture also stipulates the minimum number of basic public education services to be provided by type of institution performing public education.

The Act on Culture specifies the following basic services:

- facilitating the establishment of communities benefiting from public education, supporting their operation and development and providing venue for them and for public education activities;
- improvement of community and social participation;
- ensuring the conditions for lifelong learning;
- ensuring the conditions for transferring traditional communal cultural values;
- ensuring the conditions for amateur activities of creative and performing arts;
- ensuring the conditions for talent management and development;
- culture based economic development.

The content criteria of these basic services are in line with the professional community development content of constructions TOP 5.3.1 and 6.9.2 titled Strengthening Local Identity and Cohesion, which are the following:

- Exploration of local traditions,
- Presentation of community progress,
- Neighbouring communities,
- Community exhibition,
- Exploration of local resources,
- Knowledge Catalogue,
- Local exploration – preservation of values
- Exploration of local history, documentation of daily life with the involvement of local residents and cultural institutions,
- Village Book, calendar,
- Collection, exploration of local knowledge, local historical documents,
- Exploration of local intangible cultural heritage,
- Study groups,
- Ensuring the forums of local publicity.

The Community Development – Methodology Guide¹, published as part of the Acting Communities project, discusses the above listed activities in detail.

Government Decree 20/2018 (VII. 9.) on the requirements of basic public education services, public education institutions and community scenes lays down rules on the professional tasks to be performed, the professional and infrastructural requirements and the qualifications of the professionals involved in the provision of the service, for each basic education service.

The Act on Culture does not regulate the minimum expected frequency of provision of basic public education services or the minimum number of groups, because the frequency of basic public education services is determined by the characteristics of the local society, its needs, its population and the means available for the organisation performing the task.

For example, at the place where the basic public education service is organised, the venue, an appropriate number of tables and chairs, the presentation equipment suitable for shows or lectures, the equipment suitable for playing audio-visual content and basic educational equipment has to be available at time of delivering the basic service.

The municipal local government may fulfil its obligation of providing the venue in several ways.

Directly, if they operate community scenes themselves. Another direct solution is when the local government ensures the venue by temporarily or permanently renting a venue not owned by the local government continuously, or only for the duration of the activities. Indirectly, if the local government operates a public education institution. In the latter case, they typically ensure the venue needed for the basic public education service in real estate owned by the local government. Another indirect way of providing venue is when the local government, taking into account the local conditions and needs, signs a public education agreement for the operation of an institution, community public education scene with a person or a legal entity. In this case the provision of venue may happen in real estate owned by the local government or not.

At the time of delivering the basic public education service, the professionals involved in the provision of the service, and who meet the relevant professional requirements, must be available.

II.4 Service plan

Paragraph 3 of Government Decree 20/2018 (VII. 9.) on the requirements of basic public education services, public education institutions and community scenes gives the following provisions relevant to the service plan.

¹ cselekvokozossegek.hu/wp-content/uploads/CSK_utmutato_kozossegefjlesztes_online_2017_0331.pdf

The service provider is required to prepare an annual service plan for the basic public education services it provides by 1st March of the current year. The annual service plan shall include **a description of the community programmes, activities and processes planned as part of the basic public education services provided (hereinafter collectively referred to as “community activities”);**

a brief description of the purpose of the community activity; the classification of each community activity as a basic public education service, where each community activity can be classified as only one basic service; the regularity or planned time of community activities and the number of participants expected, as well as the ways in which the local population can participate in the planning, implementation and evaluation of community activities.

As mentioned above, an important criterion is that the service plan should reflect the interests and needs of the local population and its self-organised communities, and should be prepared by the task provider in conjunction with local residents and NGOs, and it should be ensured that the locals can participate in the implementation of it. **The process principle is justified by the requirement that at the end of the annual cycle, residents and their communities are also involved in the evaluation.** So the new plan can be and should be prepared based on the outcome of the previous one.

The service provider determines in what manner and to what extent professional tasks within the given basic public education service are performed. The service provider shall publish the annual service plan at the place where its duties are carried out, as well as in the public education institution or community scene or in the usual manner, no later than 15 days after approval by the proprietor.

In the case of a public education institutions, the annual service plan shall be part of the annual work plan of the public education institution.

Let us go over the criteria and tasks associated with each core service. Based on a detailed description of the tasks, it is possible to systematise and determine their professional place in accordance with the community development processes in the community. Examined by their classification, we may introduce a new evaluation method for the given public education task, now even from the TOP projects titled Strengthening Local Identity and Cohesion.

It is important that while there is an obligation in the legislation with regard to the tasks set out in the Regulation, but additional tasks can be undertaken beyond these. In many cases, it is not possible to distinguish between community actions related to different activities. There are many links, for example, between local advocacy and the development of communities benefiting from public education or social participation. Of course, in these cases, it is worth defining the indirect contribution, as community resources (groups, local knowledge, processing and disseminating a common history) achieve an integrated developmental impact. These synergies strengthen the foundations of local community development.

When setting up a service plan, it is worth organising a set of goals in multiple forums where the type and extent of local community involvement can be documented. These could all be part of the following year's professional work. The circle of cooperation partners can undertake the independent implementation of individual sub-activities or even major local events.

Basic public education services	Professional tasks
Facilitating the establishment of communities benefiting from public education, supporting their operation and development and providing venue for them and for public education activities	Basic public education services, as defined by section 76 point (3) of the Act on Culture, shall be performed by involving a person holding a degree, qualification or certification in public education or in community and civil development with a specialist, qualification, certificate or professional experience in community and civil development.
	Providing a venue for the community benefiting from public education to conduct regular and occasional cultural community activities.
	Creating opportunities for the community benefiting from public education to introduce itself.
	Administrative, office support, information service for the community benefiting from public education.
	Organising a forum with the involvement of the Cultural Education Round Table, with the participation of leaders of cultural community benefiting from public education, where the cultural communities can formulate their comments and suggestions regarding the performance of tasks
Development of community and social participation	a) organises community development programmes, activities or services that improve the social networking, community life, advocacy, civic participation of the local society,
	b) promotes volunteering, organises volunteer programmes or services,
	c) organises programmes, activities or services for the education of children, young people and the elderly, promoting family life, cross-generational relationships, and cooperation,
	d) organises programmes, activities or services to promote and maintain intercultural relations,
	e) organises programmes, activities or services improving the social and cultural participation of groups living in poverty or otherwise disadvantaged and promoting understanding, inclusion, catching-up and equal opportunities,
	f) organises programmes, activities, or services for the maintenance of mental health and preventing addiction, deviance, or victimisation,
	g) in cooperation with the municipal local government, provides professional support for the establishment and operation of local partnership negotiation and cooperation processes, provides the professional, organisational and technical background for community planning processes, and

	h) provides technical and infrastructural support for the implementation of activities listed under points a) to g).
Ensuring the conditions for lifelong learning	a) organises training courses outside the school system, training opportunities, and supports their implementation,
	b) organises the formation and activities of self-acting, self-educated classes, clubs and communities outside the school system and supports their implementation,
	c) organises and supports learning opportunities that improve quality of life and life chance and supports their implementation,
	d) organises folk high school programmes, free universities and supports their implementation,
	e) organises educational events, supports their implementation and creates opportunities for acquiring knowledge
	f) helps to get acquainted with electronic public services, to navigate the digital world, and to use the tools that serve them.
Ensuring the conditions for transferring traditional communal cultural values	a) operates a group, class, club related to local history, folk art, folk handicrafts and the cultural heritage of the municipality, and supports such work of communities benefiting from public education,
	b) participates in the nurturing, enriching of local educational customs, the establishment and maintenance of depositories, organises and promotes programmes, activities and services that present and promote local values and supports their implementation,
	c) organises programmes, activities and services for the cultivation of the mother tongue, and supports such work of the cultural communities benefiting from public education,
	d) organises programmes, activities and services to promote national, European and universal culture, as well as the cultural values of nation segments living abroad, support their implementation,
	e) organises programmes, activities and services to promote the values of ethnic and other minority cultures, involving local or regional ethnic or minority communities, supports their implementation; and
	f) organises local celebrations of, state or national holidays, social and municipal festivals to preserve the culture of holidays, taking into account local customs and with the involvement of communities benefiting from public education as well as communities involved in the transfer of traditional community cultural values, and supports their implementation.
Ensuring the conditions for amateur activities of creative and performing arts	a) organises amateur arts groups, classes, clubs in the field of fine arts, music, dance, theater and puppetry, poetry, film and media, and literature, promotes their creation and supports their operation, and
	b) provides professional and infrastructural support to support the activities of communities listed in point a).

Ensuring the conditions for talent management and development	a) operates artistic and other activities, classes, clubs to develop the talents and improve the competencies of disadvantaged people living or studying in the municipality, supports their implementation, and
	b) provides extracurricular classes to help students who fell behind in their studies catch up.
Culture based economic development	a) organises and supports the implementation of programmes, activities and services that contribute to the development of collaborative and creative economy built on the local intellectual, built and natural heritage,
	b) initiates and supports the implementation of programmes improving local economy interpreting and using individual and community knowledge and creativity as a resource,
	c) organises and supports the implementation of programmes, activities and services related to cultural regional and urban development, local business and product development, creative industry and cultural tourism,
	d) facilitates the cultural use of information and communication technologies and digitalisation.

source: Government Decree 20/2018 (VII. 9.) on the requirements of basic public education services, public education institutions and community scenes

II.5 Professional task system

Government Decree 68/2013 (XII. 29.) on classification order of government functions, special tasks of public finances and special sectors stipulates that the public functions and basic professional activities of the budgetary body shall be classified into government functions by function number and name. **In budgetary accounting, revenue and expenditure are to be recorded in the functions of government for which they have incurred.** The current Act on the Central Budget of Hungary stipulates which government functions are to be taken into account in the accounting of the central subsidy (grant) received for the fulfilment of the cultural tasks – and especially public education tasks – of the municipal local governments. This provision shall apply, at municipal level, to local governments directly performing public education tasks and to the public education institutions established by them, or to the use of subsidies granted under the agreement to carry out the relevant tasks. The activities assigned to these function codes are, of course, followed by the tasks undertaken in basic public education services.

Decree 68/2013 (XII. 29.) Lists four government functions for carrying out public education duties, with the definition of the professional content.

<p>082091 Public Education – Development of Community and Social Participation Includes:</p> <ul style="list-style-type: none"> – helping to build and maintain relationships, community life, advocacy, intercultural relationships in local society, improving community ad social participation, the conditionalities of community development, increasing civic participation, strengthening volunteer work and virtual communities, supporting the community education of children, the youth, the elderly, ethnic groups and Hungarians living abroad, developing the social and cultural participation of people living in poverty and exclusion, promoting understanding, inclusion and equal opportunities, realising mental health and prevention programmes.
<p>082092 Public Education – Preservation of Traditional Communal Cultural Values Includes:</p> <ul style="list-style-type: none"> – exploration and presentation of environmental, intellectual, artistic values, traditions, local history, folk art, folk crafts, intangible cultural heritage of the municipality, the preservation and enrichment of the local cultural habits and depositories, cultivating the Hungarian language, raising awareness of the values of universal, national, ethnic and other minority cultures, fostering the culture of the holidays.
<p>082093 Public Education – Lifelong Learning, Amateur Arts Includes:</p> <ul style="list-style-type: none"> – self-acting, self-educating training courses, learning opportunities that improve the quality of life and life chances, establishing folk high schools, talent development, promoting the activities of knowledge acquiring, amateur artist communities and communities benefiting from public education, providing creative cultural communities, artistic groups, classes, clubs, free universities.
<p>082094 Public Education – Culture Based Economic Development Includes:</p> <ul style="list-style-type: none"> – ensuring the conditions of cultural tourism, cultural rural development and collaborative economy, digital content services, as well as ensuring access to information and communication technologies.

II.6 Public Education Task Performance Models

Community scene

Community scene is the basic unit of providing community activities. In line with the provisions on minimum requirements, local governments in every municipality of the country have to secure at least a community scene to support the activities of residential communities benefiting from public education.

The community scene is a facility, set of rooms, building that operates regularly in order to ensure access to basic public education services. The law defines the forms of the community scene (a community space serving exclusively as a venue for organising basic public education services, or an integrated community and service space serving as a venue for other activities and services besides basic public education services). A public education professional working in the

community scene must have completed at least a secondary education. As an employment option, a single public education professional may be employed by three municipalities in the case of community scenes. Community scenes have to be provided in every municipality as a minimum requirement.

Public education institution

Legal provisions regulate the types of community education institutions, they define their minimum requirements, the volume of basic public education services to be provided obligatorily, the administrative scope of the public education institution, the compulsory educational level and the number of professionals employed in functions related to public education.

Types of public education institutions and obligations of territorial duties²:

- community centre (at least 3 basic services, district, municipality, area or several municipalities),
- community education centre (at least 5 basic services, district, municipality, several areas, regional level),
- cultural centre (every basic service, municipality, area, several adjacent regions or county level),

From the aspect of special professional activities, the above listed types of institutions can also be defined as below, and regulatory minimum requirement apply just the same:

- multifunctional public education institution,
- folk high school,
- creative house for folk crafts,
- youth centre and
- recreational centre.

Municipalities having city status have to provide at least a community centre type institution.

II.7 Local residential representation of community education

The Public Education Round Table is an institutionalised form of local residential representation. The local government is obliged to send all documents related to community education to the Public Education Round Table, to ask for its opinion and to ensure its publicity. **The establishment of the Public Education Round Table may be initiated by local public education organisations,** but business associations and enterprises engaged in local public

² Section 77 and 78 of Act CXL of 1997

education activities may also join in accordance with the provisions of Section 82 of the Act on Culture. If a Public Education Round Table is established in the municipality, the local government is obliged to ensure the representation and right to for opinion of the civil sector. The Round Table, which ensures the local representation of the residents, “a) may express an opinion and make recommendations on all matters related to the public education activities of the municipality, b) observes and comments on the use of the financial support for public education provided by the local government and the appropriate use of assets, based on the relevant decisions and the annual budget plan and discharge of the local government, c) facilitates the cooperation of various public education organisations.”³ Regarding the culture based community development happening in municipalities, the presence and work of this organisation could be of key importance.

II.8 Quality improvement in public education

The two-tier quality improvement programme of public education organisations

The programme regulates the quality improvement of organisations performing public education tasks under Government Decree 10/2010 (III. 11.) on awarding the “Qualified Public Education Institution Title” and the “Quality Award in Public Education”. Invitation to these tenders is issued once a year by the Ministry of Human Capacities, in cooperation with the National Institute for Culture. According to the description of the programme prepared by the institute, “The aim of the tender is to encourage institutions engaged in public education activities to operate in a quality-oriented manner and to recognise their achievements in the field of quality improvement in public education. In order to expand basic cultural services and to eradicate the territorial inequality of cultural public services and basic public education services, public education defines the professional and personal requirements for the operation of institutions and the organisation of public services, thus promoting the transfer of values and the improvement of people's attitudes and competencies. **The quality assurance system of public education requires organisations not only to perform their tasks effectively, but also to continuously monitor the needs of the participants in the activities and to measure the satisfaction of the users of the institutions.**”⁴

In the context of this Guide, we consider it important to provide a comprehensive presentation of this professional perspective in order to take into account the emergence of community development processes in the municipalities

³ Section 83 (8) of Act CXL of 1997

⁴ <https://nmi.hu/szolgalattasok/minosegfejlesztes/targyevi-felhivas/> (last accessed on: 21.04.2019)

or the underestimation of their presence. The document can be considered as one of the starting points of the assessment–evaluation of community development processes in municipalities where there is a qualified public education institution. Between 2011 and 2018, 85 institutions received this title.

The National Institute for Culture, as its public duty, provides professional services in order to support and improve local public education activities, for example, it takes part in the operation of the quality system of public education. “The self-evaluation system of public education organisations was developed by representatives of the field, and it was recommended to be used as widely as possible, irrespective of the size, type of institution, business form or the size of municipality. The system is tailored to the characteristics of the content providers of public education, taking into account the characteristics of the European EFQM Excellence Model. The introduction and application of quality improvement is recommended because it reaches beyond professional content. It assumes that meeting the minimum requirements for identified and performed forms of activities, the use of the PDCA cycle, good performance in partner-centered, learning, continuous improvement activities signalling quality orientation, and, within organisational capabilities, good results in leadership, strategic planning and managing human resources are almost a direct consequence of good quality in content, organisation and services.

The dynamic self-assessment system of recommended public education organisations is a comprehensive, practical framework supporting leadership and organisational that can be used periodically to provide a snapshot of where the organisation is in pursuing the vision and mission it set for itself. Based on the diagnosis, the strengths and weaknesses become apparent, and the development areas supporting the implementation of the strategy can be identified.

It can also be used to develop a common organisational thinking and language within the organisation, or even within the profession. It is also an adequate measurement tool for an organisation to be able to compare its performance with other organisations.”⁵ In the following, we give an overview of the professional quality improvement system.

The Qualified Public Education Title is the first level of a two-tier model that typically focuses on the quality of public education activities. If the organisation decides to apply for the Quality Award in Public Education after being awarded the Qualified Institution of Public Education title, it will conduct a full examination of the organisation and then submit an application based on its decision. At this point, the focus shifts to the assessment of processes and results. Both in the case of the Title and the Award, the self-assessment is supervised by an independent specialist (auditor) on location.

⁵ <https://nmi.hu/szolgalattasok/minosegfejlesztes/ismerteto/> (last accessed on: 19.04.2019)

Qualified Public Education Institution Title

The Qualified Public Education Institution Title acknowledges that the organisation fulfils the professional requirements of its operation in the performance of its public education tasks, performs its activities well and efficiently, and its partners are satisfied with its work. The self-assessment and external evaluation conducted in order to win the title include programme (activity) accreditation as well as institution accreditation elements, and it is based on some criteria of the EFQM model – the organisation carries out the self-assessment of professional and quality improvement activities, as well as organisational elements. The Title is awarded to the organisation for the activities that he executes in good quality. The founder and awarder of the title is the sectoral ministry, the title can be applied for by submitting an application, the results are audited by independent specialists. The title can be held by the organisation for three years, in which period the next audit can be carried out.

The process starts with conducting a diagnostic assessment examining the initial situation. With the help of institutional self-assessment, the organisation can assess its current position in relation to the requirements of the Qualified Public Education Institution Title and, if it does not meet the requirements to submit an application, it can initiate corrective and improvement measures so that the repeated self-assessment can produce better results. Based on the content of the organisational application (e.g. a brief introduction of the institution; scope of activities, services; results in community education and community development; partnerships; the results of its impact on the social environment; the follow-up questions of the more important regulations governing the operation of the institution; partner-centeredness and its activities, as well as the method of self-assessment), the institution's social embeddedness at the locality and strategy within the field can be determined.

Assessment areas

- Compliance with the more important regulations governing the operation of the organisation conducting public education activities.
- Meeting the basic requirements of public education activities.
- The assessment of the organisational characteristics of the public education institution.
- Flowcharts, questionnaires and self-assessment sheets assist the self-assessment process. The self-assessment pack basically helps the initial situation analysis (self-evaluation) with easy-to-fill lists of questions and self-assessment sheets.
- Collecting data and revealing facts relevant to be qualified is an organic part of quality improvement activities. Data collection activities are also noted in

the flowchart at every point where the performance of the organisation has to be assessed.

- Assessed forms of activities: education, training, exhibition, community service, communities benefiting from public education, events, camps and derived services. **The assessment of activities carried out by the institution is conducted within the framework of basic public education services.** For example:

Content	Form of activity	Education	Training	Exhibition	Community services	Communities benefiting	Events	Camps	Derived services
Preservation of Traditional Communal Cultural Values									
exploration and presentation of environmental, intellectual, artistic values, traditions, local history, folk art, folk crafts, intangible cultural heritage of the municipality									
local cultural customs and depositories									

We use relevant terms as they are defined in the public education glossary. The document can be downloaded from: <https://nmi.hu/szolgaltatasok/minosegfejlesztes/fogalomtar/>

Quality Award in Public Education

Only Qualified Public Education Institution can apply for the award, the Quality Award in Public Education stands for organisational excellence, only one institution receives it every year. The Award is of higher level than the Qualified Public Education Institution Title, and it can be awarded if the given institution fulfils the criteria of excellence. An institution may only qualify for the Award after longstanding, conscious efforts in quality management and quality improvement permeating its operations as a whole, the founder and awarder of the award is the sectoral ministry, it can be won after submitting an application. The results are also audited by external specialists in this case. The award cannot be reclaimed. The relevant documentation of the application serves as an annex to the invitation to tender released in the given year.

The application of the self-assessment model

The self-assessment can be useful in the situation analysis of the organisation as well. It provides input data for identifying future improvements. The application

of the method helps the organisation recognise its strengths and weaknesses even without having established a quality management system. The application of the model contributes to the development of the public education organisations quality approach and provides foundation for future improvements.

Not only does this method not exclude, but it explicitly encourages the organisation to develop a quality management system after defining areas for improvement and launching development processes. Only a practice based on precise regulations can preserve all the results of a development process. **Given the nature of the model, it creates measurability, while at the same time the comparability of institutions is realised.**

Annual self-assessments may ease the burden of the reporting obligation of organisations. The result of the self-assessment may be included in the mandatory report, while the identification of development areas can serve as a reference point for preparing the work plan.

Assessing the satisfaction of service recipients can lay the foundation for a partner-centered way of thinking, it strengthens the local social imbeddedness, the formulation of the marketing approach, which improve institutional competitiveness.

Before starting the process of self-assessment, employees of the organisation have to familiarise themselves with the basic question of quality management and quality improvement. The self-assessment is only a tool, not the goal itself: self-assessment is the beginning and the end of the development cycle. At the end of the process, this ensures continuous improvement within the organisation by re-assessing the performance and processes of the organisation, providing an opportunity to assess new development needs and to launch improvement processes.

Data collection is not only recommended, but compulsory during the self-assessment process. Only a systematic gathering of data can ensure that the self-assessment will be realistic, that the answers (assessments) given to the questions posed by the survey during the self-assessment can be backed by hard data. It can be useful to have the people carrying out the self-assessment ask the following question every time: What evidence can be used to justify the “mark” we have given ourselves in the given area? If there is not enough data available in a given area (compliance, partner-centeredness, organisational characteristics etc.) yet, the first step of the process has to be data collection. This undoubtedly slows down the self-assessment process, but our efforts will pay off: We will develop a quality improvement approach that is based on facts and data, and change, improvement will be all the more tangible with the help of these data. Such an approach of continuous improvement together with a thorough understanding of the methodology of self-assessment will guarantee that the self-assessment will be useful and efficient.

Choosing the group carrying out the self-assessment

One of the most important questions of self-assessment is the question of who will do it? As in the case of most quality improvement activities, teamwork can bring the best results here. Of course, the leader may decide to only fill out the questionnaire himself, but it is highly recommended to involve at least one more employee in the process, even in the case of the smallest public education organisations. As for the method of completing the questionnaire, the best way is to have the group interpret the questions or statements together, and in case of disagreement, they try to discuss the matter and reach consent on how much is the given statement true for the organisation. After deciding the value, note down the reason they reached that particular decision. This brief explanation will serve as a point of reference during the next self-assessment, the progress will be clearly demonstrated during the comparison, and it will assist the applicant in compiling the documents when applying for the Title.

The steps of self-assessment

Step One

As a first step in self-assessment, the organisation should assess whether the operation of the organisation meets the most important legal requirements for the fulfilment of public education tasks by means of a questionnaire and a checklist of relevant legislation governing the operation of the institution. The assessment documents serve as annexes to the current application, the documents of the current year are available on the website of the National Institute for Culture: <https://nmi.hu/szolgaltatasok/minosegfejlesztes/targyevi-felhivas/>.

If there is even a single question on the checklist to which the answer was no, the reason for the negatory answer has to be eliminated. It could be that the reason behind the negative answer was not the non compliance, but simply that the given question is not relevant, not applicable in the given context. In this case, a textual comment has to be added to the question.

Step Two

The public education organisation has to determine its activities. The document titled Minimum Requirements of Public Education Activities defines the minimum professional requirements of the given activity, and so it can be understood as a minimum level. The minimum level has to be achieved without a mistake.

If there is even a single question on the document titled Checklist Reviewing the Minimum Requirements of Public Education Activities to which the answer was no (except for indicators), the reason for the negatory answer has to be eliminated.

Out of the indicators, at least one of them has to be applied.

The Checklist Reviewing the Minimum Requirements of Public Education Activities questionnaire helps to check compliance with the minimum

requirements quickly. Answers given to the yes-or-no questions help us see if there are any shortcomings in the procedures relevant to the given activity. The group carrying out the assessment has to fill out the relevant checklist in the case of every single activity conducted.

Step Three

The self-assessment team should look at the key elements of quality improvement – partner-centeredness, continuous improvement, and peer-learning –, and see to what degree they are present in each activity. This task is assisted by the document titled Assessment Sheet of the Quality Improvement Work of the Public Education Institution, in which statements about the given public education activities are measured on a scale of five.

The values obtained have to be converted to a percentage (obviously, the highest score that can be achieved is 100%). To gain the Qualified Public Education Institution Title, it is required to reach at least 30% for every single type of activity, and to have at least one activity that scored 60% for the organisation in the assessment. That will be the activity for which the institution will get the Title. Obviously, there could be more than one such activities.

The way statements apply to the given public education activity is not always self-explanatory. The team has to make sense of the statements together.

Step Four

The document titled Assessment Sheet of the Quality Improvement Work of the Public Education Institution is a tool to analyse certain organisational characteristics. The assessment sheets investigate three areas.

Leadership, i.e. how dedicated is the management towards the continuous improvement of the governance of the organisation, how does it set an example in promoting quality culture?

Strategic planning, i.e. the extent to which the management of the organisation implements strategic decision-making based on data and facts, and how the strategy developed in this way is reflected in the day-to-day activities of the organisation.

The management of human resources, i.e. the extent to which the provision of human resources is implemented in the institution, how continuous improvement is reflected in the day-to-day operation of the evaluation and development of the work of the staff.

The questions have to be replied by marking a value on a scale here too. Here, as in every other case as well, it is especially important to bear in mind that it is not enough to state something, we have to be able to must to prove it too..

The values obtained have to be converted to a percentage. To gain the Qualified Public Education Institution Title, it is required to reach at least 30% for every single type of activity. If, in a given area, the assessment of the organisation's capabilities does not reach this level, corrective measures should be implemented until the self-assessment's results exceeds the minimum requirement.

An organization that performs a self-assessment as described above will not only gain an insight into its own organisational performance, but it will also gain substantial methodological knowledge that may assist it in the preparation of its application for the Quality Award in Public Education. Winning the Title and the Prize cannot be an end in itself, the ultimate goal of development of quality development practices and the personal and organisational efforts is to make public education institutions work to the utmost satisfaction of their partners, the local community.

Elements of the system supporting quality improvement

Point a) of article 85 (1) of the Act on Culture includes the task of assisting the operation of the quality assurance and quality improvement system of public education among the obligatory professional public education services concerning the National Institute for Cultural.

Elements of the system:

- Application system: Government Decree 10/2010 (III. 11.) on awarding the “Qualified Public Education Institution Title” and the “Quality Award in Public Education”
- Professional training: Excellence Model I–II 60-hour accredited professional training.
- Documentation: Self-assessment package
- Legislation Database
- Glossary
- Operation of Professional Certification Body
- Improving the quality improvement system

Since 2012, the launch of the programme, nearly 300 public education professionals have been introduced to the quality improvement programme of public education through training. Nearly 80 people completed the auditor training.

II.9 Public education statistics

Organisations performing public education activities as their core duty report their activity of the previous year under by submitting the OSAP 1438 report form, as part of the National Statistical Data Collection Programme (OSAP). As a core duty of the National Institute for Culture, it participates in collecting, cleansing, recording and evaluating the data of sectoral statistical reporting concerning public education in a central role of national data processor and through its regional office network.

The public education task is performed as a core activity by public educational institutions whose memorandum includes it as a primary or core activity,

irrespective of whether they operate as a budgetary organisation or an enterprise. In accordance with Government Decree 388/2017 (XII. 13.) Statistical data reporting is compulsory. It is the duty of the data provider to ensure truthfulness, completeness and accuracy, and to collect elementary data. There are various methods used by organisations to collect elementary data. Small organisations record them on paper, medium organisations use EXCEL sheets, while big organisations document the results in softwares developed internally. A version of the community work diary and the report form of the current year suitable for data collection is available on the website of the National Institute for Culture, at <https://nmi.hu/szolgalatasok/statisztika/>.

Data has to be collected in all significant areas of public education. In addition to employment figures and financial characteristics, data collection takes into account all professional activities that provide information which could be important even in the case of assessment–evaluation work done for municipality-level community development processes. **Regarding regular forms of cultural education, it collects data on artistic, folk art groups, clubs, circles, and classes falling into the category of creative cultural communities. It determines the number of communities, the average annual number of members, the number of activities, and the number of introductions. It investigates the trainings, the dissemination of knowledge and camps organised by the organisation performing the duty or as a joint project with the partners of the organisation. It uses separate sheets for exhibitions, shows, events, services, external events.**

The quantification of the results of the public education institution's activity provides objective evidence for the results achieved during the current year. **The analysis of the series results can serve as a basis for the need to make improvements. Conclusions can be drawn from the decrease/increase of values.** Public service organisations, including public education institutions, have an obligation to publish their statistical report on their websites. By making it public, the organisation provides information on the characteristics of operation to the circle of users as well.

By filtering the data at a municipal level, among other things, we can get a picture of

- the number of public education organisations present in the municipality,
- what kind of organisations (local government, institution, association, foundation or enterprise) carry out public education work in the municipality,
- whether there are volunteers involved in the professional work and how many,
- what basic services, regular or non regular educational forms are present in the activities,
- what kind of regular educational forms are present in the municipality (the activity of art groups, performing and creative folk art groups, other clubs, circles and classes),

- how many people are involved in the above community activity and what is their age distribution
- what kind and how many self-organised event happened and what was the turnout at them,
- and the new data series of the statistics of 2018, which are nonetheless among the most important pieces of information for us, are the data found in sheet 28, reflecting the activity in the development of the field. The yes-or-no questions of the data sheet are the following:

28. The activity of the data provider in developing its field

Embeddedness in local society, local development

Has the implementer participated in the work of the following organisations?

1. Municipal, regional, county-level, sectoral depository committee
2. Territorial and Urban Development Programme
3. Local action group (for community-led local development, CLLD)
4. Professional (e.g. youth)
5. Other

Has the implementer participated in the following development activities?

6. Rural development programme (Leader, community-led local development (CLLD))
7. Economic Development Programme
8. Commenting on and formulating the development programme of the municipality–region

Steps taken by the implementer for the purpose of organisational development

9. Operation of an organisational development group, in which the opinion leaders of users have been included
10. Operation of a complaints system
11. Start of a new service, program, event based on local needs
12. Modification - significant modification - of (part of) its service based on local needs

Volunteering

13. The organisation has registered in the registry of recipient organisations as specified by the act on voluntary activities
14. The organisation has employed people working on a voluntary basis
15. On certain occasions, the activities of the organisation have been assisted by volunteers
16. The organisation has participated in the reception of people participating in volunteer activities as part of school community services

17. The organisation has employed a person/people as part of a public employment program
18. The organisation has employed a community worker(s) as part of a public employment program
19. the organisation is the beneficiary of the Integrates Community and Service Area, Provider Country House [Integrált Községi és Szolgáltató Tér, Szolgáltató Faluház program]

On a nationwide level, there is typically one implementer operating in the field of public education per municipality, usually maintained by the given local government. **For the purposes of the public education institution, the municipality will be the basis of assessing task performance.** The frame of reference for the measures indicated in the statistics is the population of the municipality. With regard to professional evaluation practices, if the institute operates year-round, an average performance shall mean the average number of members regularly participating in educational courses being at least 10% of the population of the municipality. A public education institution's performance is deemed average if the number of visitors, audience members attending exhibitions, shows is three times the population of the municipality.

Data providers report using the online interface available on the www.kultstat.oszk.hu website. The national database provides a comprehensive picture of the characteristics of public education in the country. The research of public education data at the municipality level can greatly assist in the substantiation of conclusions concerning community development processes. An annual breakdown of summary data is available at <https://kultstat.oszk.hu/#/home/public>. It is important to note which year's data do we consider applicable to our work. The statistical summary becomes available about six months after the last year, so, for example, 2018 data is published in June 2019.

Studying the tables pertaining to public education data provisioning is essential for all community development processes.

Recommended reading

- Guide to using the new regulatory environment of the field of public education [Útmutató a közművelődési szakterület megújult jogszabályi környezetének alkalmazásához], NMI Művelődési Intézet Nonprofit Közhasznú Kft., 2018., 245 p. ISBN: 978-963-651-508-9
- Márta Takács-Miklósi – József Kary Quality management in the field of public education [Minőségügy a közművelődésben], publisher: National Institute for Culture, 2018. <https://nmi.hu/wp-content/uploads/2019/02/Tudástár-V.-Minőségügy-a-közművelődésben.pdf> (last downloaded on: 02.04.2019.)

Government Decree 20/2018. (VII. 9.) of the Ministry of Human Capacities on basic public education services and requirements pertaining to public education institutions and community areas: http://njt.hu/cgi_bin/njt_doc.cgi?docid=209324.356513 (last downloaded on: 20.04.2019)

Act CXL of 1997 on museum institutions, public library services and general culture: <https://net.jogtar.hu/jogszabaly?docid=99700140>. TV (last downloaded on: 20.04.2019)

Section III

The assessment–evaluation of community development processes in the library

Why is it important to perform assessments?

“You don't have to do any of this, because survival is not compulsory!” We may quote W. Edwards Deming as an answer to the question posed in the title. Organisations do not stand alone, they are not operated for their own sakes, they are vulnerable to their environments: “*they are born, operated and terminated in the system of social relations*”.¹ If the organisation is unfamiliar with its environment and fails to identify its needs, establish positive relationships, and to influence its environment, its days are numbered. Today, in all organisations, decision-making must be based on facts established by assessments, as this is key to their survival.

The library is created by and for the community, thus, the importance of its compatibility with its environment, as understood in the broad sense, or rather with² stakeholders, and the significance of the search for compliance options need not be pointed out. Public libraries are now even required by the act on culture to use quality management tools. Thus, in the guide I will present the assessment–evaluation of community development processes with a focus on quality management tools.

Quality equals innovation, and thus *competitive advantage and care*. It can be a competitive advantage as its application results in the improvement of products, services and processes, establishing a demand for conscious management in order for the library to better adapt to the evolving needs of users and continuous technical and cultural development. By eliminating redundant activities we can save not only money, but also energy, better utilised in other processes. Analyzing demand reduces risk and increases the number of opportunities available. Offering high quality services³ increases the prestige of the library and is beneficial for both its environment and society as a whole. Quality management is a tool for engaging

¹ György CSEPELI: The organizing human: the social psychology of organisational life [A szervezkedő ember: a szervezeti élet szociálpszichológiája.] Budapest, Kossuth, cop. 2015. p. 289.

² Stakeholders can be employees, users, potential users / residents of the municipality, non-governmental organisations, the proprietor, the competent ministry, advocacy organisations, that is to say any party with a vested (financial, political, personal, etc.) interest in the activities of the organisation. CAF 2013 model. Development methodology. Methodological guide to organisational self-evaluation.
https://magyaryprogram.kormany.hu/download/d/53/70000/6_A_CAF_modszertan.pdf
(Downloaded on: 20 March 2019)

³ The term high quality service refers to the quality of the service itself and the application of quality management principles, supplementary elements, quality management tools and the TQM philosophy in the course of service management.

libraries as participants in and influencing factors of social processes, as result of which libraries can be better integrated into society and increase social cohesion on the long-term.

Why is it not enough to perform assessments?

Quality management can be briefly described as compliance with customer needs, meaning a continuous investigation of the needs of stakeholders. Focusing on stakeholders is just one component of the total quality management (TQM) philosophy, complemented by a continuous improvement of processes, the engagement of employees and delegating authority to them. These three principles are connected by factors such as assessments, which can basically be divided into two types. One support directly contacting stakeholders, while the other focuses on assessing internal performance.

Assessments may be performed at three levels: product and service, process, or end result. The assessment of products and services is also known as the voice of the customer, as it concentrates on the demands of the customer, and what the customer expects of the products or services, their characteristics or specific attributes. The average time it takes for a reader to access a requested book from the external warehouse can be used to assess the service. The assessment of the process is the voice of the process and the activities, procedures included in it. With regard to the example above, this assessment can be demonstrated by taking the average time it takes for an employee working in the external warehouse to fulfill the request of the reader - to which the delivery time is then added. The assessment of the end result examines the rate at which books requested from the external warehouse become obsolete, meaning when will readers not request them either because they have gained access to them from other sources or because of their requests no longer being relevant.

Assessment, which is connected to *data collection*, is preceded by the *identification* of the problem. Then a *solution* may be developed on basis of the assessments. This is a simplification of the Shewhart-Deming Cycle, also called the PDCA (Plan-Do-Check-Act) process, the perpetual repetition of which, in addition to overlapping process development activities, is illustrated on figure 1.

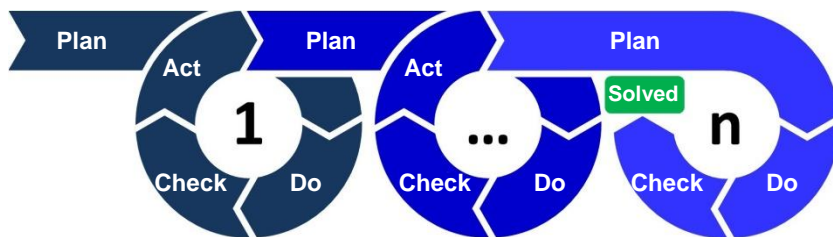


Figure 1 PDCA based process development⁴

It is not enough to perform assessments or store statistical data, these must be associated with the objectives outlined in the mission statement and vision and defined in the strategy. The results of assessments must be utilized, they must be used to make deductions, then apply corrections. In summary: no problem will be solved by performing more and more assessments.

Assessments are part of the process development activities. There are several process development models, figure 2 illustrates just one, including six process development steps.⁵

⁴ Source of the image: <https://commons.wikimedia.org/wiki/File:PDCA-Multi-Loop.png> (Downloaded on: 1 April 2019)

⁵ János KÖVESI – József TOPÁR (editor): The basics of quality management [A minőségmenedzsment alapjai]. Budapest, Typotex, 2012. 252 p.

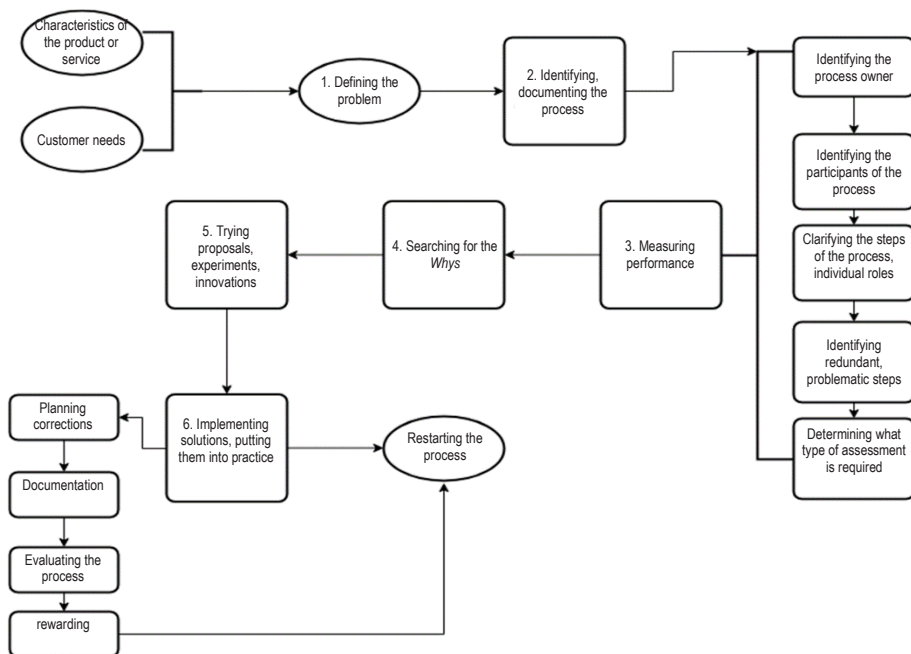


Figure 2 Six steps of process development - own figure

The assessment of customer needs indicated in the process, and the tools for the investigation of cause-and-effect relationships used during the search for whys shall be introduced under the methodology section.

The above shall serve as an example for process development aids which can be used in a library - whether said library is part of an integrated institute or is independent, whether it is operated at the county or the municipality level, whether it is maintained by the local government or is a nonprofit entity. The study does not intend to provide an itemised list of things libraries must achieve. This would be impossible, since each library is unique, non-reproducible, not only due to the employees working in them, but also because of their environmental conditions. Accordingly, application of the quality management philosophy is not equal to receiving a complete to-do list. It is better to think of it as a collection of good examples which may be adapted, but are not practical to copy.

The long-term goals of assessments - the library's social role

The library is more than a well-functioning organisation with continuously developed processes, excellent services and collections. The intended social role of the library is more and more described as acting as a third place, in addition to the home and the workplace, in which members of a community can spend time together in an informal manner. The library is a public space, which houses active

relaxation and, additionally, plays a part in making people's life easier.⁶ According to Ray Oldenburg, sociologist, the *third place* has the following characteristics:

- brings together nearby residents,
- acts as a “gateway to the community” for newcomers and visitors,
- promotes the formation of various groups (e.g. artistic groups, etc.),
- brings youths and adults together,
- promotes the development of the area,
- promotes political discussions,
- lowers the cost of living,
- provides entertainment,
- gives the gift of friendship (as a place where friendships are formed),
- important to pensioners.⁷

A condition for becoming a third place is for the library to act as an initiator, to participate in social relationships and the social network; meaning that the library must contribute to increasing social capital. Tools for increasing social capital may include the promotion of the flow, availability of information; the promotion of norms of mutual assistance; the development of the community and the increase of competitiveness; social acts intended to support the formation of a collective consciousness, the deepening of trust and solidarity. Communities with great social capital experience better economic growth, lower crime rates, greater academic performance by students, and better mental and health conditions. Overall, such communities exhibit better social integration and cohesion, but, above all, this requires the community to be active. Social cohesion may be described using so-called bonds, the strength of which represents the strength of interpersonal relationships. Weak bonds are established as bridges between the fragmented segments of society, thus integrating them. The more bridge-like bonds are present within a community, the more durable its social cohesion. Libraries - in addition to and in harmony, cooperation with museums and cultural institutions - play an important role in the establishment of weak, bridge-like bonds.⁸

⁶ Máté TÓTH: Library and community [Könyvtár és közösség]. Budapest, Argumentum, cop. 2015. 138 p.

⁷ Péter SZÓLLÁS: The library as a third place. = Book, library, librarian. [A könyvtár mint harmadik hely. = Könyv, könyvtár, könyvtáros, (vol. 19) 2010, issue 11. 5–7 p. <http://ki2.oszk.hu/3k/2011/07/a-konyvtar-mint-harmadik-hely/> (Downloaded on: 20 March 2019)

⁸ Social capital has been defined based on various relations (Hanifan, Bourdieu, Coleman, Putnam, Fukuyama). Within the context of social cooperation, it can be defined as an “aggregation of “mobilised” informal social norms and values promoting social interaction (cooperation) between people.” Annamária ORBÁN – Zoltán SZÁNTÓ: *Social capital*. = Transylvanian society [Társadalmi tőke. = Erdélyi társadalom], (vol. 3) 2005, issue 2. 55-70 p. <https://erdelyitarsadalom.ro/files/et06/et-bbu-06-04.pdf> (Downloaded on: 20 March 2019)

Defining the library as a public space is relevant in respect of both the library system and individual institutions.⁹ Libraries can best contribute to these processes by adapting, developing their services in accordance with demand and in order to exceed demand. Through developing their services, libraries may primarily contribute to the following social goals by increasing social cohesion, developing the community:

- cultural and creative enrichment,
- development of reading and writing skills,
- digital access, developing and enhancing digital integration and digital competency,
- helping people to live life to the fullest,
- healthier and happier life,
- increasing wellbeing,
- stronger and more flexible communities.¹⁰

The integration of the library into the community is, on one hand, dependent on the geographical location of the library; in what municipality, in what part of the given municipality is it located, and in what form. On the other hand, it depends on the physical state, equipment of the library and, finally, its goals, objectives, and strategy.¹¹ The library must be able to continuously react to its environment, to establish its goals, objectives and follow its strategy with regard to assessments, observations. These are all key aspects of quality management.¹²

The library must not only conform to its environment, but also to the legislative background, the policies of professional bodies, the branch strategy, and the demands of its proprietor, employees and users. Thus, in the following, professional organisations, legislative norms and branch strategies will be introduced, only then will specific assessment–evaluation methods be explored.

⁹ The functionality of libraries as a public space in society can also be measures on the system level. For example, see the PLACE (Public Libraries as Arenas for Citizenship) project implemented by the University of Oslo between 2007 and 2011. See: Máté TÓTH: *The library as a meeting place - The PLACE project* = Book, library, librarian [*A könyvtár mint találkozóhely – A PLACE projekt* = Könyv, könyvtár, könyvtáros]. (vol. 18) 2009, issue 7. 6-11. p. <http://ki2.oszk.hu/3k/2010/12/a-konyvtar-minttalalkozohely-a-place-projekt/> (Downloaded on: 20 March 2019)

¹⁰ Mária ESZENYINÉ BORBÉLY: *Libraries and public service* = Book, library, librarian [*A könyvtárak és a közösség szolgálata*. = Könyv, Könyvtár, Könyvtáros]. 2018. (vol. 27) Special edition. <http://ki2.oszk.hu/3k/2018/05/a-konyvtarak-es-a-kozosseg-szolgالات/> (Downloaded on: 20 March 2019)

¹¹ Objectives mean short-term plans which are supported by action plans and are included in the strategy, while goals mean long-term plans. Areas of improvement, determined based on assessments and pursued as goals, are outlined in the strategy; the institution shall consider such goals its own for the given period, and will continuously track their implementation and, if necessary, modify them in accordance with assessments concerning internal and external conditions.

¹² Ágnes KOVÁCSNÉ KORENY: *Library and community, or the theory of the community-led library and options for its practical implementation*. = Scientific and technical information [*Könyvtár és közösség, avagy a közösségvezérelt könyvtár elmélete és gyakorlati megvalósításának lehetőségei*. = Tudományos és Műszaki Tájékoztatás] (vol. 65) 2018. 1. <http://tmt.omikk.bme.hu/tmt/article/view/1721/10357> (Downloaded on: 20 March 2019)

III.1 Standard norms

Hereinafter, the study will examine the standard norms - legislation and professional bodies - that came to define the everyday operations of municipal libraries in 2019.

III.1.1 Legislative environment

In the following, the most important laws, legislation, decrees pertaining to municipal libraries will be listed. Only a few of these will be introduced here, the rest will be mentioned below.

Act CXL of 1997

Public library service is governed by Section III of the act on culture. According to the legislation, the library shall provide freely accessible - free of charge basic services to everybody.¹³

With regard to basic requirements pertaining to public libraries, the law provides for statistical reporting obligations and the preparation of annual reports and schedules. Both are used to describe the annual operation of the library in a given form, using given data, and can be later used to track yearly progress. Statistical data - with the exception of a few data points - provides an opportunity for benchmarking, that is comparison with other institutions.¹⁴

Core tasks contain a description of characteristics, activities that should be measured, or in regard of which municipal libraries should perform assessments:

- define its short-term objectives in a mission statement - indicators, associated with objectives, being met;
- continuously develop, research, preserve, care for and make available its collection - data regarding expansion of inventory, lending;
- provide information on the documents and services of the library and the public library system - assessment of communication channels, usage indicators for services;
- provide for access to other libraries' inventories and services - tracking the number of National Document Supply System requests made between libraries;
- participate in the exchange of documents and information between libraries - frequency of participation in professional events, transmission of information within the library, feedback from satisfaction survey completed by employees;

¹³ Act CXL of 1997 on museum institutions, public library services and general culture. (Hereinafter referred to as the act on culture) <https://net.jogtar.hu/jogszabaly?docid=99700140.TV> (Downloaded on: 26 March 2019)

¹⁴ Typically, data acquired without developed assessment methodologies (e.g. remote usage), particularly data measured by a considerable range of libraries in a similar manner (e.g. lending of books, number of library programs), is not suitable for comparison with other institutions.

- provide for the availability of electronic library documents - growth, usage indicators;
- assist library users in increasing digital competency, information literacy, in the process of lifelong learning - number of professional events, conferences, training courses, feedback from completed satisfaction surveys;
- assist in education, in providing information to people participating in courses, provide for scientific research and for requesting information from databases - traffic data concerning remote usage, databases;
- organise cultural, community and other library programs - number, attendance of library programs;
- contribute to improving quality of life and the competitiveness of the country with events conveying knowledge, information and culture - attendance data, utilisation of certain programs;
- organise its services with regard to quality management criteria - operational results of services, results of satisfaction surveys completed by users;

Additionally, it controls the storage, processing and provisioning of library documents. Other duties of municipal libraries - town, city and capital city libraries -, with regard to which satisfaction surveys and needs assessments may and should be conducted among users:

- adapt their collections and services to local needs,
- provide services concerning information of public benefit,
- collect information and documents concerning local knowledge,
- have part of their inventory organised in an open shelf system,
- provide children and family friendly services.

Government Decree 39/2013. (V. 31.) of the Ministry of Human Capacities on the operation of the Library Supply Service System¹⁵

County libraries shall organise public spaces and informative areas in any municipalities within their jurisdiction with a population lower than 5,000. To this end, they shall contract with local governments, which will order library services from them with regard to the following fields:

- usage, lending of documents,
- usage of electronic libraries and databases,
- completion of individual information requests,
- interactive library services available online,
- reservation of library documents,
- usage of National Document Supply System services, transmission of documents between libraries,
- usage of computers and the internet,

¹⁵ Government Decree 9/2013. (V. 31.) of the Ministry of Human Capacities on the operation of the Library Supply Service System. <https://net.jogtar.hu/jogszabaly?docid=A1300039.EMM> (Downloaded on: 26 March 2019)

- provision of information on libraries, local knowledge, administration and other subjects,
- information on information research skills, support of scientific research or personal education,
- information on services provided by the library system,
- usage of the union catalog of the county library and of local inventory research tools,
- library services for persons with disabilities,
- photocopying, printing, scanning,
- individual and community courses promoting, developing an interest in reading,
- children programs,
- option to spend free time in a cultured manner,
- library events, programs for the community and for public education.

Some county libraries shall provide library services not to municipalities with a population lower than 5000, but to school libraries.¹⁶

Government Decree 51/2014. (XII. 10.) of the Ministry of Human Capacities on professional indices necessary for the annual work plan of museums, the national reference library and county library¹⁷

The Decree's section on libraries (Annex No. 2) provides for the *professional indices necessary for the annual work plan of the national reference library and county library*. These concern the following main topics:

- service tasks
- developing collections
- researching collections
- scientific research
- event, exhibition
- preserving inventories

Government Decree 33/2017. (XII. 12.) of the Ministry of Human Capacities on giving Title of Qualified Library and Library Quality Award¹⁸

The Decree, in addition to the provisions of Point i) of Paragraph (3) of Section 60 of the act on culture, further increases the professional liabilities of the Hungarian Library Institute with regard to the quality management of libraries. Accordingly,

¹⁶ For information on supplying school libraries see: <http://brody.iif.hu/hu/iskolai-konyvtari-ellatas> (Downloaded on: 26 March 2019)

¹⁷ Government Decree 51/2014. (XII. 10.) of the Ministry of Human Capacities on professional indices necessary for the annual work plan of museums, the national reference library and county library. <https://net.jogtar.hu/jogszabaly?docid=A1400051.EMM> (Downloaded on: 26 March 2019)

¹⁸ Government Decree 33/2017. (XII. 12.) of the Ministry of Human Capacities on giving Title of Qualified Library and Library Quality Award. <https://net.jogtar.hu/jogszabaly?docid=A1700033.EMM×hift=ffffff4&txtreferer=00000001.TXT> (Downloaded on: 26 March 2019)

the Hungarian Library Institute is responsible for the professional preparation of the Title of Qualified Library and Library Quality Award, meaning the preparation of the calls for tenders, the professional, written evaluation of grants, the conduction of on-site visits with regard to applicants, and the compilation of criteria for the self-evaluation process.

The Title of Qualified Library and Library Quality Award are considered grants and are awarded annually.¹⁹ Applicants shall prepare their professional reports and self-evaluations on basis of the Evaluation System for the Operational Quality of Libraries [Könyvtárak Minőségi Működésének Értékelési Rendszere] (hereinafter referred to as: ESOQL).²⁰

Government Decree 379/2017. (XII. 11.) on how to manage the list of public libraries²¹

In addition to the Decree, recordkeeping shall be governed by Paragraph (2) of Section 54 of the act on culture. The List of Public Libraries contains the name, address, website and name of the proprietor of each library. It is published biannually in the Official Bulletin.

The Decree determines the requirements for entry into the List of Public Libraries, the documents to be submitted, and the list of petitions and declarations. The proprietor must declare that the basic requirements and the financial - material - personnel requirements outlined in the act on culture have been met; a declaration must also be made regarding library services for ethnic groups. It must also provide information regarding the qualifications of the manager, the number of specialised employees with tertiary education, free basic services, the mission, opening hours of the library, the basic areas of library services, the number and equipment of workstations, and growth data concerning the three years preceding the application.

This is not a formal process, the submission of the application will be followed by an expert performing an additional evaluation of the applying library based on predetermined criteria. Entering the library in the biannual report does not just mean it must then adhere to the basic requirements and core tasks prescribed by the act on culture, but that it will have options for grants - such as the grants of

¹⁹ For further information see: <https://ki.oszk.hu/informacioszolgalatas/minosegmenedzsment>

²⁰ The Evaluation System for the Operational Quality of Libraries (ESOQL) Methodological guide for organisational self-evaluation for libraries in category I (having more than 20 members) in accordance with the ESOQL. Prepared by: Tamara Bajnok, Dr. Katalin Bognárné Lovász, Miklós Fehér, Adrienn Horváth, Dr. Éva Mészárosné Merbler, Dr. József Topár, Dr. Máté Tóth. Budapest, Hungarian Library Institute, 2018. <https://ki.oszk.hu/dokumentumtar/konyvtarak-minosegi-mukodesenek-ertekelesi-rendszere-kmer-szervezeti-onertekelesi> (Downloaded on: 26 March 2019)

²¹ Government Decree 379/2017. (XII. 11.) Government Decree on how to manage the list of public libraries. <https://net.jogtar.hu/jogszabaly?docid=A1700379.KOR×hift=ffffff4&txtreferer=00000001.TXT> (Downloaded on: 26 March 2019)

the National Cultural Fund and the Title of Qualified Library and Library Quality Award - and National Document Supply System subsidies.²²

III.1.2 Library strategies

Following the entry into force of the *act on culture*, a development of the library system has been initiated based on strategic plans, thus, starting from 1999, the Ministry of Culture has prepared these governing documents with regard to 4-6 year cycles. The last one concerned the 2008-2013 period.²³ However, the document defining lines of development for academic libraries in the 2018-2023 period has been published recently.²⁴ Additionally, county libraries typically have institutional strategies, which they are obligated to submit to the minister for approval in accordance with Paragraph (3) of Section 68 of the act on culture.

III.1.3 Professional bodies

IFLA – INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS AND INSTITUTIONS

An organisation founded in 1927, consisting of library associations and fighting for the interests of libraries and their users; one of the key elements of its strategy for the 2016-2021 period is the support of social responsibility undertaken by libraries. On one hand, this is expressed by the development of reading and writing skills by the promotion of the free distribution and sharing of information, and, in order to achieve this goal, the introduction of library programs to international organisations (e.g.: UNESCO). On the other hand, it assists libraries in using their services to develop their respective communities by preparing standards, trend reports.²⁵

²² Expert inspection of the libraries on the List of Public Libraries have been conducted between 2014 and 2018. As result of the entry into force of the Decree, the list is no longer being administered by the Hungarian Library Institute, but the current list is available also on the Hungarian Library Institute's website. See: <https://ki.oszk.hu/informacioszolgalatas/nyilvanos-konyvtarak-jegyzek>. The Hungarian Library Institute keeps an up-to-date record of library data more expansive than the List of Public Libraries in the Database of Hungarian Libraries: <https://ki.oszk.hu/informacioszolgalatas/magyarorszagi-konyvtarak-adatbazisa>

²³ Judit SKALICZKI: Portal program - Library development strategy, 2008-2013 = Book, library, librarian [Portál program – Könyvtárfejlesztési stratégia, 2008-2013.= Könyv, könyvtár, könyvtáros]. (vol. 17) 2008, issue 1. 3-20 p. <http://ki2.oszk.hu/3k/2010/12/portal-program-konyvtarfejlesztesi-strategia-2008-2013/>

²⁴ Lines of strategical development for academic libraries, 2018-2023 [A felsőoktatási könyvtárak stratégiai fejlesztési irányai 2018-2023]. Prepared by: Mrs. Antal Istvánné, Gyöngyi Karácsony, Katalin Kálóczi, Katalin Keveházi, Zsuzsanna Nagy. http://ekk.org.hu/sites/default/files/EKFJ_2018_2023a.pdf

²⁵ IFLA Strategic Plan 2016-2021. <https://www.ifla.org/files/assets/hq/gb/strategic-plan/2016-2021.pdf> (Downloaded on: 26 March 2019)

AHL - ASSOCIATION OF HUNGARIAN LIBRARIANS

The association has been founded in 1935 and is a professional body for librarians and experts performing information activities concerning the field. Its goals include meeting the shared interests, needs of society and the individual. To this end, it supports the scientific activities of librarians, research, parenting and education, the development of skills, the dissemination of knowledge, cultural activities, the preservation of cultural heritage, it promotes equal opportunities in society for disadvantaged groups, and activities pertaining to national and ethnic minorities in Hungary and Hungarian minorities abroad.²⁶

Continuously transmits IFLA policies, trend reports to interested parties.²⁷

ALII - ALLIANCE OF LIBRARIES AND INFORMATION INSTITUTES

Provider of professional representation for libraries and information institutes since 1990. The organisation is associated with the national library event entitled Cooperation for libraries, Cooperation of libraries for society [Összefogás a könyvtárakért, Könyvtárak összefogása a társadalomért], held since 1995. Between 1996 and 2016, it has published a magazine entitled *Library Correspondent* [Könyvtári levelező].²⁸

Its objective is to “provide optimal library and information services for society as a whole, and, for this purpose, to develop the operation capabilities of the library system, the preservation of valuable library pieces, the increase of library and information service standards, as well as the validation of legal and professional requirements.”²⁹

HUNGARIAN LIBRARY INSTITUTE

The Hungarian Library Institute provides professional services to libraries and the library system. It operates as an organisational part of the National Széchényi Library and, accordingly, its responsibilities are detailed in the Library’s memorandum.³⁰ Additionally, it defines the provisions of Government Decree

²⁶ Statutes of the Association of Hungarian Librarians [Magyar Könyvtárosok Egyesülete Alapszabály]. Approved on: 11.02.2015 https://mke.info.hu/wp-content/uploads/2010/08/MKE_Alapszabaly_2015_02_11.pdf (Downloaded on: 20 March 2019)

²⁷ Librarians for implementing the UN 2030 Agenda and sustainable development. THE AHL’s answer to the IFLA’s initiative. Selection from the best practices submitted by participants after the conference in Budapest on 22 November 2017. https://mke.info.hu/wp-content/uploads/2018/03/SDG_sztorik_nyomda_final-jav3.pdf, https://mke.info.hu/wp-content/uploads/2017/10/iflatrendek_roviden_V6.pdf (Downloaded on: 20 March 2019)

²⁸ For information on the Library Correspondent see: <http://nektar.oszk.hu/hu/manifestation/483869> For available issues of the magazine see: <https://epa.oszk.hu/00300/00365>

²⁹ Statutes of the Alliance of Libraries and Information Institutes, consolidated with the amendments of 14 December 2017. <http://iksz.org.hu/uploads/files/alapszabaly-20171214-es-birosagi-vegzes.pdf> (Downloaded on: 26 March 2019)

³⁰ Government Decree 6/2000. (III. 24.) of the Ministry of National Resources on the legal status of the Hungarian Library Institute http://njt.hu/cgi_bin/njt_doc.cgi?docid=48032.272604

30/2014. (IV. 10.) of the Ministry of Human Capacities³¹ and Paragraph (3) of Section 60 of Act CXL of 1997.

The tasks of the Hungarian Library Institute as defined thereunder:

- professional training and non-formal education of expert librarians,
- maintaining a library and information service with regard to the field of library and information service activities,
- providing support for regularly giving information on domestic documents, thus assisting the continuous expansion of inventory,
- research, development pertaining to the operation of the national library system, library usage,
- initiating the creation of and developing standards, policies pertaining to methods used in libraries and associate fields,
- developing guidelines, norms pertaining to library activities, performing methodology activities,
- *developing the connection between libraries and society*,
- summarising, analysing and providing national statistical data concerning libraries,
- *coordinating quality management activities in libraries*, organising training courses, technical preparation of the awarding of the Title of Qualified Library and Library Quality Award.

The Hungarian Library Institute, in addition to its legal obligations, emphasises the importance of reinforcing social bonds in its mission statement: “The public and reference library business needs library users, citizens need prosperity, experiences, happiness - regardless of their specific situation or any disadvantages they suffer from. Libraries provide equal opportunities for both specific individuals and communities to regularly have experiences. Smiling library, librarian, family and society - increasing library use.”³²

In order to realise the short-term objectives set for the 2018-2021 period, the Institute undertakes to provide information regarding task performance, research, results concerning quality management grants for libraries; it will encourage libraries to engage in cooperation and will set a good example; it will provide for, assist the library system with analyses, evaluations, useable databases.³³

³¹ Government Decree 30/2014. (IV. 10.) of the Ministry of Human Capacities on the accentuated task of the national museum and reference museum, national library and national reference library and the one belonging to the state university. <https://net.jogtar.hu/jogszabaly?docid=A1400030.EMM> (Downloaded on: 26 March 2019)

³² The mission statement of the Hungarian Library Institute. <https://ki.oszk.hu/rolunk/kuldetesnyilatkozat> (Downloaded on: 26 March 2019)

³³ Adrienn HORVÁTH – Brigitta TOTH-JÁVORKA: Feedback on the renovation of the quality management grant system for libraries - research data. = Book, library, librarian [Visszajelzések a könyvtári minőségmenedzsment pályázati rendszer megújításáról – kutatási adatok. = Könyv, könyvtár, könyvtáros]. (vol. 28) Issue 209. 3. (under publication).

III.1.4 Quality management in the library

The core task of public libraries is to organise their services with regard to quality management criteria.³⁴ To this end and in accordance with its legal obligations, the Hungarian Library Institute has established the Evaluation System for the Operational Quality of Libraries (ESOQL)³⁵.

The ESOQL is a CAF (Common Assessment Framework) based self-evaluation system³⁶, intended to provide guidance to libraries for quality management based organisational development; it assists libraries in preparing applications for the Title of Qualified Library and Library Quality Award in accordance with Government Decree 33/2017. (XII. 12.); it also helps libraries in making value-based decisions in order to minimise deviancies resulting from an abnormal operation of the institute. The ESOQL is currently the most cutting-edge self-evaluation based framework for the assessment and evaluation of library processes.

The ESOQL, similarly to CAF, is a comprehensive quality management tool based on a holistic approach to the organisation: the organisation must be examined from several perspectives simultaneously, from the perspective of its attributes, operation and the measured results. The performance of the organisation is dependent upon the coordinated operation of the following five fields:

- leadership;
- creation of strategies and planning;
- employees;
- partnerships and resources;
- processes.

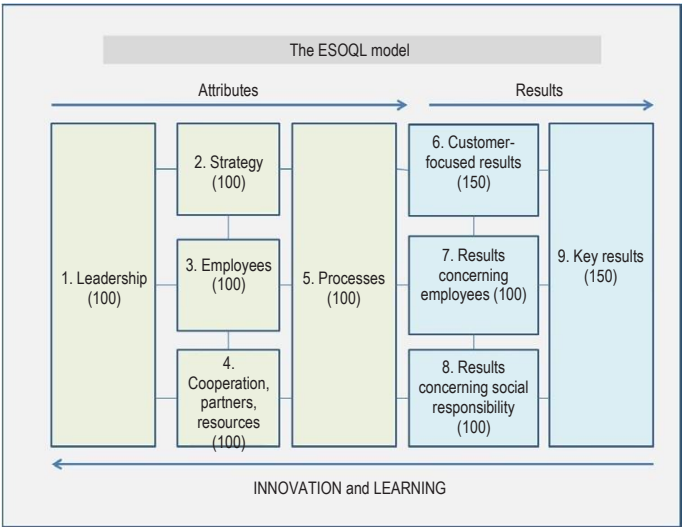
The objective of ESOQL is to integrate TQM (total quality management) principles and process development based on the PDCA guidelines into the operation of libraries. It assists in self-evaluation, so that libraries are able to determine which areas are in need of development based on evaluation criteria and take appropriate

³⁴ Act CXL of 1997, Section 55, Paragraph (1) k <https://net.jogtar.hu/jogszabaly?docid=99700140.TV> (Downloaded on: 26 March 2019)

³⁵ The Hungarian Library Institute continuously develops the ESOQL, thus, before downloading it, one should check on the Hungarian Library Institute's website for the latest version of the evaluation system. <https://ki.oszk.hu/informacioszolgalatas/minosegmenedzsment>

³⁶ CAF 2013 model Development Methodology. Methodological guide to organisational self-evaluation. https://magyaryprogram.kormany.hu/download/d/53/70000/6_A_CAF_modszertan.pdf

measures. It encourages libraries to take advantage of *benchlearning*, mutual learning, which is possible not only between libraries, but sectors as well.³⁷



In the ESOQL model, nine evaluation criteria have been defined for libraries. These are divided into attribute and result criteria. There is a cause-and-effect relationship between attributes and results. Attribute criteria match the aforementioned 5 characteristics and affect the organisation’s operation, while results include the effects of the following: customer-focused results, results concerning employees or social responsibility, and key results. Following self-evaluation, one must examine, analyse what attributes can the results of the library be traced back to.

In ESOQL, each criterion is divided into subcriteria, then evaluation criteria.³⁸ Since ESOQL is founded on self-evaluation based organisational development, libraries must evaluate themselves in accordance with the logic of PDCA, on a scale of 1 to 5 - where 0 means that the organisation does not perform any activities in the area associated with the subcriteria, or the assessor has no information or reliable information regarding the issue; and 5 means that continuous development methods are being applied in a systematic manner (strategically and regularly) in the area associated with the subcriteria. The operation of the organisation is continuously planned and evaluated in a deliberate manner and

³⁷ Benchlearning can be functional, when comparing organisations with similar performance characteristics; or general, when comparing organisations with similar processes. Both types can be internal, for example when comparing a library’s branch libraries, member libraries; or external, as in monitoring the competition. For further information see: The Benchmarking Code of Conduct. http://www.au.dk/fileadmin/www.au.dk/om_au/strategi_og_politik/benchmarking/codeofconduct

³⁸ Annex No. 1: Overview table of criteria and subcriteria to be examined in each category of the ESOQL.

developed by learning about other organisations (using benchlearning or benchmarking methods).

III.2 ASSESSMENT methods

III.2.1 Research methods

Assessment does not equal research, but research methods can certainly be applied to collecting the data necessary for evaluating the performance, activities of an organisation or institute. Considering that we have given a detailed account of these methods in other chapters of the guide, I will only mention them briefly.

From a *methodology* perspective - regardless of the research method we have selected -, defining a clear, definite method is essential: why do we want to perform research, what information are we interested in. It is good to already have a preconception, outlined on basis of our knowledge of the subject matter, before starting the inspection. In addition to the subject and the associated hypothesis, the target group of the research must also be indicated, then the appropriate methodological tool must be selected in order for the research to achieve the most successful results. The process does not end with the evaluation of the results, the results of the given method should be made public. If we would like to learn the opinion, expectations, needs of users, or persons not using the library, or the stakeholders as a whole, we usually conduct a satisfaction survey and needs assessment using questionnaires. You could fill a library with literature on questionnaire-based data collection, so here I will only note a single important step. Questionnaires must always be tested on a smaller sample group - before being sent -; invest time in the inspection and correction of the tool you have developed. Do not forget that the quality of collected data depends on the quality of the questionnaire! A single ambiguous question can completely undermine our research!

A group of people with shared, observable characteristics, to whom we want to extrapolate results, is called a population or populace. A subsection of the population, populace is called a sample. Steps of the sampling procedure:

- defining the population,
- listing the sample group (list of the population group),
- determining the sampling method,
- determining the size of the sample,
- executing the sampling procedure,
- verification.³⁹

³⁹ Rita ÖSZ – DR. Ildikó HOLIK: Pedagogical research methodology [Pedagógiai kutatómódszertan]. https://www.tankonyvtar.hu/hu/tartalom/tamop412b2/2013-0002_pedagogiai_kutatasmodszertan/tananyag/JEGYZET-13-1.6_Minta_mintavetel.html

Due to their subjectivity, *observations*, or rather observation-based conclusions are seldom used in libraries, even though they are an excellent way to supplement questionnaire-based data collection. In the course of quality management, libraries often make the mistake of over-documenting processes, when in fact no questionnaire-based satisfaction survey is necessary for a small event or group visit. However, as regards observation, it is important share our experiences with our colleagues, and to make deductions based on observations in the interest of future projects.

The *interview* is another tool less often used today. It primarily concerns the investigation of professional issues and learning about the opinions of users.⁴⁰ The interview may be suitable for getting a deeper knowledge, understanding of the - often hidden - factors behind the processes investigated or glimpsed at during questionnaire-based data collection.

III.2.2 Statistical data collection

Statistical data collection, as a mandatory activity⁴¹, is a less preferred work process at many institutions, even though the factual data collected year after year, based on similar criteria, is a treasure trove for the management of the library. The preparation of trend analyses, the application of benchmarking, performance indicators is just some of the potential uses. By comparing the data we have collected over the years, we get a picture of the processes, changes affecting our institution.

The data reported by institutions is processed by the Hungarian Library Institute and published on its website.⁴²

Here you can find the following:

- data and indicators of Hungarian libraries from the 1960-2015 period;
- statistical data and indicators of Hungarian libraries with regard to the 1998-2017 period;
- selected data of significant European public libraries with regard to the 2004-2011 period;
- statistical data of Hungarian libraries broken down by year.

⁴⁰ For interviews concerning the librarian profession, see the YouTube channel of the Library of the Hungarian Central Statistical Office: <https://www.youtube.com/user/kshvideok/videos>

⁴¹ In accordance with Government Decree 375/2015. (XII. 3.) amending Government Decree 288/2009. (XII. 15.), all libraries, institutions, organisations (also) performing library activities are obligated to report statistical data regarding culture. See: Government Decree 375/2015. (XII. 3.) amending the Decree on the implementation of Act XLVI of 1993 on statistics, that is Government Decree 170/1993. (XII. 3.), Government Decree 288/2009. (XII. 15.) on data collected and taken over by the National Statistical Data Collection Program, and Government Decree 65/2015. (III. 25.) on detailed tasks of the 2016 data collection on the personal, family and housing conditions of the population based on sample. <https://net.jogtar.hu/jogszabaly?docid=A1500375.KOR×hift=ffffff4&txrefrer=00000001.TXT>

⁴² For the statistical data of Hungarian libraries see: <https://ki.oszk.hu/informacioszolgaltatas/magyarorszagi-konyvtarak-statisztikai-adatai>

Library statistics concern the following primary items:

- Location data of the library/service provider
- Services
- IT supply
- Collection: the number of documents actually accepted into the inventory (inventoried)
- Inventory
- Library usage
- Events organised by the library
- Employee headcount
- Financial data
- Detailed report on other revenues
- Digitised document from the library's inventory
- Institutional repository
- Research funding and research activity
- Supply data of the library's service provider locations
- Processing activity

The statistical data of the libraries listed in the statistics can be also found in an extracted, representative format in the Database of Hungarian Libraries.⁴³

III.2.3 Reports

Public libraries have a legal obligation to prepare a report of their yearly work, in addition to a work plan concerning the tasks it intends to complete in the following year. Past reports are generally available on the libraries' websites. Libraries must prepare their reports on basis of predefined criteria, statistical data. These can not only provide statistical data, but information on justifications for changes in certain data in comparison to previous years.

Major areas with useful information for people working in the field of community development:

- expansion of the collection on local history;
- data concerning library supplies, inventory for ethnic populations;
- number of group visits to the library;
- ICT-tools for assisting persons with disabilities in their usage of the library;
- number of services accessible to persons with disabilities;
- subject of user training courses, number of participants;
- subject of events, number of participants;
- community service, volunteering;
- partnership (libraries, non-governmental organisations, entrepreneurs, educational institutions in other countries);

⁴³ The Database of Hungarian Libraries: <https://ki.oszk.hu/informacioszolgalatas/magyarorszagi-konyvtarak-adatbazisa>

- grants;
- communication;
- digitalisation.

III.2.4 Expert inspection

The Ministry of Human Capacities has conducted expert inspections of public libraries between 2014 and 2018. Consequently, by 2019, the number of libraries included on the List of Public Libraries fell below 600, as numerous institutions were deleted from the list as result of the inspection. The data sheets issued following the on-site visits of experts have not been made public and are managed by the Hungarian Library Institute, but each library undergoing inspection has received a copy. The data sheets are similar and thus comparable, they can be used to get an idea of the supply available in the given region, county library, and the preparedness, standards of each library. Inspections have mostly concerned basic documents and have examined compliance with legal requirements, regulations.

III.2.5 Performance indicators

Performance indicators are used in the self-evaluations of libraries. They are suitable for comparing the efficiency of services - even as part of a benchmarking analysis - or the performance achieved in a given library at various dates. By applying performance indicators, we get an idea of the efficiency of the library's work processes and of customer satisfaction. They can also be used as planning and evaluation tools, helping and assisting managerial processes; their usage can also be a basis for arguments while advocating for the library's interests in negotiations with the proprietor. The library should choose its own performance indicators in a manner so as to be able determine its goals, strategy on basis of them.

When comparing two libraries for the purpose of benchmarking activities, we must exercise caution, as an organisation's attributes, comparability is affected by information regarding its mission and general and operative objectives; performance as indicated by multiple performance indicators; resources; user groups; management culture; work processes and environmental conditions.

MSZ ISO 11620, Information and Documentation, has been completed. It is a Hungarian translation of the standard English version of library performance indicators and is used to assist in the development of assessment practices.

The standard includes performance indicators concerning collections, access, facilities and employees.

III.2.6 Quality management methods

Quality management methods can be categorised in multiple ways. There are 7 old (flow chart, data collection sheet, histogram, control card, Pareto diagram, Ishikawa diagram, scatter diagram) and 7 new (affinity diagram, connection diagram, tree diagram, matrix diagram, PDPC, arrow diagram) methods. The first group is used to visualise information, data, and to systematise quantities; while the second group is essentially for supporting development, innovation activities. There are teamwork-based methods such as brainstorming, the nominal technique, the 6-3-5 method, NGT, PCI, Philips 66, and the Delphi method. FMEA, Failure Mode and Effects Analysis, can be used for planning and development; QFD, Quality Function Deployment, can be used to transform fixed customer needs into developmental directions. Professional literature on libraries often concern the application of the above techniques, so only a few, less utilised methods will be described here.⁴⁴

It is important note that work is not over with the application of a single method, we will only be efficient if we utilise the method to advance our processes.

NOMINAL GROUP TECHNIQUE (NGT)

This technique is based on creative thinking and it can be used for both the identification of problems and the search for solutions. It is nominal because while the members of the group are physically located at the same place, they are communicating with one another not only verbally, but also in writing. If there are any influencers or loud voices in the group, who may overshadow more quiet people, the application of this method could be an ideal solution. Writing down thoughts without verbally expressing them as a first step ensures that opinions regarding the problem to be solved are formed freely, without the members being influenced. After this step, recorded thoughts are to be written on a board. It is important to keep to the order both while recording ideas and during the discussion held afterwards: thoughts recorded on the board should be debated one after another, and it is important to note what a person meant by the given idea and why did that thought occur to said person. After going around, repetitions should be eliminated, since, as part of the next step, each participant must rank the thoughts on the board. After summarising the results of the advance voting, we should discuss the results with the group. This should be followed by a final vote, which will show what solutions do employees think will solve the given problem and what are the causes behind the said problem.⁴⁵

⁴⁴ For further information on more frequently used techniques see: Mária ESZENYINÉ BORBÉLY: *Project management in the library [Projektmenedzsment a könyvtárban]*. Debrecen, Egyetemi Kiadó, 2014. 85 p.

⁴⁵ András GÖNDÖR: *Business communication [Üzleti kommunikáció]*. https://www.tankonyvtar.hu/hu/tartalom/tamop412A/0007_a3_1044_1046_bauzetikommunikacio/ncm_nevleges_csoport_modszer_zG5wtRp6l2Yf16Pu.html; János KÖVESI – József TOPÁR (editor): *The basics of quality management [A minőségmenedzsment alapjai]*. Budapest, Typotex, 2012. p. 120.

PHILIPS 66

Philips 66 is a creative problem solving method, but its written and graphic methods of expression mean that it is more liberal than traditional brainstorming type techniques. It is primarily recommended for larger institutions, groups, as it includes forming groups of 6, with each group having 6 minutes to define the given problem and its underlying causes. The thoughts explored are to be recorded in writing or in the form of a drawing and shared with the others. Afterwards, new groups should be formed with different members to further analyse the problems. Results from groups reformed again and again should be illustrated using an Ishikawa diagram.⁴⁶

AFFINITY DIAGRAM

Kawakita Jiro, otherwise known as the affinity diagram, is a good tool for categorising user opinions and systematising feedback requiring detailed answers. It can be used to explore connections between various data points by forming groups of maximum 8 people with members who know one another and work together. These are to collect and record on a piece of paper the problems or their proposed solutions based on the data or experiences available to them. They will then share these with the others, after which repetitions are to be eliminated and problems recorded in an incomplete manner are to be defined. It is important to ensure that everyone has the same understanding of the given definition. Afterwards, the pieces of paper should be categorised based on some criterion, matching similar ideas. At first, one group should include maximum 3 pieces of paper and no more than 5 groups should be formed. The groups thus formed should be narrowed down to further subgroups, sets, while ensuring the presence of a logical connection between the items in each and seeking to name each given set. Groups should be merged until we are left with three large sets. Lastly, we should rank the sets containing the received answers in accordance with their importance.⁴⁷

SELF-EVALUATION

The goal of self-evaluation is to have the library determine its strengths, the areas in need of development, and how it can utilise its strengths in assisting areas in need of development.

The first step towards self-evaluation is dedication from both managers and employees. It is important to communicate to the employees the goal, importance of organisational development, and the methods we intend to use to improve processes. This requires its own communication strategy, which should not alienate employees and which we should be able to consistently maintain throughout the self-evaluation process.

⁴⁶ János KÖVESI – József TOPÁR (editor): *The basics of quality management [A minőségmenedzsment alapjai]*. Budapest, Typotex, 2012. p. 119.

⁴⁷ János KÖVESI – József TOPÁR (editor): *The basics of quality management [A minőségmenedzsment alapjai]*. Budapest, Typotex, 2012. p.123.

Once we have the proper resolve, we may begin planning the self-evaluation process, selecting participants and executing self-evaluation itself. The process is not complete when self-evaluation has been performed, seeing that the results received must be evaluated in an impartial, objective manner, and the resulting strengths and areas in need of development must be ranked. Afterwards, points at which processes can be intervened in must be designated and the interventions in questions must be implemented. The last step of this process and the first step of the following process is tracking, observing development, and, if necessary, documenting and reviewing the completed self-evaluation.

Self-evaluation is a prerequisite for designing a quality management system. Self-evaluation will show what attributes can the results be traced back to.

The evaluation of results is not easy. In the ESOQL, each result criterion has two subcriteria. With regard to the first subcriteria (6.1, 7.1, 8.1), the library must work with data received from users, which mainly take the form of needs assessments and satisfaction surveys. The second subcriteria (6.2, 7.2, 8.2) also concern the presentation of data, but data based on external feedback, usage data and associated with the internal performance indicators of the library. Each library must determine what information it will collect, mainly in accordance with the long- and short-term goals outlined in their respective strategies.⁴⁸

The evaluation criteria of the ESOQL should also be considered when assessing community development, since such assessments are also connected to subcriterion 4.1, *Relationships with social partners*, subcriterion 6, *Customer-focused results* and subcriterion 7, *Results concerning social responsibility*. It provides additional criteria for issues to be assessed during community development and for areas to be improved by library following the evaluation.

III.2.6.1 Cooperation, partners, resources

RELATIONSHIPS WITH SOCIAL PARTNERS

The first subcriterion of criterion 4 of the ESOQL is entitled *Cooperation, partners, resources*. Relationships with social partners fundamentally determine the strategical and operational goals of libraries. The careful management, development, maintenance and continuous renewal of this resource are prerequisites for effective functioning. "The more organisations a library is connected to, the more varied ways it forms connections, builds its network, the more carefully and intensively it reacts to user feedback, and the greater care it

⁴⁸ Adrienn HORVÁTH – Brigitta TÓTH-JÁVORKA: *Feedback on the renovation of the quality management grant system for libraries - research data*. = Book, library, librarian [Visszajelzések a könyvtári minőségmenedzsment pályázati rendszer megújításáról – kutatási adatok. = Könyv, könyvtár, könyvtáros]. (vol. 28) issue 209. 3.

puts into applying the information thus collected to the enhancement of its own operation, the more productive it can become.”⁴⁹

The library must identify the institutions, non-governmental and social organisations, service providers it is beneficial for it to cooperate with in order to be able to meet its strategic goals and the needs, expectations of its users on a broader scale.

The assessment of social relationships is influenced by

- the library identifying its partners, highlighting for each the reasons for its importance, its connection to the strategy and why the library is important for the given partner;
- the library being aware of the objectives, goals of its partners, and how it can conform to them;
- the number and type of partnership agreements concluded by the library; the number and type of projects resulting from these or planned as result of these;
- the library performing satisfaction surveys and needs assessments among its partners;
- the type of communication channels the library uses to inform its social partners, and the frequency of such communications;
- the library performing benchmarking to facilitate development, and, if so, what conclusions, types of conclusions has it reached, what has it integrated into its own processes;
- or what professional advocacy groups are the employees of the library in contact with, including the type of this contact (do they play an active role in the professional organisation in question; or a passive role, acting as observers).

RELATIONSHIPS WITH LIBRARY USERS

Stakeholders include library users; it is essential that they have a positive opinion of the library, its services. Their needs, feedback define the operation. At the same time, stakeholders have an interest in providing constructive opinions, criticisms about the library. It is important for them to have up-to-date information, and to

⁴⁹ *The Evaluation System for the Operational Quality of Libraries (ESOQL) Methodological guide for organisational self-evaluation for libraries in category I (having more than 20 members) in accordance with the ESOQL.* Prepared by: Tamara Bajnok, Dr. Katalin Bognárné Lovász, Miklós Fehér, Adrienn Horváth, Dr. Éva Mészárosné Merbler, Dr. József Topár, Dr. Máté Tóth. Budapest, Hungarian Library Institute, 2018. 19 p.
<https://ki.oszk.hu/dokumentumtar/konyvtarak-minosegi-mukodesenek-ertekelesi-rendszere-kmer-szervezeti-onertekelesi> (Downloaded on: 26 March 2019)

be included in library processes, in order to feel more connected to the library.⁵⁰ Their feedback can provide guidance for the development of services, implementation of innovations.

The assessment of social relationships is influenced by:

- the library encouraging users to express their needs, recommendations for developments; analysing received feedback; integrating relevant conclusions into its processes and informing users of such modifications,
- the library developing an information policy, meaning whether its communications are deliberate (made at a place and time appropriate for the target group),
- the library including users in its conscious operation in areas such as energy conservation or differentiated waste collection⁵¹,
- the library collecting information on the social, communication habits of users and the target groups it intends to reach, and it utilising such information in the development of its communication, service practices.

III.2.6.2 Customer-focused results

Feedback from users influences the development of strategy and services. Feedback is provided at two levels, on one hand as solicited feedback (satisfaction surveys and needs assessments), on the other as performance indicators and data gained through assessments performed by the library. Opinions provide subjective, soft data, while indirect feedback is reflected by quantifiable, objective data - the number of users of a given service.

OPINIONS OF LIBRARY USERS

Opinions of the users (and non-users) of libraries can be observed through questionnaires, focus group interviews, and by organising forums. No process will

⁵⁰ For more information on the subject see: *Socialised operation method for cultural institutions [A kulturális intézmények társadalmiasított működési módja]. Methodological Guide for operation based on community participation [Módszertani útmutató a közösségi részvételen alapuló működtetéshez]*. Budapest-Szentendre, Hungarian Open Air Museum – National Institute for Culture [NMI, Nemzeti Művelődési Intézet] – National Széchényi Library, 2019. <https://cselekvokozossegek.hu/wp-content/uploads/A-kultur%C3%A1lis-int%C3%A9zm%C3%A9nyek-t%C3%A1rsadalmias%C3%ADtott-m%C5%B1k%C3%B6d%C3%A9si-m%C3%B3dja-m%C3%B3dszertani-%C3%BAtmutat%C3%B3-2019.pdf>

⁵¹ The guidelines of the ISO 14000 standard may apply. For further information see: Dr. András Torma. Environment management [Környezetmenedzsment]. https://www.tankonyvtar.hu/hu/tartalom/tamop425/0021_Kornyezetmenedzsment_rendszerek/ch01s02.html. Environmental management systems. Requirements with guidance for use (ISO 14001:2015) http://www.mszt.hu/web/guest/ingyenes-szabvanylista?p_p_id=msztwebshop_WAR_MsztWAportlet&p_p_lifecycle=1&p_p_state=normal&p_p_mode=view&p_p_col_id=column-1&p_p_col_count=1&_msztwebshop_WAR_MsztWAportlet_ref=161896&_msztwebshop_WAR_MsztWAportlet_javax.portlet.action=search

be corrected by performing more assessments, but conclusions, interferences must also be paid attention to in accordance with PDCA principles.

In order to facilitate development, feedback should be collected from users regarding the following issues:

- influential stereotypes concerning the library, reputation of the library, then we must consider what image we would like to present;
- the visibility of the library, both in physical and online terms: how satisfied users are with accessibility, information channels, published information, directions of development for services, rates, and what are the forums through which news about events reach them;
- a decisive point of service development is what do stakeholders use, or what would they use the library for.

EVALUATION BASED ON THE OPERATIONAL INDICATORS OF THE LIBRARY

Internal performance indicators provide exact data concerning services and the operation of the library's processes. They show the rate at which the library is able to meet the needs of its users. They can include a number of indicators demonstrating participation in library services by members of society, many showing availability, and, finally, some particularly indicating the quality of services.

Social participation in library processes can be indicated by:

- the number of volunteers;
- the number of user-submitted proposals, initiatives for development (in the latter case, if a user takes lead, users can also implement initiatives);
- the number of participants in charity events organised by the library, the donations raised;
- memorabilia submitted by stakeholders for the collection (on local history), inheritances bequeathed;
- the rate of newcomers to the municipality registering in the library;
- the proportion of users of children's library becoming adult entrants;
- the rate at which the proprietor is represented at library events, how much does the proprietor interfere the library's life;
- the rate at which members of ethnic groups or other special target groups - of key importance to the library - present in the municipality participate in events organised for them by the library;
- what proportion of stakeholders is interested in the events, results of the library (viewing statistics, infographics, reports, work plans, news);
- how many followers does the library have on social media sites?

The library's accessibility may be represented by:

- the utilisation of services;
- the time visitors spend on the library's website;
- utilisation of opening hours - which are the most frequented periods;

- waiting, processing times;
- with regard to requests by phone or e-mail, the number of requests, questions made through the central phone, e-mail address;
- The quality of services provided may be represented by:
- number, effectiveness, efficiency of information channels;
- statistical data concerning usage;
- feedback from expert inspections.

RESULTS CONCERNING SOCIAL RESPONSIBILITY

Meeting, complying with societal expectations, needs is one of the key tasks of libraries. The library must help the community it serves in achieving its social goals. Such supported goals include sustainable development, the freedom of information and equal opportunity. By supporting mutual goals, the library contributes to improving quality of life, environmental protection, reducing social disparities, while at the same time it demonstrates that it is able to create value considered relevant by the entire community.

The library simultaneously affects its environment and reacts to the processes surrounding it. By engaging in social responsibility, the library

- improves its reputation and image with regard to society as a whole;
- improves its ability to attract and keep workers, and to maintain the motivation and dedication of its employees;
- improves its relationships with users in its direct target group, the media, in general the community it operates in, and other partners.

THE COMMUNITIES OPINION ON THE LIBRARY AND ITS SOCIAL IMPACT

Assessments associated with the subcriterion focus on the local, national and international community's opinion on the library's performance. Such information may be collected by the organisation from various sources, e.g. from surveys, reports, public media events, and feedback from stakeholders.

These evaluations illustrate the effectiveness of the library's social and environmental strategy. Included here are the image of the library's operation, contributions towards the freedom of information, impact on the quality of life, attitude towards environmental protection and the results achieved in this area.

The library is evaluated based on the following criteria:

- Does it have an impact on the quality of life of users, does it contribute to health consciousness, the support of digital competency, does it participate in humanitarian programs, the support of underprivileged people, to what extent does it provide for the local community;
- how it can serve local, regional and national economic interests;
- does it participate in environmental protection, and if so, to what extent;
- does it function as a public space;
- how often and in what context is it present in local, regional or national media reports?

III.2.6.3 operational indicators concerning social responsibility

This includes performance indicators that assist in the evaluation, understanding of the library's social impact, to anticipate the foreseeable development of its performance and to initiate developments accordingly.

These indicators must accurately demonstrate the effectiveness and efficiency of the organisation's societal engagement. Indicators may equally consider ethical behavior, the prevention of healthcare risks, the results of initiatives concerning the sharing of knowledge, and environmentally conscious behavior.

Indicators concerning social responsibility may cover the following areas:

- green library initiatives, the usage of recycled materials, differentiated waste collection, initiatives concerning the lowering of overhead costs, utilisation of bioenergy;
- number, balancing of media appearances;
- utilisation of services for underprivileged people, ethnic groups, number of participants of training courses, programs;
- number of participants of health promotion, safety, accident prevention, first aid programs;
- promoting the efficient sharing of knowledge and exchange of information between users, and, accordingly, the number of events, services, electronic interfaces promoting the sharing of knowledge between locals, and data concerning participation in such programs.

III.2.7 General Social Outcomes⁵²

This framework for the assessment of social results was developed in 2008 by the British Museums, Libraries, and Archives Council. The GSO, or Generic Social Outcomes, assists public collections in determine the extent to which they contribute to social and communal life. The framework is best utilised in addition to, combined with the results of the previously described quantifiable indicators commonly used in libraries.

When using such indicators, we must take care to select those that are relevant to the library and can be connected to other comparable indicator(s). General questions included in the indicator must be adapted to the organisation and applied to local conditions.

Before applying indicators, we must clarify the goals, objectives and strategy of the library; the target group must also be defined.

⁵² *Generic Social Outcomes. Research report on the adaption of the Generic Social Outcomes – GSO model. The assessment model illustrating the results and effectiveness of community development processes implemented in cultural institutions* was made available to the authors by the Hungarian Open Air Museum. It is impossible to provide a comprehensive introduction to the model in this study, but we think that it is essential for libraries introducing cultural community development that we describe its key message, the areas it targets, and the indicators suitable for libraries.

The application of indicators can be integrated into the quality management process and introduces criteria to the assessment of social feedback that deepen, specify results acquired through the application of research methodology or quality management techniques.

In the section below, the set of indicators introduced based on the GSO assists the library in reacting to the needs of local communities in the course of its community development work.

GSO assists in the improvement of services with regard to:

- the planning of projects, setting of goals, and the evaluation of project implementation in connection with these tasks;
- the development of best practices;
- the evaluation of comprehensive regional results achieved in cooperation with the local population;
- the careful training of experts;
- the promotion of cooperation in accordance with mutual goals.

The indicators listed in the framework are divided into three groups and several subtopics. In accordance with these categories, the following evaluation, questionnaire criteria can be identified:⁵³

- Stronger and more secure communities
 - The development of *communication and understanding* within the group and between groups
 - Do visitors to the library have any questions regarding the library? Are experiences connected to the library mentioned?
 - During events, how relaxed is the atmosphere during breaks, do different groups talk to one another?
 - Does the library have any programs that help the community to better understand the work, challenges, problems faced by the authorities and other groups, such as firefighters, ambulance drivers, local government employees, and social workers?
 - The support of *cultural diversity* and identity
 - Are library programs always attended by the same class of people, or has new groups been reached?
 - Does the library strive, beyond commemorations of state holidays, to bring participants closer to local, regional and national historical and cultural values?
 - How is the attendance of library programs promoting the enhancement of cultural identity? Does it draw attention from the local media, and, if so, how frequently and with what attitude?
 - Do the employees of the library participate in community, social events outside of the library?

⁵³ The criteria listed here includes some that can be observed directly by the librarian, without needing to rely on the questionnaire method to learn from the experiences, although experiences should be recorded and shared with colleagues.

- *Reinforcing family bonds and relationships*
 - What is the number of family visits to the library, library programs?
 - Do families participate in the development of programs? Do they willingly express their needs, suggestions?
 - From what age children are involved in library programs? Are there any initiatives for communicating the importance of reading to pregnant women and children below reading age?
 - Do participants of regular programs for the development of young people show improvement in their learning?
 - What is the number of single-parents households in the municipality? What is the proportion of single-parent families being included in community programs?
 - What relationship does the library maintain with local schools? What proportion of students participating in joint school library programs become regular library users?
 - What initiatives do school libraries and municipal libraries use to coordinate their operations? What proportion of students use school libraries and municipal libraries? What proportion of students do not use any libraries within the municipality? How many teachers are active library users? What proportion of people using library services and people not using library services are admitted into universities?
 - What proportion of library users participate in community programs? What proportion of library users become members of non-governmental organisations?
- *Fighting the fear of crime and the battle against antisocial behaviour*
 - Are there follow-up interviews with people no longer attending regular library programs? What proportion of people no longer attend such programs?
 - To what extent does organising events late in the evening affect the number of people participating in such events?
- *Contributing to crime prevention and reducing crime*
 - What proportion of students is the library able to reach with its afternoon programs?
- Enhanced public life
 - *Promoting awareness and greater civic and political engagement, supporting participation in local decision-making*
 - The proportion of people included in volunteering, civic activities, the library's proposal-making processes in comparison to the general population
 - What proportion of locals participate in the development of library programs?
 - What proportion of local history documents are available via the library's online interface?

- What is the proportion of newly acquired books being lent? How many and what channels does the library use for notifying its users about new books, services?
- *Development of the capacity of community and volunteer groups*
 - Was there an increase in the number, participants of community groups?
 - How did the number of students doing community service in the library change? How was the feedback received from students doing community service with regard to their work, the library? What proportion of students doing community service return as readers?
 - Did the information supply available to community groups improve?
- *Providing secure, inclusive and reliable public spaces*
 - Does the library introduce, support the community groups using its spaces? Are the library's information channels made available to them?
 - How deliberately do users utilise the library's spaces? How is the number of reference questions changing?
 - What family-friendly measures did the library implement (design of spaces, services, opening hours, events)?
- *Promoting social responsibility, developing legal awareness by providing various procedures and external services*
 - Does the library engage in provisioning community or business information? If so, what proportion of users use the service?
- *Developing services in accordance with the needs of the local community and other stakeholders*
 - What consultation services does the library provide to locals?
 - Have services been developed in accordance with local needs?
 - How is user feedback with regard to the employees of the library?
 - How fast does the library react to complaints? What major measures have been implemented based on complaints? Did the library communicate the implementation of such measures and, if so, how?
- Health and wellbeing
 - *Promotion of a healthy lifestyle, contribution to mental and physical wellbeing*
 - What programs does the library employ to promote lifelong learning? What proportion of the community participates in such programs?
 - What proportion of users participating in events promoting a healthy lifestyle participate in new events organised by the library?
 - *Supporting healthcare and healing*
 - Has the library been made handicap accessible? Has the library's website been made handicap accessible?
 - Are there any tools, equipment facilitating library use for people with special needs?
 - Has there been any initiatives implemented outside of the library aimed at people in need of healthcare?
 - Is the library able to reach groups active in the field of healthcare?

- *Supporting elderly people in being self-reliant*
 - What proportion of people in need of special care or at risk of social isolation has the library been able to reach?
- *Supporting children and youth in the enjoyment of life and positive thinking*
 - The number of children participating in programs organised by the library.
 - What proportion of the youth the library has been able to reach join adults in civil society initiatives, or in communities?
 - How is youth participation in cultural programs?

Essentially, indicators can be applied by all three public collections. Public collections must realise that they all endeavour to sensitise, develop the same community surrounding them. For this reason, and in order to achieve better results, related public collections should cooperate as with other institutions, public-private and volunteer partners.

THE EVALUATION OF RESULTS

It is not easy for a library intending to consciously develop, mobilise its environment. However, if it consistently applies process improvement in accordance with the PDCA; if it tracks, uses, assesses and evaluates feedback from its environment, it will be able for it to realise its societalisation.

On the other hand, while providing for the recordkeeping, documentation of goals, methods and results, it should be noted that each institute is unique and will thus have unique solutions for its problems. This means that the methods introduced in the study will only help in finding a solution, but will not provide solutions in and by themselves. Whether the given institution is a library, community centre or museum, it will nevertheless make it easier for itself and its community if it cooperates with others in its work for the community.

Section IV

Assessment–evaluation of community development processes in museum-type institutions

Cultural institutions may be connected to the newly started or ongoing community development processes of a municipality, for which principles, methods, tools, activities are outlined in the Community developer methodological guide¹. However, institutions can not only participate in the development processes ongoing at municipalities, but they themselves can initiate culture-based, that is to say cultural community development processes². Cultural institutions, including museums, can mobilise, develop their existing communities based on jointly developed strategies. The highest level of cooperation between museums and communities is the community-based operation, societalisation of museum institutions³.

Community development generates changes, the purpose of which is to make individuals, communities more active, committed to their municipalities, to engage them in the shaping of their lives and their municipality's life, the exploration and preservation of local values, therefore the establishment of active communities. Cultural institutions can play a key role in this process, which can also have long-term beneficial effect on the operation and social status of the institution. Cultural community development processes, implemented with assistance from the museum, and the community-based operation of museums mean the establishment of new partnerships, the reinforcement of old ones, and the problems, plans of the municipality's communities being present in the operation of the institution.⁴

¹ Arapovics – Vercseg (editor) Community development methodological guide [Közösségfejlesztés módszertani útmutató]. 2017. The guide can also be accessed and downloaded from the website of the Acting Communities – Active Community Involvement project: <https://cselekvokozossegek.hu/tudastar/utmutatok/kulturalis-kozossegefjelesztes/> (Download date: 27 February 2019)

² The starting point of cultural community development is the community itself and its existing and potential cultural values: their exploration, renewal, awareness of them, passing them on, with active participation, cooperation from local communities and cultural institutions. Its goal is the promotion of cultural activities, participation in the organisation and shaping of local cultural life, and development of cultural participation. All these contribute to the enhancement of local communities' initiative and capacity. Arapovics – Vercseg 2017. 120.

³ Arapovics – Beke – Dóri – Tóth (editor). Socialised operation method for cultural institutions [A kulturális intézmények társadalmiasított működési módja]. 2019. The methodological guide can also be downloaded from the website of the Acting Communities – Active Community Involvement project: <https://cselekvokozossegek.hu/tudastar/intezmenyek-tarsadalmiasitasa/> (Download date: 27 February 2019)

⁴ Arapovics 2017. 94.

The assessment–evaluation of development processes are especially important, as they show the results achieved by community development in the municipality, community or institution. These changes can be measured quantitatively, for example by checking whether the number of events, participants has increased, or, in the case of museums, whether the collection has grown. However, real results can always be assessed based on changes, for example changes to the operation of the institution, the relationship of the institution-municipality-community; another important aspect is whether the social integration, acceptance, visibility, attendance of the museum, library or public education institution have increased.

The chapter concerning museums in the methodological guide for the assessment–evaluation of community development processes undertakes to examine the functions, legislative background of museum institutions, the role of museums in a changing world, and to review those community development activities which museums may participate in or generate by themselves, and the criteria based on which they are able to assess-evaluate the results, changes achieved.

IV.1 Duties, legal environment of museum institutions

The duties, operating conditions of the Hungarian system of museum institutions and the community involvement of museums is described and governed by Act CXL of 1997 on museum institutions, public library services and general culture (hereinafter referred to as: act on culture).

According to the legal definition, the “museum is a museum-type institution consisting of a scientifically systematised collection of cultural goods, which continuously collects, preserves, processes, researches, exhibits and presents in specific formats cultural goods and elements of intangible cultural heritage. Through its activities, it facilitates the research, understanding of natural, social, artistic and scientific correlations, tracks modern changes in such correlations and promotes continuous education.”⁵

Museum institutions also “serve society, are open to the community, maintain active relationships with communities, municipalities, are non-profit with regard to their core activity, and provide wide and equal access to cultural goods.”⁶

Government Decree 376/2017. (XII. 11.) on the operating permits of museum institutions makes further additions to the provisions of the act on culture and prescribes professional requirements for issuing operating permits. In said section, the Decree discusses the museum’s duties with regard to community involvement and the inclusion of the population.

Accordingly, museum institutions:

- have set up an area, located in a separate space or in the exhibition area, for museum pedagogy activities, welcoming the audience and the sale of museum

⁵ <https://net.jogtar.hu/jogszabaly?docid=99700140.TV> (Download date: 11 February 2019)

⁶ <https://net.jogtar.hu/jogszabaly?docid=99700140.TV> (Download date: 11 February 2019)

publications, and have provided electric and mechanical protection for the building

- provide public education and museum pedagogy services adapted to the exhibitions, the National Core Curriculum
- operate websites and provide online services to visitors
- provide research services at least once per week,
- create a museum curator, artifact conservation personnel and museum educator position for each branch within the museum's collection.⁷

It is apparent that both the act on culture and the supplementary government decree of 2017 greatly emphasise the social engagement of museums and their active communication with municipalities, communities.

The ICOM (International Council of Museums) Code of Ethics also defines the concept and duties of the modern museum: "A museum is a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of science, public education and enjoyment."⁸

According to the Code of Ethics, museums provide an opportunity to appreciate, enjoy, understand and handle natural and cultural heritage. Thus, "museums have an important duty to develop their public educational role and attract wider audiences from the community, municipality, or group they serve. Interaction with the constituent community and promotion of their heritage is an integral part of the public educational role of the museum."⁹

The Code of Ethics also discusses how museums must cooperate with the communities from which their collections originate from, and which they serve, seeing that "museum collections reflect the cultural and natural heritage of the communities from which they have been derived. As such, they have a character beyond that of ordinary property, which may include strong affinities with national, regional, local, ethnic, religious or political identity. It is important therefore that museum policy is responsive to this situation."¹⁰

The principles and practice outlined by ICOM has been adapted by multiple international and domestic professional organisations, institutions, which have also included these in their own mission statements.¹¹

7

<https://net.jogtar.hu/jogszabaly?docid=A1700376.KOR×hift=ffffff4&txtreferer=0000001.TXT> (Download date: 11 February 2019)

⁸ <http://www.ace.hu/icom/PDF/etika.PDF> (Download date: 11 February 2019)

⁹ <http://www.ace.hu/icom/PDF/etika.PDF> (Download date: 11 February 2019)

¹⁰ <http://www.ace.hu/icom/PDF/etika.PDF> (Download date: 11 February 2019)

¹¹ Havasi 2017. 3.

IV.2 The changing role of museums

A movement was started in the 1970s on the American continent, primarily in South America, and in Western Europe, which the professional literature of today calls new museology, and which has changed how people think about museums. In this period, museums were seen by many as obsolete, elitist, closed institutions, the role of which was defined by the needs of a small social group. Proponents of the new trend have questioned the image and traditional functions of authoritarian, sententious museums, and felt that museums operating on basis of archaic principles were not able to properly serve a changing society. Thus, proponents of new museology refocused museums from items to people, emphasised societal engagement, and endorsed museums operating as forums, social institutions.¹²

The South American, Latin branch of new museology became more dominant starting in the 70s. It was first noted at the 9th International Conference of ICOM in 1971 that museums must not only be exhibition areas, but also service providers and cultural institutions. In 1972, at a roundtable discussion organised by ICOM in Chile, participants have argued for integrated museums.¹³ Subsequently, a significant change in mentality began in museums, with a greater focus on local communities, exhibitions reflecting local problems, interdisciplinary approaches, with the educational role of museums also enhanced.

An international workshop was held in 1984 entitled Ecomuseums and the New Museology, where the Declaration of Quebec was adopted; the Declaration stipulated that the role of museums extended beyond the preservation of cultural items, and must cover the improvement of the positions of communities, and also that museums must involve locals, more and more, in their activities.¹⁴ The ICOM International Movement for a New Museology (MINOM), a member organisation for professionals dedicated to new museology, was prepared at this workshop and founded in 1985.¹⁵ The philosophy of the organisation is based on mutual assistance, the fight against social injustice, and the promotion of the development of communities and the establishment of dialogue. The organisation is dedicated to supporting innovative initiatives, the organisation of regional and international meetings and the continuous exchange of information.¹⁶

Due to the impact of new museology, new museum types have been established, with active relationships with their communities. These include ecomuseums, neighborhood, tribal and community museums.¹⁷ To this day, the intention to use institutional tools to improve the position of the given communities remains an important principle of the Latin-type new museology trend. The critical, self-critical approach of museums have resulted in artifacts and reports being put into

¹² Arapovics 2017. 94.

¹³ Wilhelm 2013. 12.

¹⁴ Wilhelm 2013. 12.

¹⁵ Arapovics 2017. 94.

¹⁶ Szu 2017. 121.

¹⁷ Havasi 2017. 5.

a new context for the museums as well, which in turn has influenced collections and curatorial activities.¹⁸ New methods, practices have been introduced into museology, the role of education and the transfer of knowledge has grown, exhibitions reflect the world that surrounds them. Exhibitions are not just places of learning and entertainment, “but places for conceiving complex political, ideological and aesthetic correlations, where the standpoints of contemporary curatorship relevant to the theme play their own role.”¹⁹ Museum interpretation, criticism and self-reflection, discursivity, cooperation, participation based practices - the most significant theoretical frameworks of new museology.

Exhibitions show increased subjectivity, and social groups which have previously been excluded (e.g. indigenous people, women) are now represented in each theme, thus creating new perspectives, new ways of interpretation.²⁰

The new museology movement, started in the 70s, has fundamentally changed how professionals think about the museum. At the same time, new needs, expectations towards museums have emerged among visitors, to which institution types were forced to react in order to stay competitive on the cultural market. These evolving needs are illustrated by the future research conducted by the British Museum Association in 2013, in England. As part of the *Museum 2020* initiative, they have surveyed the needs of the population and conducted consultation with stakeholders involved in the relationship network of museums, while including professional and local non-governmental organisations.²¹

They have sought answers to the following questions:

- What do people expect of museums in 2020?
- How can local communities be strengthened, supported?
- How can the museum contribute to the cultural life of local society and to the realisation of human rights, equality, and social justice?
- How can the museum protect its natural environment?

The results of the research clearly show that people expect museums to take on greater social responsibility with regard to equal opportunity and reducing discrimination. Museums must provide wider access for disadvantaged social groups, support talent, take a more active role in the support of marginalised groups, groups that have fallen behind. They must make their collections and services available and transparent, create competitive services and plan a more assertive role in tourism. They must take part in the lives of local communities and contribute to the reinforcement of living communities.²²

In Hungary, museums with significant collections and defining social roles were considerable slower than Western European museums to implement this self-reflection based change. According to Zsófia Frazon, the institutions have a smaller

¹⁸ Frazon <http://tranzit.org/curatorialdictionary/index.php/szotar/uj-muzeologia/> (Download date: 19 February 2019)

¹⁹ Frazon <http://tranzit.org/curatorialdictionary/index.php/szotar/uj-muzeologia/> (Downloaded date: 19 February 2019)

²⁰ Frazon 2013. 4.

²¹ Arapovics 2017. 94.

²² Arapovics 2017. 95.

role in shaping society, the theoretical foundation of curatorial work is slow to enter museum strategies.²³

However, we may say that in the last decade Hungarian museology has undergone a change in perspective in as well, in which the “Museums for Everyone” program of the Hungarian Open Air Museum and the Museum Education and Methodology Centre played a significant role. The project, implemented between 2008 and 2014, contributed to museums believing in the importance of their involvement in competency development, lifelong learning, social issues, and networking. As result of this change, the cooperation and the exchange of knowledge between schools and libraries became broader, the significance of interpretation has increased. The program has also supported museums with training courses, methodological publications.²⁴

There are currently two European Union supported projects led by the Hungarian Open Air Museum and the Museum Education and Methodology Centre and aimed at reforming the cultural institution system. The Acting Communities – Active Community Involvement project assists the community involvement of museums by developing a methodology for cultural community development, community participation based institutional operation methods and by organising training courses.²⁵ One of the goals of the Museum and library development for everyone project is to promote a visitor-friendly approach, and is thus preparing a proposal for enhancing the museum in its role as service provider.²⁶

The MaDok program should also be noted, as it was initiated by the Museum of Ethnography in 2003 and is aimed at examining and documenting modern, contemporary cultural and social phenomena from a sociology, ethnographic standpoint. The handbook entitled ...Open museum...²⁷ [Nyitott múzeum] was published as part of this program in 2018 and examines participation- and cooperation-based museum work from an ethnographic and cultural anthropology standpoint, using the tools of these fields.

In summary, it can be concluded that the social-economical changes of the age also impact, shape the role of the 21st century museum. Presenting information and knowledge sharing and community development roles on an equal footing with traditional collection, professional-scientific tasks is a basic requirements for museums.²⁸

²³ <http://tranzit.org/curatorialdictionary/index.php/szotar/uj-muzeologia/> (Downloaded date: 19 February 2019)

²⁴ Nagy 2017. 51.

²⁵ www.cselekvokozossegek.hu

²⁶ www.mokk.skanzen.hu

²⁷ Frazon 2018.

²⁸ Arapovics 2017. 92.

IV.3 Museums and community development

Museums, recognising the demands of the age, take on an ever larger role in the lives of local communities, forming ever closer bonds, but municipal populations are also more attached to their local museum institutions, participating in their activities, in the traditional duties of museums, and in implementing their services, events.

Both museums and local communities are starting to be aware of the mutual benefits of this relationship, that cooperation is worth the investment of time and energy. The museum preserves the memories, material heritage of a municipality or region, thus it can significantly contribute to, for example, the exploration of local history, traditions, and the recollection and preservation of knowledge.

Today, museum institutions, in addition to their traditional three-way system of duties, must also act as public platforms, taking part in generating local development processes, promoting identity and social cohesion, developing the cultural communities of municipalities, institutions.

The cooperation between museums and communities can be classified into three levels:

- creation of museum communities
- participation in the community development processes of the municipality
- community-based operation, societalisation of museum institutions.²⁹

Museums with strong communities also enjoy greater social integration, which, in the long-term, may even contribute to the continuation of the institution. However, tangible results may also be achieved in the course of cooperation, such as an increase in the number of visitors, the expansion of the collection, a greater variety of programs offered, or an increase in human resources.³⁰ These are all indicators that are easy to measure during a cultural community development process of the municipality or institution, and indicate the direction and extent of changes.

During the assessment–evaluation of community development, it is important to make a distinction between the changes experienced by the museum and the changes experienced by the community. In addition to quantitative, statistical changes, one may examine changes in the operation, network, system of duties of the museum or in the role it plays in the life of the local community, municipality. At the community level, the level of empowerment, capacity, the degree of inclusion, social cohesion, the enhancement of local identity, the forms of cooperation should be examined.

It is important that, throughout the assessment–evaluation process, the museum cooperates with local community developers and communities connected to the institution or operating in the municipality. Criteria for the assessment–evaluation process should be developed jointly, with regard to the goals, expected results of the development process of the municipality or institution.

²⁹ Arapovics 2018. 15. 30 Nagy 2017. 54.

³⁰

Assessment–evaluation must always be preceded by an analysis–planning phase, the first step of which is situation analysis, followed by the definition of goals, activities, and the development of an individual action plan. As soon as the planning phase, we must define the goals, changes, qualitative results that we intend to achieve at the municipality or institution level and that we intend to assess, evaluate. The action plan and the assessment–evaluation criteria should be developed with regard to these goals, results to be achieved. If we know the changes we intend to achieve, it is easier to achieve them and to determine which evaluation method should be used.

Assessment–evaluation can be performed in numerous ways: via questionnaire, interview, the analysis of statistical data, observation, attitude analysis. In the following section, we will review what type of communities are associated with museums, in what areas can the institution initiate cultural development programs, and how it can connect to a community development process ongoing in the municipality. On that point, we intend to provide a set of criteria for the changes which can be assessed-evaluated in the course of the process.

IV.3.1 Museum communities

Museum communities are communities in some manner associated with the activities of the museum, which have regular contact with the institution, participate in the museum's life and/or the life of which the museum participates in.³¹ They can be established based on regional, geographical connections, can be organised based on interests or identity, or can be intellectual, spiritual communities.³² Communities connected to museums can be very diverse, they cannot be categorised based on a single criterion, their goals, connections, activities may cover a variety of fields.

In 2015, the Museum Education and Methodology Centre has conducted a survey entitled Museums and their communities, in which it has examined this issue from multiple perspectives.

The survey has determined that museum institutions maintain relationships with various communities. Most active relationships were with non-governmental organisations, meaning that most museum communities operate as formal organisations (association, foundation, museum group, club). There are also large artistic/recreational, educational, visitor and professional communities. Communities consisting of volunteers are also important to the lives of museums, so numerous institutions operate volunteer programmes, which can play defining roles in the mobilisation of the local community of a municipality.³³

The survey's results also show that museums regularly communicate with about three - five communities, but there are also some museums with more than

³¹ Nagy 2017. 53.

³² Arapovics – Vercseg 2017. 111-112.

³³ Nagy – Módli <http://mokk.skanzen.hu/admin/data/file/20160118/muzeumok-es-kozossegek-kutatas.pdf> (Download date: 19 February 2019)

10 communities. 82% of museums also have virtual communities, a significant percentage of which is associated with Facebook, but there are also some institutions with their own blogs.³⁴

The survey has also examined the purposes for which communities are formed. This shows that cultural and traditional activities are the most significant, but there are also some with recreational and educational purposes. Such museum communities primarily see the support of museum work and the dissemination of knowledge as their most important activities. There is also the exploration, preservation and exhibition of local or museum related values, and assisting disadvantaged students or students with special educational needs or disabilities in gaining access to culture. Also, even if to a smaller extent, but also financial support of the museum.³⁵

All this is relevant to us as the survey demonstrates that the communities associated with museums have significant potential. Taking a look at the number of members of these groups and the sizes of their social circles, we will see museums able to reach more than 500 people through their relationship networks.³⁶ Almost 70% of the surveyed communities had been working with their museums for more than 5 years, illustrating that museums are able to rely on their communities on the long-term.³⁷

The survey has also examined what the community provides to the museum. The most important thing gained from cooperation by the museum is getting new visitors and increasing their visibility, but community programs also provide a greater variety to museum events, enrich the range of programs offered, and provide professional assistance or volunteer work.³⁸ Museums strive to present their communities to the broader public, for example at exhibitions, conferences, publications.

Lastly, the survey also covers what best motivates members of a community and how do they see the impact the relationship of the museum and the community has on the municipality.

The most important motivation is the “will to act” for their direct environment, the museum, followed by shared interest and the feeling of belonging.

Spending their free time, having fun and building relationships were also important motivational factors, although not as significant as the previous two.³⁹

It is apparent that a good relationship between the museum and its communities has a positive effect on the municipality, as it promotes the

³⁴ Nagy – Módli <http://mokk.skanzen.hu/admin/data/file/20160118/muzeumok-es-kozossegeik-kutatas.pdf> (Download date: 19 February 2019)

³⁵ Nagy – Módli <http://mokk.skanzen.hu/admin/data/file/20160118/muzeumok-es-kozossegeik-kutatas.pdf> (Download date: 19 February 2019)

³⁶ Nagy – Módli <http://mokk.skanzen.hu/admin/data/file/20160118/muzeumok-es-kozossegeik-kutatas.pdf> (Download date: 19 February 2019)

³⁷ Nagy – Módli <http://mokk.skanzen.hu/admin/data/file/20160118/muzeumok-es-kozossegeik-kutatas.pdf> (Download date: 19 February 2019)

³⁸ Nagy – Módli <http://mokk.skanzen.hu/admin/data/file/20160118/muzeumok-es-kozossegeik-kutatas.pdf> (Download date: 19 February 2019)

³⁹ Nagy – Módli <http://mokk.skanzen.hu/admin/data/file/20160118/muzeumok-es-kozossegeik-kutatas.pdf> (Download date: 19 February 2019)

municipality's cultural goals and has a positive impact on the museum's reputation among the population.

Museums and communities can cooperate in two ways: by doing something together or by providing certain services to one another.⁴⁰

The most frequent form of cooperation is organising programs, for example during the Night of Museums or Autumn Festival of Museums events. During such events, locals often participate not only in the realisation of the program, but in planning and organising it. Joint work can also result in active participation in exhibitions or the creation of community exhibitions. A community exhibition⁴¹ is one of the important methods for reaching out to the population and getting it involved and is suitable for exploring local culture, identity and intellectual, social, natural goods, for the mobilisation of the population and for self-reflection.⁴² However, there are also numerous publications produced through community involvement, where the museum provides an institutional background, but other work is done by the community.

The other type of cooperation is a party providing a service to the other. For museums, this usually means providing space or a location for a program, but museum experts can also use their expertise to assist in the activities of the community.⁴³

Communities provide various services to museums. Perhaps the most important of these is "giving" their free time to the museum, in many cases helping understaffed museums or alleviating their lack of capacity. Communities also contribute to increasing the visibility, number of visitors of the museum, as they themselves are potential visitors.⁴⁴

IV.3.2 Assessment of museum communities

Upon reviewing the survey report, it is apparent that there are well-functioning communities, playing important roles in the lives of Hungarian museums. Communities institutions can build on to initiate community development processes. Knowing, assessing museums communities can be a starting point for development processes, seeing that we must know the people involved in and the people targeted by such developments. If we understand the starting point, we will be able to assess changes, meaning that situation analysis also plays an important role in institutional community development.

⁴⁰ Nagy 2017. <http://mokk.skanzen.hu/admin/data/file/20160118/muzeumok-es-kozossegek-kutatas.pdf> (Download date: 19 February 2019)

⁴¹ The "Historical Imprint – Treasures of Taliándörögd" pilot project was implemented as part of the Acting Communities - Active Community Involvement project and included the compilation of a Village Book from family photographs, and, at the same time, the collection of local knowledge. The Village Book was presented, along with local products, to the population of Taliándörögd as part of an exhibition. <https://cselekvokozossegek.hu/korlenyomat-taliandorogd-kincsei/> (Download date: 21 February 2019)

⁴² Arapovics – Vercseg 2017. 37.

⁴³ Nagy 2017. 57.

⁴⁴ Nagy 2017. 58.

With regard to the assessment–evaluation of community development, the goal of experts during situation analysis is to have general awareness of the municipality, an understanding of local knowledge, to understand the current situation, to recognise attributes, to get a clear picture of those important to local public life, and to have data that is measurable at the starting point, as changes are to be tracked in comparison to such data.⁴⁵ Accordingly, it is important for a museum to understand its own position, the role it plays in the municipality, its social involvement, and its relationships with local communities and its own communities. Such data can be acquired, for example, from museum statistics, annual reports, and the museum’s website.

IV.3.3 How and what do we assess with regard to museum communities?

The methods of situation analysis

Museum history

Firstly, the history of the museum should be explored, reviewed, inspected, including the people, communities who have played a role in the foundation of the museum and the creation and expansion of the collection. Whether there are any memories, traditions in the municipality concerning these persons, communities. Whether there are any descendants who might take on obligations towards the museum. It is important that locals are familiar with the history of the museum, the role played by the community, as this increases the involvement, recognition of the museum.

Number, characteristics of museum communities

- How many communities does the museum have a relationship with?
- How many members does the community have?
- What is the age distribution?
- What social classes do the various members of the community belong to?
- How large is the social circle of the community, if any?

Forms and quality of cooperation

- How regularly do they communicate? In what manner?
- How do various communities participate in the life of the museum?
- Does the museum organise any events for its communities?
- Does the museum provide any services? If yes, what type of service?
- Does the museum provide any discounts? If yes, what type of discount?
- Does the museum have a virtual community? If so, how many participants does it have?

⁴⁵ https://cselekvokozossegek.hu/wp-content/uploads/CSK_utmutato_meres_ertekeles_20170331-2.pdf (Download date: 21 February 2019)

- How frequently does the museum cooperate with its communities?
- What does the community provide to the museum?
- What does the museum provide to the community?
- Has there been any community exhibitions? How did the museum contribute to these?
- How is the community present in the museum's core activities: collection, exhibition, scientific research?
- How is it present in the following activities: e.g. event, public relations, communication, the sharing of knowledge, etc.?
- What are the areas in which the community can be more involved? How?
- Who in the museum deals with communities? Are there personnel dedicated to this task, is it part of anybody's job functions?
- What are the results of the cooperation with the community?
- Are there any costs involved for the museum? If yes, how much?
- What do you think motivates the members of the communities? How can they be motivated further?
- Is the connection, cooperation with the communities represented in the documents of the museum?

The relationship of the museum and the municipality

- How is the municipality affected by the relationship of the museum and the community?
- Did it lead to any changes with regard to the life of the community/municipality?
- What changes are they able to achieve together with regard to the life of the institution/community/municipality?
- How is the museum integrated into local community life?
- How is the museum's reputation within the municipality?
- How is the museum's reputation with regard to decision-makers?

Circles of friends of the museums

The formal groups with the oldest ties to the institution type is the circles of friends of the museums. Many national, county, regional and specialised museums, and even some smaller institutions, exhibitions, collections have well-functioning circles of friends with long-standing traditions. The goal of such circles is usually to support the museum and art in general, to preserve, expand collections, to increase the quality of services, to develop appealing exhibition programs, to provide expert assistance, and to bring together people with similar interests, amateurs and art collectors. Goals often include exploring the past of the municipality and the region, collection, preserving values, reinforcing bonds to the municipality, and providing a greater variety to cultural life in the region.

Members of the circle of friends can participate in exclusive, free programs, guided tours, lectures, can visit the museum free of charge, and receive notifications of exhibitions, events, research results and professional programs. And, last but not least, they can meet dedicated people with similar interests.

Activities of the circles of friends of museums are well-documented, as, since they operate as formal organisations, they are obligated to prepare annual reports, which are often available on museum websites. While performing assessment–evaluation, one should use these documents as a starting point and review not only the reports, but data, documentation concerning individual activities. Such data shows how many members the circle of friends has, what activities did it perform in the given year, and what level of success did it have.

Assessment–evaluation

- How many members does the circle of friends have?
- Did the number of members increase/decrease in the given year?
- What activities has the circle of friends performed in the given year?
- How many presentations/guided tours/trips/professional programs, workshop visitations/events/etc. did it organise?
- How many people have participated in the events, programs?
- How does the circle of friends participate in
 - the preparation of the work plan
 - the development of various museum strategies
 - the planning/organisation/execution of presentations, guided tours
 - the expansion of the collection, work concerning the collection
 - scientific activity, research
 - the planning/realisation of exhibitions, preparation of the exhibition calendar
 - the planning, realisation of publications
 - planning/organisation/execution of educational programs
 - the planning/realisation of museum communication, or the operation of an online interface
 - communication with the local community/municipality?

IV.4 Community development in the museum

In the section above, we have reviewed the relationship between museums and their communities, now let's take a look at how local communities may participate in the core activities of the museum, and how the effects of such participation can be assessed, evaluated.

Collection, expansion of the collection

The collection of the museum is “a collection of the natural and cultural, tangible and intangible phenomena of the past and present”⁴⁶, and, as such, is closely linked to the community it was created by. One of the core tasks of the museum is the collection and preservation of the cultural heritage of the given country. The

⁴⁶ <http://www.ace.hu/icom/UNESCO.html> (Download date: 21 February 2019)

recommendation adopted by UNESCO, entitled “Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society”, defines it as follows: “heritage is defined as a set of tangible and intangible values, and expressions that people select and identify, independently of ownership, as a reflection and expression of their identities, beliefs, knowledge and traditions, and living environments, deserving of protection and enhancement by contemporary generations and transmission to future generations. The term heritage also refers to the definitions of cultural and natural heritage, tangible and intangible, cultural property and cultural objects as included in the UNESCO culture conventions.”⁴⁷

The UNESCO recommendation also discusses how museums must cooperate closely with the communities from which their collections originate from, and which they serve. “Museum collections reflect the cultural and natural heritage of the communities from which they have been derived. As such, they have a character beyond that of ordinary property, which may include strong affinities with national, regional, local, ethnic, religious or political identity. It is important therefore that museum policy is responsive to this situation.”⁴⁸

The museum is special, in comparison to other cultural, educational institutions, because of its collection, thus the development, expansion of the collection is its primary strategic goal. Through the deliberate development of the collection, it is possible to involve individuals, communities in the process, utilising new human and economic resources in its expansion.

Community archeology, a trend that has arisen in Hungary in the past years, is a good example for a relationship between collection, the expansion of collections and the community. It was preceded by a regulation introduced in 2016 and governing the preservation of cultural heritage, which also deals with the issue of using metal detectors. This government decree specifies that the users of metal detectors must conclude a contract for services or cooperation agreement with an institute entitled to excavate.⁴⁹ Accordingly, for people to use metal detectors in a legal manner, they must cooperate with a museum with territorial jurisdiction over the given area. Although cooperation between municipal museums and people using metal detectors has already existed, it was made much more intensive by this legislation. And, although illegal excavations are still a major problem, a dialogue has been established between museums and people using metal detectors, as result of which several best practices have been created for the expansion of museum collections in cooperation with other communities. Multiple museums⁵⁰ have also started archeological programs, the purpose of which is to add

⁴⁷ <http://www.ace.hu/icom/UNESCO.html> (Download date: 21 February 2019)

⁴⁸ <http://www.ace.hu/icom/PDF/etika.PDF> (Download date: 25 February 2019)

⁴⁹

<https://net.jogtar.hu/jogszabaly?docid=A1600496.KOR×hift=ffffff4&txtreferer=0000001.TXT> (Download date: 25 February 2019)

⁵⁰ For example, the Ferenczy Museum Center has developed an archeological topography program, the Count Károly Esterházy Museum in Pápa has started a community archeology program in the district, and the Nagy Gyula Regional Museum of Orosháza also has a great relationship with people pursuing metal detecting.

archeological finds to the collections of the museums and to share information concerning the sites with experts. Professionals have also recognised the importance of the issue and have organised professional forums, presentations, theoretical and practical training for people pursuing metal detecting as a hobby.⁵¹ As results of the cooperation, museum collections have significantly expanded, and archeological finds thus added were also included in exhibitions, and people pursuing metal detecting were also included in the processing of findings.⁵²

Community archeology - with all its difficulties - can be a success sector in the relationship between the community and the museum and the strategy for the expansion of collections. However, we should not forget that museums continuously receive submissions, individuals, or even communities may bequeath their inheritances or single items to the museum. Museum collections have been created using public donations, we need to only reflect on the foundation of our first museum, the Hungarian National Museum, whereby on 25 November 1802, Count Ferenc Széchenyi has declared "I shall indefinitely and irrevocably donate, deliver and transfer [my great collection] to my dear homeland and for the use and benefit of the community"⁵³. As a result, a veritable movement was started in Hungary, donations were received from all social classes, providing a foundation for the collection of the Hungarian National Museum. However, the same applied to municipal museums, as, during that great age where so many museums were founded, the collections of municipal museums was also based on donations from private collectors⁵⁴, and the work, inclusion of local teachers, principals, monks.⁵⁵

Local municipalities had a large role in establishing and expanding museum collections not only in the 19th century, but also throughout the 20th, and they remain significant in the 21st century as well. A great example is found in the history of the Marcali Museum, which was started in the 1960s through intensive collection by students of the local secondary school. The idea for the municipality to have its own museum came from the school exhibitions, and, in 1972, the museum was founded.⁵⁶ However, we can also see how many items we have local communities to thank for if we think about the ever expanding village museums and local history collections.

In summary, it can be concluded that museums can rely on local communities in the expansion of their collections, that significant results can be achieved by deliberate planning and the inclusion of the community, and that new collection units can be established in accordance with the needs of the community.

⁵¹ For example, the Janus Pannonius Museum, the Archeology Department of the University of Pécs and Detect Max Kft. have organised the first professional weekend retreat for metal detecting with regard to the 490th anniversary of the battle of Mohács.

⁵² The relationship between the Nagy Gyula Regional Museum and civilians engaged in metal detecting is exceptional and exemplary, as such people cooperate with the employees of the institute at several archeological sites and use their expertise to assist in the identification, processing of items.

⁵³ <https://mnmu.hu/hu/muzeumtortenet> (Download date: 25 February 2019)

⁵⁴ E.g. the Déri Museum.

⁵⁵ E.g. the Rómer Flóris Museum, the Hajdúsági Museum.

⁵⁶ <http://marcalimuzeum.hu/index.php/muzeumunkrol/magunkrol> (Download date: 25 February 2019)

Assessment–evaluation

Museum level

- How was the museum’s collection compiled? What role did the local community play in this process?
- How many items/documents/photographs have been received as public, private, community donations?
- Does the museum keep in contact with amateur collectors? If yes, in what manner?
- How are communal needs, community inclusion present in the collection strategy of the museum?
- How are the needs of the community present in the collection strategy of the museum?
- Are these recorded in museum documents?
- How did commitment towards the museum change? How was this expressed?
- Were there any new communities formed?

Community level

- How many people have participated in the expansion of the museum’s collection?
- What new competencies did they gain?
- How did the community’s knowledge of local history, expertise change?
- How did the local identity change?

Scientific activity, research

UNESCO’s previously mentioned recommendation also emphasises that museums may cooperate with local communities in their research. “It is only through the knowledge obtained from such research that the full potential of museums can be realized and offered to the public. Research is of utmost importance for museums to provide opportunities to reflect on history in a contemporary context, as well as for the interpretation, representation and exhibition of collections.”⁵⁷

Mária Káldy, in her publication entitled “The Skansen and its communities” [“A Skanzen és közösségei”], has also emphasised that, since its beginnings, the Hungarian Open Air Museum had a close relationship and many ties with the communities that provided its buildings.⁵⁸ However, the fact that communication with representatives of local society and the inclusion of locals in the research play a definitive role in local collection work, research conducted at the municipality, and the quality of the fieldwork is true not only for the Skansen, but also for other museums. Members of the community can assist the work of museum curators, experts through their knowledge, awareness of local conditions, while the research itself provides an opportunity to record, collect, systematise the knowledge of the community, preserving it for posterity. However, there are other ways the community can profit from research work: it can unearth long-forgotten

⁵⁷ <http://www.ace.hu/icom/UNESCO.html> (Download date: 21 February 2019)

⁵⁸ Káldy 2017a. 173.

knowledge, traditions, craftsmanship practices which can be relearned, revived by the community. Museum curators can also assist the community in this process, as their expertise, broader knowledge can ensure that these are relearned in an authentic manner and with respect to the customs of the given municipality. Therefore the researcher and the community mutually educate one another, broadening their knowledge, perspective.

Accordingly, research work carried out at the municipality provides a good opportunity for cultural community development, as social occasions, shared memories strengthen local relationship networks, while empowering shared histories, local cultural heritage. Thereby the cultural life of the community may be enriched, new traditions may be created and old ones may be remembered. This reinforces local identity, traditions, the transmission, preservation of local cultural values, and even the community's ability to retain members. At the same time, the museum and researchers both profit from cooperation, as they gain information, confirmation from reliable sources, while having the option to explore new perspectives, opportunities and to expand the relationship network assisting the research.⁵⁹

Assessment–evaluation:

Museum level

- How many museum employees have participated in the research?
- How many residents of the municipality have participated in the entire research process?
- How did the number change during the development process? Did the museum succeed in involving more people?
- What activities did the museum involve such people in?
- How active were these people?
- What research results have been gained?
- Was an exhibition/community exhibition created?
- Was there a publication?
- Were there any new communities formed?
- How did the work of the community affect the museum in its entirety?
- How did it affect the community of museum employees?
- How did the museum's reputation within the municipality change?
- Has its social integration been increased?
- Has the museum's visibility been increased?
- Has the museum's social network, social circle been increased?
- Were there any new volunteers? In what fields did they perform volunteer work in?
- Has there been any new communities, programs created in the museum? What exactly?

⁵⁹ Káldy 2017b. 66.

Community level

- Have research results been returned to the community? In what manner?
- How satisfied were the members of the community with the results?
- How did the research and the results affect the cultural life of the community?
 - Were any new events organised?
 - Has any old customs, traditions been renewed?
 - Has any old crafts been relearned?
- Has the prestige of local knowledge, local cultural heritage been increased? How was this expressed?
- How did the local identity change?

Presentation, exhibition

The third core task of museums is presentation or exhibition, in the preparation of which local communities can also be involved. The goal of community involvement is to support the museum's exhibition organisation activities, to share knowledge, to strengthen identity, motivation, to raise awareness, to provide samples, to encourage remembrance, to give ideas for the modern functioning of communities.⁶⁰ However, the museum may, at the request of the community, use the materials collected by the community and the knowledge, skills of the community to create an exhibition.⁶¹ The community can also rely on the expertise of museum curators to plan, organise and implement exhibitions.

The community exhibition is a form of cooperation between the museum and the local community⁶². When organising a community exhibition, it is important to involve museum curators of the competent museum or relevant collection from the very beginning, so that they can contribute to the process with their expertise, ideas, observations and experiences. In the course of the work, through joint activities, members of the community may gain new competencies, put their creativity to the test, and learn from one another.⁶³

Assessment–evaluation

Museum level

- Have there been/are there any exhibitions organised with community involvement?
- Have there been/are there any exhibitions organised on basis of a community initiative?
- Have they ever participated in organising community exhibitions?
- How did the cooperation between the community and the museum take place?

⁶⁰ Káldy 2017b. 67.

⁶¹ For example, the Marcali Museum has several exhibitions created on basis of community initiatives, community collections.

⁶² For information on goals, methods, see the sections below

⁶³ Arapovics – Vercseg 2017. 39.

- How many people were involved in the organisation of these exhibitions? What were their functions?
- What obligations towards the museum did the individuals/communities involved take on, and in what manner?
- Has there been any new volunteers as result? What are their functions?
- What events were associated with the exhibition?
- How many people have participated in these events?
- What forms of local publicity have been utilised?
- How was the community's feedback?
- How did the museum's social recognition/integration change? How was this expressed?
- How did the number of visitors change?

Community level

- What new competencies/knowledge/skills did the members of the community gain?
- Did existing communities grow stronger?
- Were there any new communities formed?
- What communal knowledge, skill was unearthed?
- What community goals were defined with regard to the exhibition?
- How were these achieved?
- What relevant topics affecting the community were included?
- How did the inclusion of these topics affect the community?
- Did the exhibition contribute to the reinforcement of local identity? How was this expressed?
- Has the idea of preserving local cultural heritage been reinforced/empowered? If so, what tangible results have been achieved?

IV.5 The role, opportunities of museum institutions in the community development processes of the municipality

Museum employees, particularly ethnographers and historians, have a great number of opportunities for joining municipal community development processes intended to explore, collect, preserve and exhibit local values. They have the expertise, training, experience to assist dedicated locals in research, collection. The museums may also have numerous documents, photographs and items which may be significant to the exploration of local heritage.

The publication entitled *Community developer methodological guide*⁶⁴ provides a detailed description of actions, activities, events, programs, processes, that is to

⁶⁴ The methodological guide not only has a printed publication available, but can also be accessed and downloaded at the website of the Acting Communities – Active Community Involvement project: https://cselekvokozossegek.hu/wp-content/uploads/CSK_utmutato_kozossegfejlesztes_online_2017_0331.pdf (Download date: 26 February 2019)

say community activities, that may form a part of the municipal community development process or that may be implemented as such. The guide addresses in detail the goals, set of criteria, and applied tools, methods of such activities. Below, we only provide an outline of those in which museum institutions may participate, and will give some suggestions for assessing-evaluating development process results.

IV.5.1 Exploration of local traditions

The goal of the activity is to collect, document local holiday customs, traditions with the active involvement of the residents. It also intends to revive such customs through the community development process, thus reinforcing local identity. All of this contributes to promoting dialogue between different generations, to cooperation, to the self-representation of the community.⁶⁵

When exploring local traditions, museum curators may assist in the preparation of collection questionnaires and the compilation of criteria relevant to the given folk customs or the given municipality/region. Museum curators may also undertake the preparation of bibliographies concerning the ethnic group, custom, area or collection methodology. Museum curators may also play a role in the preparation for collection activities, for example by finding people to be sought out with regard to certain subjects, by determining how ethnographic collection differs from other interviews, community dialogues, and determining which topics have not been properly explored and require additional collecting. Oversight by an expert is also very important for processing, so as to avoid including, for example, false information. The proper exploration of customs may be assisted by contemporary photographs, written documents, items found in the museum, which can also be utilised by an expert for processing, interpretation.

The goal of the exploration of local customs is to have the community potentially revive folk traditions that were present in the municipality in the past. Experts may play a significant role in this process, as they may assist in deciding which customs should be revived, and in what manner should this be accomplished.⁶⁶ For example, by determining which were the accessories of the custom, how can these be acquired, which components, gestures, items, clothes, songs, etc. are authentic, which are foreign to the custom and as such should not be adopted, how can a performance be staged based on them, and how can they be integrated into the village's festivities. The list goes on, all being important professional criteria, in the development of which ethnographers may play a significant role.

⁶⁵ Arapovics – Vercseg 2017. 30.

⁶⁶ Many positive examples may be listed, wherein a dedicated professional or community has reached back to collect, revive its own customs and has kept them alive ever since. For example, members of the Folk Dance Ensemble of Badacsonytördemic have practiced the custom of the so-called "zöldágjárás" for years: every Easter Sunday they pass through the village with a welcoming song, in a kind of hand-holding, marching dance. However, the dramatic customs of the winter festivities are also popular, such as the Saint Lucy's Day traditions, the nativity play, wassailing, and the "farsang" carnival masquerade.

Assessment–evaluation

Museum level

- How many museum experts have participated in the activity?
- What new data/documents/photographs/items have been found during the exploration of local traditions?
- Was the museum’s collection expanded?
- What items from the museum’s collection and data repository were utilised during the collection?
- What items from the museum’s collection and data repository were utilised during the revival of the tradition?
- What professional criteria can museum workers apply during collection/research/relearning?
- Have there been new communities organised with regard to the museum? What are these and what activities have they participated in?
- How did the opinion on the knowledge represented by the museum change?
- How did the museum’s prestige change?

Community level

- How many people were involved in the activity?
- How many people have been reached during the collection/research?
- What new knowledge, skills have been acquired by participants? E.g. ethnographic knowledge, experience in collection, research, archival work, processing of sources.
- Was a past custom successfully relearned, revived?
- Where, at what event was it introduced?
- Who drove forward the collection/relearning of the custom?
- Can/did the event become a tradition?
- How did all this affect the community? How was this expressed?
- Did the interest in local customs, the preservation of heritage increase?
- Were the dialogue and knowledge sharing between different generations strengthened?
- Did the respect towards the elderly increase?
- Did the cohesion of the residents of the municipality increase?
- Was the local identity reinforced?

IV.5.2 Community exhibition

The goal of the activity is to create an exhibition, implemented through wide collaboration, showcasing a subject relevant to the community and focused on local values, knowledge, local identity, local history, reflecting on the current state of the community. A community exhibition is a way of reaching out and including the population, and is initiated by the given community.⁶⁷

⁶⁷ Arapovics – Vercseg 2017. 37.

Museum curators can use their expertise, ideas, observations and experiences to assist communities in the organisation of community exhibitions. Museums may also have numerous items/documents/photographs that can be processed for, exhibited in the exhibition. All these can provide inspiration for processing, exhibiting additional subjects.

Assessment–evaluation

Museum level

- How many museum experts have participated in the organisation of the community exhibition?
- How were pieces of the museum collection utilised in the community exhibition?
- How were the results of museum research utilised?
- Were there any new communities formed?
- Were there any new volunteers? What activities have they participated in?
- What events were associated with the exhibition?
- What forms of local publicity have been utilised?
- How was the community’s feedback?
- How was the museum’s social recognition/integration affected?
- How did the number of visitors change?

Community level

- What new competencies/knowledge/skills did the members of the community gain?
- How were existing communities affected?
- Were there any new communities formed?
- What communal knowledge, skill was unearthed?
- What community goals were defined with regard to the exhibition?
- Were these achieved?
- What relevant topics affecting the community were included?
- How did the inclusion of these topics affect the community?
- Did the exhibition contribute to the reinforcement of local identity? How was this expressed?
- Has the idea of preserving local cultural heritage been reinforced/empowered? How was this expressed?

IV.5.3 Local exploration - preservation of values

The goal of the activity is to determine, document, publish local values and establish⁶⁹ municipal, regional and county depositories.

⁶⁸ Act XXX of 2012 and Government Decree 114/2013 (IV. 16.) govern the establishment and maintenance of municipal, regional, county depositories

⁶⁹ Arapovics – Vercseg 2017. 44.

Local exploration, preservation of values consider the protection of intangible and tangible heritage through a wider perspective, as, in addition to the establishment of depositories, it is also important to generate local exploration and sustainable social and economic development processes, based on existing local resources and social solidarity.

It is apparent that this is a complicated process, the goals, professional framework of which is provided for by the act on Hungarian national values and hungarikums and said government decree.

What is the museum's duty with regard to this exploration, social development, economically stimulating process? Similarly, during the exploration of local traditions, experts can provide functional assistance in the identification, documentation of local values. Exploratory works can also be based on the items, photographs, documents in the museum's collection.

It is important to note that national values are not limited to local traditions; the law establishes eight categories of specialisations: agrarian and food sector; health and lifestyle; built environment; industrial and technical solutions; cultural heritage; sports; natural environment; tourism and hospitality.⁷⁰

The law also governs the establishment and operation of Municipal and County Depository Commissions, prescribing that commissions must consist of at least three members, one being a "professional and non-governmental organisation engaged in the collection, preservation and utilisation of values on a national and regional level."⁷¹ Accordingly, the law allows for museum experts to participate in the work of depository commissions, and to use their expertise to assist in the compilation of proposals for the acceptance of certain national values into municipal, regional or county depositories.

Assessment–evaluation

Museum level

- How many museum experts have participated in the exploration process?
- Is the museum expert a member of a depository commission?
- How were they able to utilise the items/documents of the museum?
- What competencies did the museum experts gain?
- Did they participate in editing, publishing publications?
- How was the museum's social integration affected?
- How was the museum's relationship network affected?
- Has the museum's visibility been increased?

Community level

- How many people have participated in the exploratory activities?
- What local values have been defined, documented?
- Was a municipal/regional/county depository established?
- Was there a publication created?

⁷⁰ <https://net.jogtar.hu/jogszabaly?docid=A1300114.KOR> (Download date: 26 February 2019)

⁷¹ <https://net.jogtar.hu/jogszabaly?docid=A1300114.KOR> (Download date: 26 February 2019)

- How did local togetherness, the cohesion of the local community, local identity change?
- Were any new local communities, workshops created to preserve, transfer local traditions, artisanal techniques?
- Were any economically stimulating processes started? What exactly?
- Were any new local products created? Is there a market for such products?
- Are these processes sustainable? How do they intend to keep them sustainable?
- How many people in the municipality/region are affected?
- Does it contribute to population retention? How is this expressed?

IV.5.4 Village Book, calendar

The goal of the activity is to initiate community movements with regard to a publication intended to explore and preserve local history. In this case, no external expert is contacted to write the history of the municipality, but the community itself performs the task.⁷²

Museum experts may assist the community in the compilation of the Village Book or Calendar by background work, during the preparatory, planning phases of the process. They may help collect, select subjects relevant to the municipality's community, or provide criteria for the preparation of a questionnaire.⁷³ They can help collect data on, process, construe, put into context, interpret revealed photographs, documents, items. They can also participate in systematising, processing, editing the collected material.

Assessment–evaluation

Museum level

- How many museum experts have participated in the activity concerning the compilation of the Village Book/Calendar?
- What competencies did the museum experts gain?
- Did they participate in editing, publishing a publication?
- How did the museum's social integration change?
- How did the museum's relationship network change?
- How did the museum's visibility change?

Community level

- How many people were involved in the organisation/execution?
- How many people were interviewed?

⁷² Arapovics – Vercseg 2017. 48.

⁷³ As part of the Acting Communities - Active Community Involvement program, in the Historical Imprint – Treasures of Taliándörögd pilot project, a Village Book consisting of family photographs was compiled. In addition to photography, community interviews were also conducted, assessing the knowledge of the municipality's residents. One of the employees of the Museum of Ethnography was also involved in this work, contributing to the process with professional observations, from the planning phase to the execution of the project.

- Was there focus on any certain person preserving local history, knowledge in some exceptional manner? Who exactly? Did the significance/fame of said person increase within the municipality?
- What new stories/photographs/documents have been revealed?
- What new individual/community relationships have been formed?
- What publications have been created? Will they be continued?
- How did local togetherness, the cohesion of the local community, local identity change?
- How did the publication help local publicity?

IV.5.5 Collection, exploration of local knowledge, local historical documents

The goal of the activity is to collect information, documents concerning the municipality, to preserve local cultural values, to systematise, explore, preserve, publicise collected material, while including experts managing public collections. Searching for, collecting, systematising, exploring and publicising information, documents can also be considered professional activities within the competence of communities or libraries, museums, archives.⁷⁴ Documents concerning local knowledge can fall into multiple categories, for example they can be memorabilia, printed materials, manuscripts, photographs, local publications or the artwork of local authors, produced locally or connected to a particular area.⁷⁵

With regard to this activity, museum employees can do significant work, provide direction to the community. They can help reveal places to find documents, select relevant material, identify, record, restore, collect data on, categorise items. Not to mention the fact that museum collections may contain numerous documents, items connected to local history, local knowledge, which may be processed, revised, published, and for which publications may be edited as part of the activity.

Assessment–evaluation

Museum level

- Were there any collections processed, revised during the activity?
- Was the museum’s collection expanded?
- What research is connected to the exploration of local history documents?
- Were there any articles/studies published with regard to such documents?
- Was there a publication? How was the community involved in editing?
- Was a new temporary exhibition organised? How was the community involved?
- Were there any local knowledge/local history related programs organised?
- How many people have participated?

⁷⁴ Arapovics – Vercseg 2017. 52.

⁷⁵ Arapovics – Vercseg 2017. 53.

- How did the museum’s attendance change?
- How did the museum’s social integration change?
- How did the museum’s relationship network change?
- How did the museum’s visibility change?

Community level

- How many people were involved in the activity?
- Were there any local events, lectures on local history organised?
- How many people have participated?
- Were there any publications issued?
- How did the opinion on local history/local knowledge change?
- How did the locals’ knowledge of the municipality change?
- Are locals proud of their municipality? How is this expressed?
- How did this affect local identity?
- How did the municipality’s relationship network change?
- Were there any new communities formed?

IV.5.6 Exploration of local intangible cultural heritage

The goal of the activity is to call the community’s attention to the significance of their own cultural values, intangible heritage⁷⁶, to the retention ability, identity empowering effect, persistence, and future role of local intellectual resources, capacities.⁷⁷

Museum experts, particularly ethnographic museum curators can play a key role in the exploration of local intangible cultural heritage, from the beginning to the end of the project. They can take on the task of the definition of intangible cultural heritage, the research, documentation of heritage items, in addition to the preparation of applications for registrations, the creation of publicity, the development of preservation strategies, or increasing visibility and participating in activities for raising awareness.⁷⁸

Assessment–evaluation

Museum level

- Were there any new local intangible cultural heritage values found?
- What research concerned the exploration of the heritage item?
- Was the intangible cultural heritage proposed for the national registry?
- Was the proposal accepted?
- What relationship was formed with the community maintaining the heritage item?

⁷⁶ Intangible cultural heritage was defined by the Convention for the Safeguarding of the Intangible Cultural Heritage of the United Nations Educational, Scientific and Cultural Organization (UNESCO), adopted in 2003. For further details see: www.szellemikulturalisorokseg.hu

⁷⁷ Arapovics – Vercseg 2017. 55.

⁷⁸ Arapovics – Vercseg 2017. 56.

- How is it associated with the museum?
- Were there any programs organised for them in the museum?
- Was there a publication?
- How did this affect the museum's social circle?
- How did the museum's acceptance change?
- How did the museum's visibility change?

Community level

- Were there any new local intangible cultural heritage values found?
- Was the intangible cultural heritage proposed for the national registry?
- Was the proposal accepted?
- How did cohesion change in the community maintaining the heritage item?
- Did the heritage item increase in value for the members of the community maintaining it?
- Did the heritage item increase in value for the residents of the municipality?
- Did the idea of maintaining traditions, reviving, preserving local traditions gain value/was it reinforced? How was this expressed?
- How did the local identity change?
- What programs were the heritage item presented at?
- How many people have participated in these programs?
- Was there a publication?

IV.6 Generic Social Outcomes

Lastly, we will demonstrate the museum related aspects of an evaluation model developed in Great Britain and measuring Generic Social Outcomes. The model was adopted in Hungary in 2016 as part of the Acting Communities - Active Community Involvement program. Its point is to ensure that institutions are able to independently assess the results of their activities, thus improving their performance and establishing best practices at the national level. Two subsystems were developed within the assessment framework, with one examining Generic Learning Outcomes (GLO), the other Generic Social Outcomes (GSO).

Generic Social Outcomes have been divided into three groups:

- stronger and more secure communities
- enhanced public life
- health and wellbeing.

Additional subtopics have also been defined within the three great groups of the GSO, for which sets of indicators have been created with multiple points. The model thus defined can be used to express the social contribution of the cultural sector to governmental, political directions. The GSO indicator bank was designed to assist in both the planning and the evaluation process. It also helps cultural institutions in assessing the effects of their own cultural transmission activities on the lives of people, communities, the changes they achieve in the development of

healthy, positive outlooks, and the ways they promote public life. The system can also be used as an assessment guide during the assessment–evaluation process.

Museums themselves can contribute to the development of generic social indicators, and thus to the creating of stronger and more secure communities, the promotion of public life, health and wellbeing. Their programs

can be used to provide information, encouragement, transmit new knowledge, which in turn can contribute to individual wellbeing and the strength of the community.

Summary

Museums can participate in development processes in multiple ways, they can join the community development of the municipality, mobilise their communities or initiate culture-based development processes. In each case, assessments–evaluations must always review the changes experienced by the municipality, community institution. They must also examine on what level did local communities become associated with the life of the institutions, what cooperations were established, how did museum operation change, whether such changes recorded in documented form, and whether the relationship between local society and the museum has changed.

During the community development process, achieved results should be continuously analysed on basis of the developed assessment–evaluation criteria for the purpose of correction, changing failed methods, and, if necessary, developing new activities, tools. We should also involve local communities, experts in the assessment–evaluation process, for example in preparing, processing questionnaires, conducting interviews, analysing results. This way they will also be committed to the changes.

Community development is a beautiful, but hard process. However, if we undertake it, we can achieve results that may benefit the municipality, its communities, and, last but not least, our institution. We can broaden and reinforce our relationship network, increase the number and grow the social circle of museum communities, thus potentially expanding our collection, increasing the number of visitors and the programs we can offer, all in turn contributing to the social integration of our museum.

References

Mária Arapovics

2017, Community participation based operation - The societalisation of museums [Közösségi részvételi alapú működés – A múzeumok társadalmiasítása], in: Ibolya Bereczki – Zsolt Sári (editor): House and humanity [Ház és ember]. 28-29. Szentendre 91-103.

2018, Community museum - the role of museums in municipality community development and the societalisation of museums [Közösségi múzeum – a

múzeumok szerepe a települési közösségfejlesztésben és a múzeumok társadalmiasítása]. In: Mária Arapovics – Ibolya Bereczki – Magdolna Nagy (editor): Cultural heritage - museum communities [Kulturális örökség – múzeumi közösségek]. Museum compass [Múzeumi iránytű], 15. Szentendre 11-28.

Mária Arapovics – Ilona Vercseg (editor)

2017, Community development methodological guide [Közösségfejlesztés módszertani útmutató]. Budapest

Zsófia Frazon

2013 N as in new museology [Ú mint új muzeológia]. in: Veronika Lajos (editor): New museology: contemporary museum narratives [Új muzeológia: kortárs múzeumi narratívák]. Ethnographic horizon [Néprajzi Látóhatár], 2013/2. 4-7.

2018, ...Open museum... Cooperation, participation, social museum [...Nyitott múzeum... Együttműködés, részvétel, társadalmi múzeum]. Budapest

New museology

<http://tranzit.org/curatorialdictionary/index.php/szotar/uj-muzeologia/>

Bálint Havasi

2017, Steps toward community involvement: museums [A közösségi részvétel lépései: múzeumok]. Acting Communities - Active Community Involvement The syllabus of the Cultural community development in practice [A kulturális közösségfejlesztés gyakorlata] training course

Mária Káldy

2017a, The Skansen and its communities [A Skanzen és közösségei]. In: Mária Arapovics – Ibolya Bereczki – Magdolna Nagy (editor): Museum communities - community museums [Múzeumi közösségek – közösségi múzeumok]. Museum compass [Múzeumi iránytű], 13. Szentendre 169-206.

2017b, Museum basics [Múzeumi alapok]. Acting Communities - Active Community Involvement The syllabus of the Preparing for mentorship tasks concerning cultural community development [Felkészülés a kulturális közösségfejlesztő mentori feladatokra] training course

Magdolna Nagy

2017, Museums and their communities - in the margin of a study [Múzeumok és közösségeik – egy kutatás margójára]. In: Mária Arapovics – Ibolya Bereczki – Magdolna Nagy (editor): Museum communities - community museums [Múzeumi közösségek – közösségi múzeumok]. Museum compass [Múzeumi iránytű], 13. Szentendre 47-78.

Magdolna Nagy – Éva Módli

2016, Museums and their communities - research results [Múzeumok és közösségeik – kutatási eredmények]

<http://mokk.skanzen.hu/admin/data/file/20160118/muzeumok-es-kozossegek-kutatas.pdf>

Annamária Szu

2017, Museums and their communities - international examples [Múzeumok és közösségek – nemzetközi példák] In: Mária Arapovics – Ibolya Bereczki – Magdolna Nagy (editor): Museum communities - community museums [Múzeumi közösségek – közösségi múzeumok]. Museum compass [Múzeumi iránytű], 13. Szentendre 117-138.

Gábor Wilhelm

2013, The ideas and problems of new museology [Az új muzeológia fogalmai és problémái]. in: Veronika Lajos (editor): New museology: contemporary museum narratives [Új muzeológia: kortárs múzeumi narratívák]. Ethnographic horizon [Néprajzi Látóhatár], 2013/2. 8-31.

Recommendation concerning the Protection and Promotion of Museums and Collections, their Diversity and their Role in Society

<http://www.ace.hu/icom/UNESCO.html>

ICOM Code of Ethics

<http://www.ace.hu/icom/PDF/etika.PDF>

Methodological guide for the assessment–evaluation of community development processes [Közösségfejlesztési folyamatok mérése-értékelése módszertani útmutató]

https://cselekvokozossegek.hu/wp-content/uploads/CSK_utmutato_meres_ertekeles_20170331-2.pdf

<https://net.jogtar.hu/jogszabaly?docid=99700140.TV>

<https://net.jogtar.hu/jogszabaly?docid=A1600496.KOR×hift=ffffff4&txtrefer=00000001.TXT>

<https://net.jogtar.hu/jogszabaly?docid=A1300114.KOR>

<https://mnm.hu/hu/muzeumtortenet>

<http://marcalimuzeum.hu/index.php/muzeumunkrol/magunkrol>

APPENDIX

Population data

Data available from the database of the Hungarian Central Statistical Office:

Population ratios by gender and age group		
age	Male	Female
5–9		
10–14		
15–19		
20–24		
25–29		
30–34		
35–39		
40–44		
45–49		
50–54		
55–59		
60–64		
65–69		
70–74		
75–79		
80–84		
85–89		
90–		

Changes in population numbers	
Number of elderly people for one hundred children, persons	
Natural population growth/decline for thousand residents, thousandths	
Number of live births	
Number of deaths	
Domestic immigration gain per thousand residents, thousandths	
People per hundred households, persons	

People aged 0-14 in the resident population	
People aged 65 and older in the resident population	
Distribution of population aged 15 and older by marital status, 2011	
Distribution of families by the number of children aged younger than 15, 2011	
Distribution of households by members of the household, 2011	
Distribution of population aged 7 and older by education, 2011	
Number of disadvantaged preschool children	
Number of disadvantaged elementary school students	
Rate of secondary school graduates among people aged 18 and older, 2011 (in percentage of the national average)	

Economic data

Data available from the database of the Hungarian Central Statistical Office:

Number of functioning companies and joint ventures	
Number of economic entities engaged in agricultural activities	
Number of individual economic units	
Employment rate (population aged 15 and older)	
Distribution of the population by economic activity, 2011	
Functioning companies per thousand residents, pcs	
Rate of commuters among employees, %	
Revenue on which personal income tax is payable per taxpayer, thousand forints	
Total number of registered job-seekers (persons)	
Total number of job-seekers registered for at least 180 days (persons)	

Housing stock

Data available from the database of the Hungarian Central Statistical Office:

Built houses per ten thousand residents, pcs

Distribution of housing stock by year of construction, 2011

–1945	%
1946–1970	
1971–1980	

1981–1990	
1991–2000	
2001–2011	

Distribution of housing stock by floorspace, 2011

–40	%
40–59	
60–79	
80–99	
100–	

Distribution of housing stock by level of comfort, 2011

Full comfort	%
Comfort	
Semi-comfort	
No comfort	
Emergency accommodations	
other	

Levels of supply in institutions

From local sources

Institution type	Yes	No
Joint local government office		
Headquarters of joint local government office		
Employment center or office		
Office of government-issued documents		
Police station, police department		
District commissioner		
Border police office		
Fire department		
District authority		
Train station		
Regional bus station		
Postal service points		
Local bus line		

Gas station		
Bank's branch office or ATM		
Market		
Campground		
Clothing store		
Miscellaneous retail store		

Levels of supply in community services

From local sources

Task	Yes	No
Presence of public water supply network		
Public water supply network (public sewer system)		
Public wastewater treatment plant		

Levels of supply in healthcare, social care

From local sources

Institution type	Yes	No
Outpatient treatment		
Hospital		
Hospital's maternity-gynecology department		
Ambulance station		
Pharmacy, branch pharmacy		
Nursery		
Presence of a dental practice / including municipal dentist		
Central district (GP) practice		
Social institution providing long-term or short-term accommodations		
Presence of retirement home providing for people in need in the municipality, in multiple municipalities, or in the county		
Institution providing daytime care for the elderly (among others)		
General practice		
General pediatrician practice		

Family daycare		
Elder care centers (providing temporary accommodations)		
Retirement homes (providing long-term accommodations)		

Levels of supply in education, cultural infrastructure

From local sources

Institution type	Yes	No
Kindergarten service point		
Primary school service point		
Secondary school service point		
Municipal library		
Movie theater		
Public education institution		
Vocational school and special vocational school service point		
College service point		
Museum institution		
Sports arena, sports field		
Swimming pool, bathhouse, spa		
Beach		
Number of non-governmental organisations (pcs)		

Social service

From District Authority and Local Government

Aid substituting employment	
Aid covering damage to health and childcare	
Nursing fee	
Regular social welfare	
Local housing allowance	
Temporary welfare benefit	
Public healthcare	