The Examinations of Cultural Community Development Processes in the Municipalities of Hungary

Closing study summarising the results of the researches conducted within the

'Acting Communities – Active Community Involvement' EFOP-1.3.1-15-2016-00001 project

(Edited publication)

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BEFEKTETÉS A JÖVŐBE

Content

1.   Researches within the Acting Communities Priority Project

Executive summary

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The '*Acting Communities – Active Community Involvement*' EFOP-1.3.1-15-2016-00001 priority project was implemented between September 2016 and September 2019 under the leadership of Hungarian Open Air Museum – Museum Education and Methodology Centre, with the assistance of consortium members, NMI Művelődési Intézet Közhasznú Kft. and National Széchényi Library, and support from the European Union, within the framework of the Human Resources Development Operational Programme. The overall objective of the priority project with a total budget of three billion forints is to strengthen social activity by using the means of community development, in cooperation with museums, libraries and public education institutions.

The objective of the project is to provide methodological support to the starting community development programmes of Hungarian municipalities and to the community initiatives and the societalised operation of cultural institutions. During its implementation period, the Acting Communities project provides professional and methodological assistance to the successful tenderers of the EU-funded '*Strengthening Local Identity and Cohesion*' (TOP 5.3.1. and TOP 6.9.2.) projects, within the framework of a cooperation agreement. The Acting Communities project built a mentoring network to support social development processes, created municipal and institutional community development methodological models, helped the professionals with researches, trainings, study trips, sample projects and methodological publications. It provided wide access to the methodological auxiliary materials in order to strengthen the relationships between populations, local governments and cultural institutions, and to raise the culture of cooperation to a higher level.

Within the framework of the 'Acting Communities – Active Community Involvement' project, the main endeavour is to widely disseminate the approach and practice of community development and community planning, to support community initiatives and to lay the methodological foundation of the community participatory (societalised) operation of cultural institutions.

In order to implement the developments, we carried out research and monitoring activity, in the course of which we examined, on the one hand, the community involvement of museums, public education institutions and libraries as well as the expected trends of this involvement, and, on the other hand, the results of the processes supported by the Acting Communities project, the changes triggered by the community development processes, and we monitored the activity of the mentors among the cooperating partners and the population. The surveys were conducted jointly by the researchers of the consortium partners and the winning service providers of public procurements.

In order to achieve the goals described above, we considered it important already in the planning stage to be able to measure the effectiveness and the impact of the project's services among the cooperating partners and the population. Therefore, the research and development activities below were implemented during the project's three-year implementation period, as planned:

1. Process monitoring of cultural community development:
   1.1. Monitoring and evaluation of the operation of the mentoring network
   1.2. Representative survey of the cultural institutional system: nationwide survey of the institutional system of public education, museums and libraries
   1.3. The practice of cultural community organisation (effect measurement, impact assessment) by means of a control group survey
   1.4. The societalisation of cultural institutions (effect measurement, impact assessment) by means of a control group survey

2. Researches conducted preceding, during and at the end of the development on the intervention sites
   2.1. Cultural condition and situation assessment: a research, situation assessment preceding the development, in the second semester of the project, which records the starting values of the mid-term and ex-post researches.

   a. Collection and analysis of municipal statistics. By using public education, library, museum statistics and the data of the Hungarian Central Statistical Office's freely accessible, interactive database by settlements

   b. Qualitative research (interview or questionnaire) with local stakeholders: consulting mayors, leaders of cultural institutions, local opinion leaders, local governments, officers of the mayor's office.

c. Population survey, target group: the population over 18 years of age in the municipalities concerned, with representative selection.

 2.2. Mid-term research:

  a. Collection and analysis of municipal statistics.

  b. Qualitative research (interview or questionnaire) with local stakeholders.

 2.3. Closing research (Ex-post evaluation)

  a. Collection and analysis of municipal statistics

  b. Qualitative research with local stakeholders

  c. Population survey

3. Delphi future and trend research.

4. Closing study summarising the results of the researches. Summary of the results of the researches.

We presented the results of the researches in 5 online and offline volumes in Hungarian, and in 2 volumes in English.

The main results of each research are summarised per survey.

1. A representative survey of museums, libraries and public education institutions in Hungary

In Hungary, we did not have standardised and comprehensive data on the community cooperation and social participation of cultural institutions. The objective of the representative survey was to measure the community activity and social embeddedness of museums, libraries and public education institutions and to examine to what extent the cultural institutions rely on community needs in their practice. The questionnaire-based survey aimed at identifying how and to what extent the local population and communities can have an impact on the activity of cultural institutions, by what means the institutions promote the cohesion of the local society and what specific types of cooperation are implemented. We did not have information yet; therefore, we evaluated the activities of cultural institutions related to volunteering, School Community Service and equal opportunities. 1,316 national institutions – 604 public education institutions, 261 museum institutions and 451 libraries participated in the research.

The questionnaire-based survey was carried out between June and September 2017, involving the mentoring network of Acting Communities.

One of the most important results of the nationwide survey was the acquisition of data on the typical specificities, similarities and differences of the institutional system of the three cultural fields that had not appeared in previous researches. The data shed light on weaknesses such as the problems relating to human resources and accessibility, the absence of community participation operation and volunteering strategies, and the necessity of continuous researches.

The results confirmed the appropriateness of the methodological development direction of Acting Communities.

Main findings

Overall, the experience gained from the national representative research confirmed that the museums, libraries and public education institutions have wide partnerships, strong social relationships and social embeddedness. The most important and most frequent partners of cultural institutions are non-governmental organisations, local governments, primary education institutions, kindergartens and local organisations of print and online media. The primary partners of public education institutions are non-governmental organisations; museums are most closely connected to schools, and libraries have the closest connections with local governments.

Although the basics of an operation based on community participation can be observed, a societalised mode of operation is not yet practiced in cultural institutions. The population's needs assessments occour and feedback is sometimes asked from the community, but these are not systematically incorporated into the work of the institution. In the case of the majority of the respondents, the involvement of the local population into the operation of the institution is not documented. In terms of social participation, the staff of the institutions examined mostly undertake duties in Local Depository Committees.

The reception of volunteers is particularly popular in museums and public education, and it appears in each of the three fields. More than two-thirds of museum institutions (67%), 60 percent of public education institutions, and 36 percent of libraries receive volunteers. However, the vast majority of cultural institutions do not have a volunteer strategy yet. The volunteers mainly help in the technical field and administration, but they often perform duties at events, in craft workshops, and provide information to visitors. Although the staff are satisfied with the volunteers, in the vast majority of the institutions there is not a separate function to perform the tasks relating to volunteer coordination.

Receiving students performing School Community Service is increasingly popular every year in each of the three fields. The students, similarly to the volunteers, carry out primarily technical and auxiliary tasks which do not require expertise. The vast majority of the institutions questioned were satisfied with the work of the students. The majority of the institutions have a contractual relationship with 1 to 3 schools and they receive more than 10 students. With a few exceptions, there is no specific function for the reception of the students. The organisational tasks are usually attached to the duties of one of the staff members. We detected some conceptual uncertainty in libraries: there is some confusion about the designation of volunteering and School Community Service. Two-thirds of the museums, 60 percent of the public education institutions and community platforms, and 46 percent of the libraries are SCS (School Community Service) recipient organisations.

The creation of physical accessibility showed a much worse result than expected in each of the three fields: 90 percent of the institutions are not physically accessible.
However, programmes and services relating to equal opportunities are included in their activities. The institutions primarily provided programmes and services promoting equal opportunities to people with disabilities, the elderly, mothers with young children, large families and the Roma.

2. The effect measurement of cultural community development processes from the side of the institutions

The objective of the research was to analyse the impact and practice of the EU-funded cultural community organisation process, mentored by the Acting Communities project, in public education institutions, libraries and museum institutions. The survey was built on the representative research briefly summarised above, which examined the activity of the cultural institutional system. On the one hand, the research was searching for answers to questions that had already been asked in the representative survey mentioned above. On the other hand, a set of questions was created, which included blocks of questions aimed at assessing the operation of the Acting Communities project. 1,316 public education institutions, libraries and museum institutions were involved in the research, out of which 578 responded. The questionnaire-based survey was conducted in a single period, between 1 January and 31 March 2019 by means of an online questionnaire.

Main findings

The representatives of the institutions involved were aware of the Acting Communities – Active Community Involvement project. The data of the research show that 90 percent of the leaders and staff of public education institutions, museums and libraries questioned were aware of the Acting Communities project launched in 2017. Two-thirds of them indicated that they were partly or fully aware of the project, and more than a quarter of them felt that their knowledge and awareness about the project was greater than the average. These high values imply that the project had an effect not only at local level, but it has a demonstrable role in the institutional system of the surveyed cultural fields as well as in the operation of the institutions.

Thanks to the radiating effect of the project, the great interest and the participation of a large number of visitors in the different events, the impact of the project became increasingly broad.[1] Based on the survey, we can conclude that the project has a positive impact in a variety of fields (e.g. awareness-raising, professional and methodological developments, trainings, promotion of best practices, etc.). In the period under examination, the number of visitors of the institutions participating in the Acting Communities – Active Community Involvement project increased faster than in any period outside of the project period. The greater number of visitors can also be explained by an increase in the different cultural events and programmes. In view of the data, the number of programmes organised in the spirit of creating equal opportunities increased as well, which also helped the institutions participating in the project to be able to present higher attendance figures.

The increasing activity of the institutions involved in the project, their stronger social sensitivity, social commitment and social participation are likely to hide in the background of the increased attention paid to the unprivileged groups. The data of the survey show that the institutions participating in the project during the period considered paid much more attention to the population's needs than the institutions not participating in the project. Those participating in the project conducted satisfaction surveys, needs assessments, opinion polls, and they gained experience and drew conclusions from them, then planned and implemented their next measures depending on the results.

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[1] In the period in which this publication was compiled, in summer 2019, more than 1,000 municipalities were participating in some kind of professional-methodological cooperation linked to community development. The mentors and staff of the project liaised with more than 2,500 institutions.

In the case of the institutions participating in the project, the majority (84%) were clearly accounted for by organisations that implemented some kind of specific change in their operation during the period under examination, on the basis of the population's needs. This also highlights the application of our community development methodology. The cooperative relationships of the institutions participating in the Acting Communities project in the direction of the professional sector and civil society also became much more dynamic: the relationships both expanded and deepened. This is also important because one of the basic goals of the project was to strengthen the relationships of local cultural institutions and non-governmental organisations, to increase their number and develop new partnerships in the process of community development.

The research results reflect the fact that the attitude of the cultural professionals participating in the survey was very favourable to the Acting Communities project (the respondent professionals are the representatives of the mentored institutions and communities). In our view, the project is generating clearly positive changes both in terms of the development of municipalities (in the wider sense: rural development) and the development of civil populations, local community and living environment, as well as regarding the development of the cooperation between the cultural fields. The cumulative assessments show that the selection, structure and feasibility of the sub-activities, sub-areas and subtasks of the project are considered really good by the professionals.

3.   Survey of the societalisation of cultural institutions

The objective of the assessment was to examine the institutions which apply the societalisation methodology (the community participation based operation of the institutions) on the proposal of the Acting Communities project. The research was implemented in two rounds. In the course of the pre-assessment, we examined the initial steps and starting position of societalisation; focus was placed primarily on the institutionalisation of the process. A parallel data collection carried out at institutions that have not yet joined the Acting Communities project (control group) provided some help in this matter. The documents of the 54 institutions involved in the societalisation process were reassessed during the post-assessment in order to analyse the change occurred between the two dates. On the second occasion of the research, simultaneously with document analysis, structured interviews were conducted with the leaders of the institutions involved in the survey. On the first occasion, we carried out the document analysis of 108 institutions (54 control group institutions + 54 cultural institutions involved in the societalisation process), while on the second occasion document analysis and interviews with institution leaders were conducted at the 54 institutions involved. The first round of the data collection was carried out between 1 October 2017 and 14 February 2018, and the second round between 1 January and 31 March 2019. We also examined the different levels of social participation in the research.

Main findings

The survey, in itself, encouraged the staff of the institutions to self-assess their own institution, which enhanced the setting of development goals. The results point out that the stages of community participation based operation (societalisation) and the levels of the social participation process appear in the institutions, but we rarely encountered conscious, planned and documented strategies.

In the first round of the survey, even the level of *information*, the first level of social participation, was unsatisfactory in the case of each institution. Besides a few sophisticated and modern ones, the websites of the institutions included some hard-to-use websites containing a minimum amount of information. With a few exceptions, the full scope of institutional documents was not made available on the website. When analysing the websites, it was a recurring problem that the information available on the website was outdated, while the updated

documents were not made publicly available by the institution. At the *level of consultation*, in terms of the procedure for channelling and applying the opinion of local communities, although the interactive functions of the websites (e.g. forum, voting) would allow a two-way communication, on the websites examined some major deficiencies were observed in this respect as well. At the *level of involvement*, the results of the survey partly confirmed and partly deepened the relevant findings of the nationwide representative survey, previously presented. The volunteers usually undertake subtasks in the organisation, preparation and conducting of institutional programmes. School Community Service is the most frequent and most organised mode of receiving volunteers. At the *level of cooperation*, cooperation agreements were the most common form of documented cooperation among the institutions examined. Based on the gained experience, the scope of partners is really wide. We observed the almost complete absence of procedures relating to the fifth level, i.e. *empowerment*. In the vast majority of the institutions, the local communities do not have the opportunity to intervene in the basic operational order, budgetary and professional planning processes of the institution, at least not in a documented manner.

Based on the data gained from the ***second round of the survey,*** it turned out that the information acquired from the document analysis and the executive interviews was not coherent in numerous cases. At the level of *consultation,* the institutions made significant progress in terms of fixed procedures, especially in the field of public education. Although it did not yet appear in the documents, several respondents indicated during the interviews that the opinion of local communities now reaches the institution primarily via personal feedback. With regard to the *involvement* of local population and communities, the experience gained from the document analysis and the interview analysis of the second round also showed significant differences. While based on the document analysis, the documents of a total of 14 institutions out of 54 contained information on the subject of the involvement of volunteers, during the interviews, the representatives of 40 institutions out of 52 stated that the volunteers also facilitated their work in the stage of data collection. In numerous cases, although the volunteers do facilitate the institutions' work, the method of this is not recorded in the documents of the institutions. In the context of *cooperation,* it was observed during the analysis of documents that progress had occurred in the case of libraries and public education institutions since the first survey of the research with regard to whether the institutions have programmes organised in partnership. However, here as well, the results of the document analysis fell short of the experience gained from the interview-based survey despite the progress. The deficiencies, also those concerning

the level of cooperation, were not primarily identified in the practical implementation, but rather in the area of documentation, and systematic and strategic planning. Finally, the survey data of the second round of the research also show that no or hardly any change had occurred so far at the level of *empowerment.* This level of social participation characterises the surveyed institutions the least. The local populations and civil communities have the opportunity to join the actual decision-making processes in only a fraction of the institutions. Some uncertainty was also noticeable among the interviewees in connection with empowerment. A part of them responded to the question that they did not think empowerment was necessary in the operation of the institution either right now or in the future.

4.   The effect measurement of cultural community development processes from the side of municipality opinion-formers

The survey assessed the impact of community development processes launched and implemented in the municipality, the societal and community activity of the municipalities, and the efficiency of the local cultural institutions' operation three times. In addition, the research included the assessment of the capacity of those living in the municipality to defend and represent their interests, and the quality of the relationships between the residents. Structured interviews were conducted during the research. After the interviews were completed, the interviewers also prepared municipality reports on the basis of the responses. Within the framework of the data collection, we questioned the opinion-formers of the municipalities concerned (mayors, leaders of cultural institutions, officers of local governments and mayor's offices). In the first round, 2,476 interviews were conducted and 360 municipality reports were prepared in 360 municipalities; in the second round, 2,159 interviews were conducted and 360 municipality reports were prepared in 360 municipalities; in the third round 2,221 interviews were conducted and 349 municipality reports were prepared in 349 municipalities. Therefore, the survey processed a total of 6,856 interviews and 1,069 municipality reports. The research was conducted between 1 January 2018 and 31 June 2018, between 1 October 2018 and 31 December 2018 and between 1 March 2019 and 30 April 2019.

Main findings

The research results point out that the opinion-formers of the municipalities sense and acknowledge the positive effects of the community development process taking place locally.

The vast majority of the respondents perceived the atmosphere as positive and supportive, and one-third of them were entirely satisfied with the local community development processes.[2] Regarding community development processes, the most important expectation of the respondents is an increase in the number of participants in municipality events, the development of the relations between those living in the municipality, and an increase in the number of people involved in community life and community activities. The importance of the activity of non-governmental organisations in the municipalities is confirmed by the municipality reports compiled by the respondents and the interviewers: they are basically considered as the keys to community cohesion. The shortage of financial resources and professionals and the absence of an enthusiastic and active person (or several such persons), even without professional qualification, who would bring together the community and undertake the duties relating to community organisation emerge from the responses as a general tendency. A further problem in nearly each smaller municipality is the out-migration of the young and working-age population, the predominance of elderly people (which sometimes poses a problem, but sometimes they are the driving forces of community building). Another recurring difficulty is the passivity of the remaining youth and the difficulty of reaching out to them and involving them in the life of the local community.

The data of the survey confirmed the findings of the national representative research. According to the respondents, the local cultural institutions have close relations with the local community: they are aware of their needs and expectations, and they react to them. The opinion-formers have positive opinions on the focus of cultural institutions on local communities, their awareness of them and their efforts to satisfy the needs. Among the cultural services operating in the municipality, the preservation of the cultural values of the traditional community, the support of communities benefiting from public education and the support of community and social participation were ranked by the respondents in the top three places. According to the opinion-formers, the functioning of the local libraries, public education institutions and museum institutions has become more efficient in the participating municipalities during the Acting Communities project.

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[2] Although the research consisted of three rounds and it had a sample which can be considered large in terms of cultural researches, due to time constraints, the respondent local opinion-formers of the municipalities could not perceive significant changes and spectacular results. In addition, the formation of a community is a process difficult to grasp in terms of time, and its visible results can be observed only in the longer term. Therefore, we can state that the survey made it possible to thoroughly assess and analyse the existing conditions in 3 rounds. Nevertheless, we can, of course, compare the initial, mid-term and closing results of the research.

In the municipalities where there is a *public education institution* or a *community platform*, their role was considered significant in the life of the community. The relations between public education institutions and the population are deemed to be good: the institutions are aware of the needs of the local population and the satisfaction of these needs is appropriate. However, the judgment of the contact with the population was mixed: a high number of the respondents gave a neutral answer (neither good, nor bad), so there is room for improvement in this respect. According to the respondents, the most frequent tasks in public education institutions are, in order, the organisation of different events, information activity and awareness-raising activity.

The opinion-formers of the municipalities indicated that in nearly 60 percent of the surveyed municipalities there was no *museum institution*. In the municipalities where there was a museum, according to one-third of the responses given in the first round, they were able to connect with the population; however, two-thirds of the responses stated that the relationship of museum institutions with the population was neutral or rather passive. We observed some changes in the third research round: the connection between museum institutions and the population was considered rather good and efficient; furthermore, the data providers deemed the activity of these institutions to be rather positive as well. The survey participants found that the most important tasks of museum institutions were the preservation, collection and exhibition of cultural goods, followed by educational museum activity.

58 percent of the respondents considered the *libraries* active in terms of the organisation and development of local communities: according to them, they play an important role in the community's life. In the view of the opinion-formers, the libraries also serve the population's needs efficiently, and they find a common ground with the local people. Their activity is also significant, as based on the data in each round, according to the majority of the respondents the libraries were rather active, and only 9–10 percent considered them to be passive.

According to the opinion-formers consulted in the survey, the quality of the relations between the residents of the municipality improved during the project: the local population became more cohesive. In this context, there was a significant decrease in the number of less cohesive communities.

5.   The effect measurement of cultural community development processes from the side of the population

The aim of the research is to measure the results of the community development process launched in the municipality involved in the Acting Communities project, to assess the impact of the change by means of a population survey, in two rounds: prior to the development and at the end of the process. The content of the questionnaires reflects the main aims of the research project: in the first stage, the current situation of the municipality, the areas for development, the extent of public involvement and the quality of the relations between the residents of the municipality. The second stage of the survey focuses on measuring the results and efficiency of the changes started as a result of the cultural community development process, and the impact of the changes concerning the population. The data collection was carried out by means of a structured questionnaire. The target group of the research was the population aged 18 and over having a permanent address in the municipality and/or a part of the municipality involved in a community development programme by the Territorial and Settlement Development Operational Programme (TOP) participating in the 'Acting Communities – Active Community Involvement' EFOP-1.3.1-15-2016-00001 project. 15,000 persons participated in the first round, and 14,770 persons participated in the second wave. The survey was implemented between 1 January 2018 and 31 August 2018, and 1 January 2019 and 30 April 2019.

Main findings

The respondents have a positive view of their own living environment. According to the responses, women, those with higher educational attainment, those employed full-time and retired people were more open to community development processes. The data suggest that the residents of the municipality could be motivated to participate in the community development programme and to be involved in the community. Nearly three-quarters of the respondents would be willing to be involved in community activities starting in the context of the municipality community development project. It is encouraging that overall more than 80 percent of the respondents are open to participation in discussions on such subjects. The areas considered to be in need of improvement in each municipality primarily included topics related to economy and the physical environment. According to the responses given by the respondents, job creation, the situation of young people and the development of the municipality's environment were at the top of the list. Based on the evaluation of the 13 possible areas for development, cultural life and the different forms of community development were also considered important: they received a score close to an average of 4 on a 5-point scale.

The assessment of the current situation of the municipality from the perspective of community life does not show any significant difference when the two occasions of data collection are compared. Significant improvement can be observed in connection with the statement: 'There are a lot of community programmes in the municipality'. The data of the survey also confirm the experience gained from our research entitled 'The Practice of Cultural Community Development', which suggests that during the project the number of community programmes increased in the municipalities involved. In the context of *involvement,* 43 percent of the respondents in the 2nd round stated that they had participated in some kind of community discussion where the development of the municipality's community life was discussed. According to the responses, two-thirds of the participants participated in these discussions rather as audience member, but one-third of them took part as active contributors. The interest in participation is even higher than this: 73 percent of the respondents would be willing to participate in such discussions if they had the opportunity. In the respondents' opinion, the population and communities of the municipality can be mostly activated by entertaining events, programmes, village days and family, sporting and cultural events. In the second round, providing voluntary help in programmes organised by others was still the most appealing possibility.

In the assessment of the importance of *areas for development,* economic-type job creation was still first in the list, followed by the development of the municipal environment and the normalisation of the situation of the youth. The first third of the list (the 4th place overall) includes the development of cultural life and cultural opportunities, with an average score of 4.1 on a 5-point scale. In the period considered, in the context of the developments implemented in the municipality, the majority mentioned the embellishment of the municipality and the developments implemented in cultural life. A higher number of and more varied community programmes were ranked in the third and fourth place in order of importance.

The awareness of the Acting Communities project increased from 36 to 46 percent between the second quarter of 2018 and the first quarter of 2019. The increase is of a similar rate in the groups of municipalities formed based on the completion rate of the *Strengthening Local Identity and Cohesion* community development project for the EU-funded Territorial and Settlement Development Operational Programme (TOP); no material difference can be identified in favour of the municipalities with ongoing projects. (At the time of our survey, these projects had not yet started in great number despite the plans). The judgment of the number of community events experienced in the municipality shows a stronger correlation with

the completion rate of TOP projects. The more advanced the TOP project is in the municipality, the more respondents to the survey mention certain types of events. Similarly, the awareness of the local media increased the most among those living in these municipalities within barely a year, which might also be linked to the completion rate of the projects. In the second part of the analysis, we focused on the municipalities where the TOP projects were already in the implementation stage, and in this context, we examined the demographic and geographical differences. Overall, the most significant progress was observed in the case of Tolna and Fejér County. The picture became clearer when we grouped the municipalities involved according to their size: there is a considerable improvement in the indicators in the case of smallest municipalities (under 500 inhabitants).

6.   Delphi future and trend research in the field of public education, museums and libraries

The aim of the research at a national and European level is to map the expected professional trends of the future in connection with the fields of public education, museums and libraries by outlining the statistical tendencies, conducting interviews with decision-makers and professionals, and adapting the results of future research.

The research followed the basic principles of the Delphi methodology aimed at raising issues and forming opinions. The three-round questionnaires of the research contained pre-agreed sets of questions, consisting of open questions. The questions focused on the expected results of the given fields, encouraging the respondent to engage in collective reflection. The persons to be questioned were the selected decision-makers and professionals of the fields of public education, libraries, museums and community development. In the first round, 62 Hungarian and 33 foreign, in the second round, 47 Hungarian and 11 foreign, and in the third wave 32 Hungarian and 9 foreign professionals from the three cultural fields participated in the research. The survey was implemented between 1 October 2017 and 30 June 2018.

Main findings

The national professionals involved in the research placed the financial difficulties of the cultural sector in the focus of their responses, and they emphasised that the cultural sphere is struggling with significant problems relating to finances and funding. Based on the summary of the opinions, a significant wage increase and the establishment of a career model are necessary for those working in the cultural field, which could make working in the cultural

sphere attractive for highly qualified professionals. The renewal of vocational training, the education of a new generation of professionals would also be necessary by supporting and promoting the BA and MA courses concerned. The rethinking of the content of the courses requires further consultations between the teachers of higher education and the leaders of the cultural sphere in order to make education more effective. According to the experience gained from the research, the cultural sphere needs humanities scholars and social science professionals also equipped with modern technical knowledge in addition to the technical staff. Without all this, the renewal, and even the maintenance of the cultural sector will not be possible. In each of the fields, an infrastructural renewal and modernisation are necessary so that the cultural institutions will not lose their visitors. It is important for the museums, libraries and public education institutions to conduct professional researches, needs assessments in order to acquire a more exhaustive understanding of the users/target groups. The existence of adequate, strategy-based and harmonised development plans and marketing activity are indispensable, because in their absence there are fears that visitors will be lost. Based on the examination of the foreign responses, while the respondents of the Hungarian territories outside the country's borders represent a similar view and express similar difficulties to the national respondents, we can observe that the responses of the professionals of the countries of the European Union (especially those in western Europe) expressly mention minorities and emphasise their rights more strongly. In addition to the autonomy of the fields, they mentioned the reaching of target groups, the development of communities, infrastructural developments and digitisation as the most important areas for development.

Based on the opinions of the professionals involved in the research, the biggest strength of cultural institutions is 'community – community building – preservation'. In the case of both the foreign and the Hungarian respondents, the emphasis of the role of the community is the most pronounced. Both the national and the foreign professionals consider human resources to be the most important area for development. Based on the opinion of the majority of the professionals, the most desirable form of funding is normative state aid. The 'community development, society transformation' function is considered by the professionals to be the most important professional orientation. For cultural institutions, the most important assets making the community initiatives more attractive are 'funding and wage levels'. This is followed by human resources. The latter is even more pronounced according to the foreign professionals. Most of the respondents proposed the raise of budgetary aids as a solution to the funding of cultural institutions. However, it is contradictory that the experts envisage this in line with an

increase in the autonomy of the cultural institutions, with a higher level of performance and supervision of the specialised tasks, in possession of a broader public awareness and social responsibility.

Among the areas for development of the institutions, the professionals highlighted community building, networking and state involvement. Among these areas, the most pronounced element was community involvement and the role of communities in the operation of the institutions. The position of cultural institutions is also largely influenced by the fact that the forms of relations of virtual communities have completely transformed, and the significance of community platforms have increased in nearly all fields of life, and they often work as substitute products. Community platforms have a great impact on the lifestyle of traditional communities and even their leisure activities. According to our experts, today the population needs sophisticated information technology knowledge to be successful in the twenty-first century and to be worthy of fulfilling its function and role as a citizen.

7.   Monitoring the operation of the mentoring network

The aim of the monitoring survey was, in two rounds, partly to assess the operation of the mentoring network of the Acting Communities project, and partly to inspect the activity of the 80 cultural community development mentors working in it, and to monitor the satisfaction of the partners. During the two occasions, we surveyed the opinions of opinion-formers as well as the contact persons of the institutions, local governments, organisations visited by the mentors, recorded in the mentor's diaries, and involved in the project, by online questionnaire. On the first occasion, we involved 237 persons in the survey, and on the second occasion, we involved 316 persons. The monitoring was implemented between 1 September 2017 and 31 December, and 1 September 2018 and 31 December 2018 in the municipalities concerned by the activity of the mentoring network.

Main findings

The survey, carried out involving an external service provider, showed that the respondents were very satisfied with the activity of and the support received from the cultural community development mentors, both in terms of their personal and professional skills. A substantial part of the respondents is aware of the Acting Communities project, and overall, its main objectives

and activities are known by those concerned. The respondents also consider the project and the activity of the mentors useful for the local cultural and community life as well as the institutions linked thereto. They assessed the professional activity implemented within the framework of the project positively, and they thought that the community development mentors are needed for the further development of cultural and community life. In addition to the mentoring network, the stakeholders were also aware of the mentor offices. The communication and contact between the mentors and the players involved in the project takes place primarily through meetings initiated by the mentors. According to the opinions, the activities of the project are useful and they can achieve a significant impact in terms of the development of municipal communities. The activities and results of the process can develop the fields of libraries, museums and public education, as well as the civil and community initiatives. However, it is important to strengthen the communication of the form in which the professionals coming in contact with the program can utilise the programme's results and activities in their own institution.

Among the activities of the cultural community development mentors, the key tasks are the collection and processing of the best practices of the institutions and organisations, raising awareness of the different training opportunities and the organisation of related programmes. A good example of such programmes is the Week of Communities program series implemented during the period of the project. According to those involved in the research, the most important qualities of the mentors are openness, friendliness and a positive, supportive attitude. The respondents assessed positively the support activity related to the Territorial and Settlement Development Operational Programme (TOP): the mentors were involved in the development of tender ideas and in the organisation of the professional activities related to the implementation of these ideas.

8.   Summary of the research processes, further proposals

The research results confirmed the necessity of the objectives of the Acting Communities project, the importance of strengthening municipal and institutional community development processes, the importance of professional-methodological supports (methodological developments, mentoring, trainings, professional publications, study trips, online platforms) and the importance of continuous cultural and community development researches. Furthermore, they highlighted the weaknesses, i.e. shortage of human resources, lack of

accessibility, equal opportunities, strategies promoting community participatory societalisation and continuous researches, which can be mitigated by a more significant, more targeted and continued subsidisation of this sector. The results also showed the difficulties in complying with the new basic principles of Act CXL of 1997, amended in summer 2017, concerning social participation, and they also underlie and identify the priorities for development.

The survey also proved that public education institutions, museums and libraries have a broad network of social relationships and social embeddedness. The cultural professionals participating the community development process, and partly in the surveys, had a very favourable attitude towards the Acting Communities project.

Concerning the first four levels of social participation, a documentable improvement was shown in the case of the institutions examined. However, the practices, procedures and methods applied were not yet fixed in the different internal policies and core documents. Regarding the fifth level of social participation, i.e. empowerment, we think the deficiencies are not only found in the documents. Essentially, it is difficult for the leaders of the institutions to imagine this level, and to take this step in the day-to-day practice of a cultural institution. This level clearly requires further decisions, developments and interventions aiming at spreading empowerment. The current legal regulations, the responsibility and principle of single-person leadership of the institutions, the work culture developed in the institutions and the controlling local governments, the legislative requirements and the customary law make it much harder for this level of social participation to appear and spread in cultural institutions. The results of the survey also show the necessity of a shift in the mindset of institution leaders.

Based on the research results, the opinion-formers of the municipalities sense and acknowledge the positive effects of the community development process taking place locally. According to them, the quality of the relations between the residents of the municipality improved during the project: the local population became more cohesive. In this context, there was a significant decrease in the number of less cohesive communities. We consider the launch of the community development programmes, and the continuation of the existing ones important and necessary.

The data of the surveys proved persuasively that the Acting Communities project did not only have an impact on the municipalities involved, but due to its radiating effect, the cultural community development processes which were induced by the programme during the implementation reached more than one thousand settlements. This was observed in the case of the institutional system of each cultural field as well. The opinion-formers questioned had pronounced ideas about the community development processes as well. An increase in the

number of the participants in municipality events, the development of the relations among those living in the municipality and an increase in the number of active residents involved in community activities were highlighted among the main expectations. The launch of similar, longer-term programmes continues to be much needed in Hungary.

The researches confirmed that the role of non-governmental organisations is extremely important in the life of municipalities: they actually play a key role in the cohesion of the community. In the case of organisations for cultural purposes, the protection and preservation of the cultural values of traditional community, the support of communities benefiting from public education and that of community and social participation were mentioned as the most important cultural services operating in the municipality. The importance of culture and culture mediation in the field of community development is also shown by the fact that in the respondents' opinion, the communities of the municipality can be mostly activated by entertaining events, programmes, village days and family, sport and cultural events.

Making the cultural institutions more open and the conscious planning of community participation based operation (societalisation) are indispensable for the preservation of cultural institutions. Social participation, partnership, the cooperation of institutions and non-governmental organisations are absolutely necessary for the long-term survival of the institutions. Based on the experience gained from the researches, the shortage of financial resources and professionals regularly emerged as a general problem. In many cases, the municipalities do not have a key person who would launch and generate the processes relating to community development with their expertise and willingness to go the extra mile. The surveys revealed that out-migration, the passivity of young and working age populations, ageing and population decline cause serious problems for smaller municipalities. Due to the foregoing, the community development processes and the provision of the methodological support facilitating them are now indispensable and key tasks for the decision-makers.

The researches are presented in more detail in the specific chapters. This summary publication presents the researches, the objectives, methods, results and conclusions of the surveys implemented in the Acting Communities project between 2017 and 2019. The volume is a publication edited by the colleagues having participated in the researches, it combines in one

volume the summary, key research results and findings of the already published research reports by using the data, text and figures of the previously published research reports.[3]

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[3] See the publications previously published during the researches in the bibliography of each research summary.

2. The main results of the representative survey of public education institutions, libraries and museums in Hungary

Mária Arapovics, László Ponyi, András Bódog

2.1. Purpose and justification of the research[4]

The main purpose of the representative survey was to receive an overview of the embeddedness of Hungarian museums, libraries and public education institutions in the society and the community by answering the question, on the one hand, as to what extent and how the local population and communities can have an impact on the activity of cultural institutions, and, on the other hand, as to what extent and how the institutions take into consideration the needs of the local population and community. This research report is the analytical presentation of the results of the questionnaire-based survey.

As a result of their activity and nature, cultural institutions respond to the changes occurring in social processes. Museums, libraries and public education institutions play an indispensable role in the strengthening of local identity and the increase of social capital, therefore, the main objective of the Acting Communities project is to support community development processes in Hungary and to make recommendations for the operation of the cultural institutional system based on community participation.

The representative survey was made necessary by the fact that although statistics are made on the operation of cultural institutions annually,[5] they do not cover the social participation of museum institutions, libraries and public education institutions. Our research was, therefore, justified by the fact that no comprehensive research had been conducted in Hungary to examine the civil community cooperation and partnerships of cultural institutions, to assess the management of volunteering and School Community Service and the implementation of the principles of equal opportunities.

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[4] The research summary was prepared using the following study: Mária Arapovics – László Ponyi – András Bódog (ed.) (2019): Research report on the representative survey of museums, libraries, and public education institutions in Hungary, Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library, including the study: Mária Arapovics – László Ponyi: Research summary.
[5] KSH (Hungarian Central Statistical Office) (2017): Annual and territorial data by time series – Culture, sport. Retrievable from: http://www.ksh.hu/stadat_eves_2_7. Download date: 05.07.2019

The studies and surveys prepared with the purpose of providing a basis for the EFOP constructions, having a greater support framework and greater societal impact, within the framework of the tender '*TÁMOP-7.2.1-11/K-2014-0001 The support of the professional and methodological basis of the Human Resources Development Operational Programme for the increase of the programme's effectiveness*' of the Hungarian Open Air Museum – Museum Education and Methodology Centre can be seen as the direct antecedents of our research.[6]

The study entitled *A representative survey of museums, libraries, and public education institutions in Hungary* is the first to examine the features of the social embeddedness of museums, libraries and public education institutions based on a standard set of criteria.

2.2.   Research methodology

We carried out situation analysis surveys in the fields, and in addition to the surveys above, we took into consideration the summary situation analyses of the Feasibility Study of the Acting Communities project, which summarise the statistical data and international trends concerning each of the three fields. In terms of conceptualisation and operationalisation, the theoretical basics and concepts of data collection come, on the one hand, from the annex to Act CXL of 1997 applicable in the period examined,[7] and, on the other hand, from the Glossary forming a part of the 'Community development methodological guide' written and edited by experts within the framework of the project.[8]

In the research we applied a standardised questionnaire for primary data collection. We contacted one representative from each institution: the institution leader or the deputy of the institution leader. When preparing the questionnaire, particular attention was paid to the methodological guides discussing societalisation, volunteering and equal opportunities among the methodological documents developed within the framework of the Acting Communities project, by involving experts.[9] The institutions questioned and their representatives received an

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[6] Studies on museums: http://mokk.skanzen.hu/teszt-almenupont-01.html., studies on public education: http://mokk.skanzen.hu/kozmuvelodesi-terulet.html. and studies on libraries: Retrievable from: http://mokk.skanzen.hu/konyvtari-terulet.html. Download date: 05.07.2019

[7] Act CXL of 1997 on museum institutions, public library services and general culture, Annex No. 1 to Act CXL of 1997, Terms. Retrievable from: http://njt.hu/cgi_bin/njt_doc.cgi?docid=30818.315798. Download date: 10.07.2019

[8] Mária Arapovics – Ilona Vercseg (ed.) (2017): Közösségfejlesztés módszertani útmutató. (Community Development Methodological Guide.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet NKft. – National Széchényi Library. Retrievable from: https://cselekvokozossegek.hu/wp-content/uploads/CSK_utmutato_kozossegfejlesztes_online_2017_0331.pdf. Download date: 04.07.2019

[9] Acting Communities (2019): Methodological guides. Retrievable from: https://cselekvokozossegek.hu/tudastar/utmutatok/. Download date: 05.07.2019

invitation to participate in the research process and they were informed on the details prior to being questioned. The answers to the questionnaires were recorded by the cultural community development mentors employed in the Acting Communities project, in the course of a personal visit. The data were recorded between June and September 2017. The results were recorded on an online platform.

2.3.   Research questions

The main aim of the representative survey was to prepare a national situation analysis on the community activities of the institutions in public education, museums and libraries. Our aim is to reveal, present and analyse the local community and social embeddedness of the cultural institutions involved. Our survey focused on the scope of activities of these cultural institutions, the impact of the institutions on the local society, their role and usefulness. We found it necessary to examine the community participatory nature and societalisation of the institutions as well as to analyse and assess the rate of their embeddedness in the community and social network of the municipality. No comprehensive study had been carried out to assess the activity of volunteers and those performing School Community Service within the triple institutional system, and to reinforce equal opportunities considerations at the level of the institutions, therefore, we mapped these issues as well.

The survey sought answers to the research questions below:

- To what extent and how can the local population and its communities have an impact on the activity of cultural institutions?
- To what extent and how do the institutions take into consideration the needs of the local populations and community?
- By what means do the institutions promote the strengthening of local communities, the cohesion of local societies, and, more broadly, what impacts do the cultural institutions have on the local society?
- To what extent do the workers of cultural institutions consider the strengthening of social cohesion and community development at local level as their duty and mission?
- What kind of specific cooperation can be observed between local communities and the cultural institution operating in the municipality?
- How does the cooperation between local communities and the cultural institution manifest?

- To what extent does the given cultural institution involve the small local communities and groups in its operation?

- Is there any volunteer or student performing School Community Service in the institution? What is the framework in which they carry out their activities?

- Does the cultural institution take into consideration the perspectives of equal opportunities in its operation and activity?

- To what extent and how can the institution contribute to the strengthening of social cohesion at local level?

2.4.   Description of the research sample

The analytical units of the research were provided by cultural institutions with public-service mission, operating in Hungary, having articles of association, Rules of Organisation and Operation, or an operating license in compliance with the applicable laws, providing continuous service, included in the cultural statistics of 2015. A layered sampling was carried out in the scope of the types of institution of the three fields: libraries, public education institutions and museum institutions. Subsequently, the further sampling procedure was carried out by taking into consideration the institutional structure specific to the given field and the field's specificities.

In the field of public education, we examined public education institutions and community platforms. Based on the Act on Culture,[10] by public education institutions we meant budgetary bodies or institutions with a different type of funding, founded, maintained and operated for the community public education activity of the population, having appropriate professional, personnel and infrastructural conditions and articles of association. A community platform is an institution or establishment with a different legal status operating for the support of the regular or occasional public education activity of the local population and the self-organising communities of the populations, controlled by local governments, in partnership with local governments or based on a public education agreement, regularly operating at a given place made suitable and operated for this purpose (set of premises, building).

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[10]Act CXL of 1997 on museum institutions, public library services and general culture, Annex No. 1 to Act CXL of 1997, Terms. Retrievable from: http://njt.hu/cgi_bin/njt_doc.cgi?docid=30818.315798. Download date: 10.07.2019

In the context of libraries, we started from institutions with a public library status which directly satisfy population needs at municipality or country level. The survey included all levels of national libraries and public libraries, from the smallest service locations to county-level city libraries.

In accordance with the classification of the Act on Culture, in the field of museums the sample included national museums, national specialised museums, county level municipal museums, regional museums, thematic museums, public interest museum collections and public interest museum exhibitions.

The sample of the survey in terms of types of cultural institutions and overall (2015):

Type of institution	Population based on the statistical data providers	Respondents	
		Percent	Number
Libraries	3,371	13	451
Museum institutions	713	36.6	261
Public education institutions and community platforms	3,431	17.6	604
Total:	7,515	17.5	1,316

1. Table 1: The sample of the survey in terms of types of cultural institutions and overall

The processing of the results received was carried out by the Statistical Package for the Social Sciences (SPSS) statistical analytical programme. The base tables and cross tables were prepared on the basis of the responses by the research and development group of the NMI National Institute for Culture – Acting Communities project.

The cleaning of the data and the field analyses were carried out by the team of researchers of the Hungarian Open Air Museum – Museum Education and Methodology Centre, NMI Művelődési Intézet Nkft. and National Széchényi Library working in the Acting Communities project.

2.5. Main results concerning the three fields

We find that the most important result of the research is that we succeeded in quantifying features which were so far beyond the scope of the examinations and which can be used later to support the strategic level developments of the fields.

We present the main results and conclusions of the assessment of the field of public education, libraries and museums by following the numerical order of the institutions involved in the research.

First of all, our survey provides a view of the type of network of relationships that the museums, libraries and public education institutions have to strengthen their operation, and of their social embeddedness. The research highlights that each of the three fields has strong social relationships.

Institutional partnerships

The results of the representative surveys show that the largest proportion of cultural institutions provide venue (61%), organise joint events (60.5%) and provide professional assistance to their partners. The planning of joint tender schemes (40%) and the involvement in providing opinion on the annual programme also occur as significant forms of cooperation.

Public education institutions and community platforms

Overall, the data persuasively prove the broad network of relationships and deep social embeddedness of public education institutions and community platforms in the municipalities. The public education institutions are the most closely connected to non-governmental organisations (71%). The partnership with local non-governmental organisations is a historically developed and substantial specificity of the operation of the institutions and community platforms. After non-governmental organisations, the largest percentages of the platforms of public education are closely connected to, in order, entrepreneurs (46%), primary education institutions (40%), kindergartens (29%), non-formal communities (29%) and libraries (28%) (figure 1).

Cooperating partners of public education institutions

| | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

non-governmental organisation
entrepreneur, enterprise
primary education institution
secondary education institution
kindergarten
unincorporated non-formal community
public library, library service point or library bus
community centre, community platform
mayor's office of the local government of the municipality
local government of the municipality/local government association
electronic press, municipality website, community portal
museum institution
cinema (hall)
religious organisation (e.g. congregation)
theater, summer theater, puppet theater
local printed press
gallery, exhibition hall
other
social institution
minority self-government
local television, radio
art school
public Internet access spot
tourism organisation, touristic information point
other educational institution (e.g. adult education)
healthcare facility (doctor's dispensary, hospital, etc.)
higher education institution
catering establishments suitable also for community use
sport facility
camping area
archives
nursery
minority community platform

Figure 1: Cooperating partners of public education institutions as a percentage of the respondents

Among the forms of cooperation, the largest proportion (87%) is represented by the provision of venues for civil communities in the organisations questioned. 52 percent of the respondent institutions also serve as a registered office or establishment for NGOs. The percentage of non-governmental organisations that use the community platforms for cultural and leisure activities is significant (77%). This is followed by organisations defining sport, education or environmental protection as their main purpose. Furthermore, a pronounced form of cooperation in the relationship of the platforms and the non-governmental organisations is organising joint events and conducting joint tender schemes. The professional and methodological assistance provided by the professionals working in the platforms appears as a typical activity.

Libraries

In the case of public libraries, the most important partners are local governments and proprietors. The libraries are connected to several other organisations, but their own professional network is clearly the most significant one among them.

 Undertaking the public educational role is typical of smaller institutions. It is primarily common for county-level city libraries to have an extensive network of relationships. Among the institutions of public education, cooperation with the actors of primary and secondary schools can be considered common, but in terms of education for library use, they primarily regard pre-schoolers as a target group. As non-proprietors, different non-governmental organisations, associations and educational institutions are clearly the most important cooperating partners of Hungarian libraries. It can be generally said that the larger the community they serve, the more potential partners the institutions come into contact with. Based on a weighted average, national libraries are in partnership with four companies and 3 non-governmental organisations and 3 other, non-formal organisations. Even the smallest libraries are connected to one or two locally available newspapers, radio channels, television channels or electronic media (figure 2).

Cooperating partners of public libraries

Partner	
public library	
primary education institution	
kindergarten	
non-governmental organisation	
electronic press, municipality website, community portal	
community centre, community platform	
mayor's office of the local government	
local printed press	
non-formal community	
public Internet provider	
religious organisation	
social institution	
minority self-government	
secondary education institution	
art school	
healthcare institution	
local television, radio	
museum institution	
entrepreneur, enterprise	
theater	
tourism organisation/point	
sport facility	
other educational institution	
gallery/exhibition hall	
catering establishments suitable for community use	
nursery	
archives	
camping area	
higher education institution	
cinema	
minority community platform	
other	

Figure 2: Cooperating partners of public libraries as a percentage of the respondents

Unfortunately, contact with public collections outside of the library system is not common. This may mean both the weaknesses of contact within the public collection sphere, and the different types of priorities of the direct audience of libraries.

Museum institutions

The museum institutions cooperate with other institutions and organisations, while being strongly embedded in the local society. The largest percentage of museums are in cooperation

with primary education institutions, non-governmental organisations, and local print media. In addition, kindergartens and secondary education institutions constitute their main partnerships (figure 3).

Cooperation partners of museum institutions

%

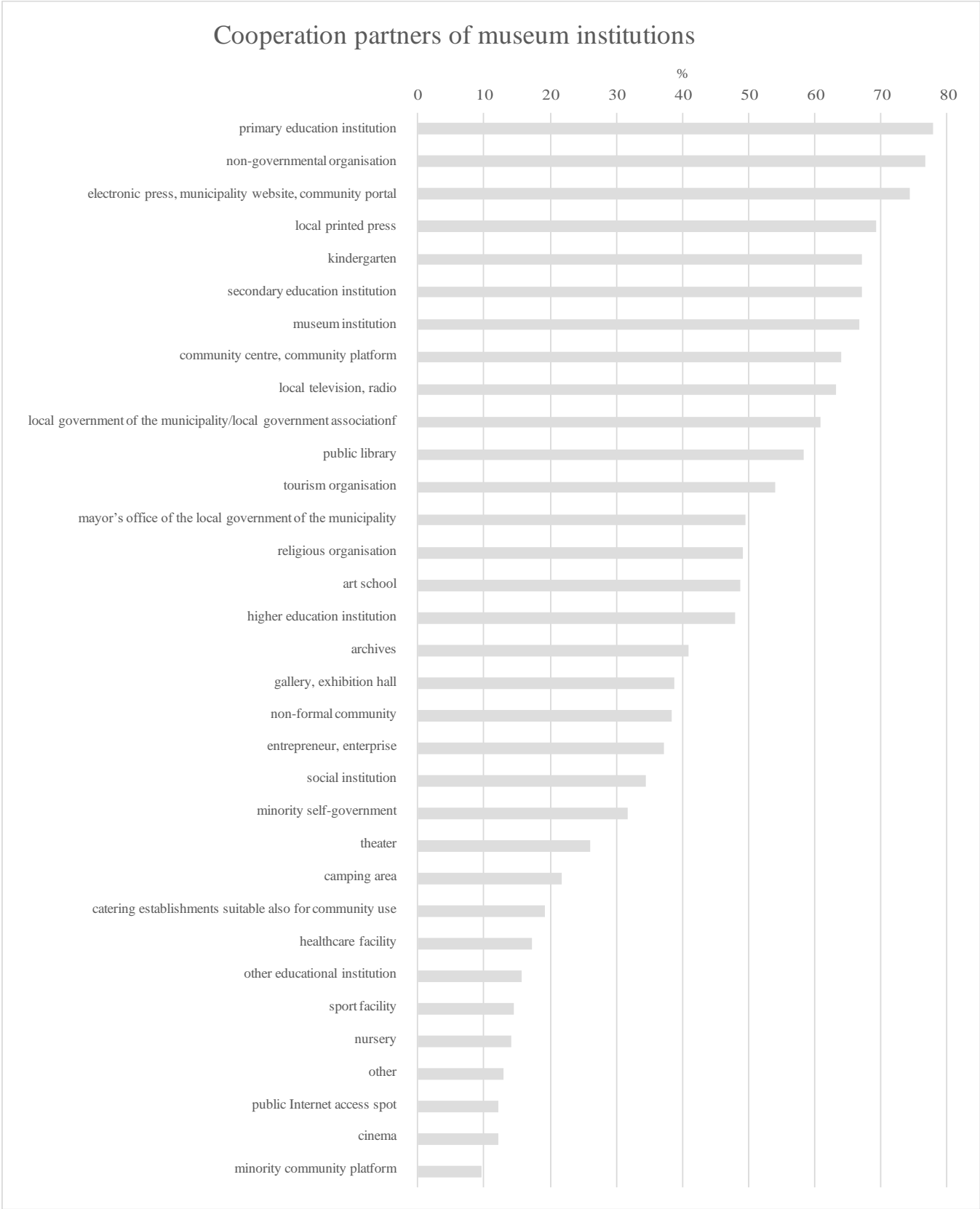| Partner	
primary education institution	77
non-governmental organisation	76
electronic press, municipality website, community portal	74
local printed press	69
kindergarten	67
secondary education institution	67
museum institution	66
community centre, community platform	63
local television, radio	62
local government of the municipality/local government association	60
public library	58
tourism organisation	53
mayor's office of the local government of the municipality	49
religious organisation	49
art school	48
higher education institution	47
archives	41
gallery, exhibition hall	38
non-formal community	38
entrepreneur, enterprise	37
social institution	34
minority self-government	31
theater	26
camping area	21
catering establishments suitable also for community use	19
healthcare facility	17
other educational institution	15
sport facility	14
nursery	14
other	13
public Internet access spot	12
cinema	12
minority community platform	10

Figure 3: Cooperating partners of museum institutions as a percentage of the respondents

One-fifth of the museums have a document concerning a public education agreement. The fact that more than two-thirds of the museums are in cooperation with other museum institutions, and a similar number of institutions cooperate with public education institutions, while more than half of them cooperate with a public library shows the partnerships of professional networks, museum fields. Half of the museum institutions indicated that it is a member of some professional network. The three key cooperating partners of the museum institutions, in the case of all of the respondents, are the following: the local government of the municipality, and some kind of non-governmental organisational cooperation in the second and third place. The relationships of the institutions and their partners are characterised by a close bond.

Community participation based operation, societalisation

Although the signs of community participation based operation can be observed in each of the three fields, a societalised mode of operation is not yet practiced in the cultural institutions.

Public education institutions and community platforms

Based on Section 77 (3) a) of the Act on Culture in force, the tasks of public education institutions include facilitating community activities and the operation of communities benefiting from public education, encouraging social cohesion and active participation of communities in cultural value creation. The data show that the public education community platforms primarily cooperate with formal, registered non-governmental organisations, even if with just a small difference. The most common form of cooperation with formal non-governmental organisations is the provision of venues (74%), the organisation of joint events (73%) and the provision of professional support (60%). Planning joint tendering schemes is another common form of cooperation (51%). 45 percent of the institutions involve formal non-governmental organisations in providing opinion on the annual programme. Although in a smaller percentage, the forms of cooperation with informal communities are also similar. The most common forms of cooperation are, in this case as well, the provision of venues (69%), the organisation of joint events (64%) and the provision of professional support (51%). (figure 4)
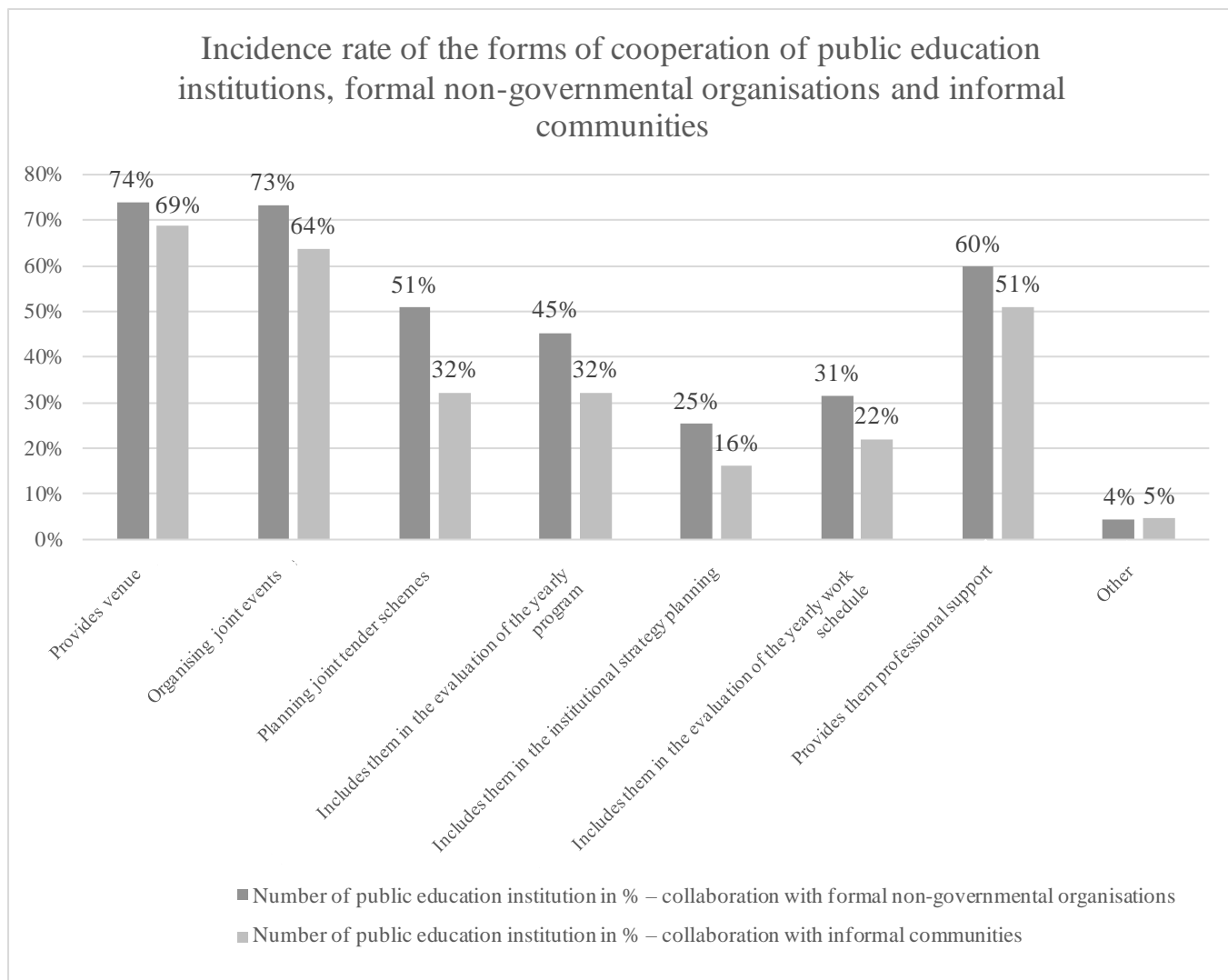
Figure 4: Incidence rate of forms of cooperation between public education institutions, formal non-governmental organisations and other informal local communities, groups

It is typical of more than half of the respondent institutions that they also serve as registered office or establishment for non-governmental organisations. When providing venues for non-governmental organisations, most of the public education institutions even allow the NGOs to provide the address of the institution as their registered office in their articles of association and other documents.

Nearly 40 percent of the institutions questioned provide a registered office for a local non-governmental organisation. The survey confirmed the statistical data on public education: the number of non-governmental organisations is linked to the size and conditions of the municipalities. In municipalities with fewer inhabitants, there are fewer non-governmental organisations, while in the case of a higher number of inhabitants the percentage of non-

governmental organisations, and as a consequence the percentage of non-governmental organisations using the institution as a registered office is higher.

In the case of the areas of activities of the registered non-governmental organisations, the number of the clubs, circles, workshops which find their own place in the public education community spaces based on their interests, in line with the cultural and public education profile of the basic institution is significant (culture and leisure together: 77%). The largest groups of the non-governmental organisations having a registered office in the public educational institutions questioned pursue activities in the fields of culture (45%) and leisure and hobby (32%). As we are progressing towards the activities more and more distant from the institutions' basic cultural activity, the percentage of registered non-governmental organisations is also decreasing.

Based on the data, the institutions primarily ask the opinion of the visitors in writing (40%). However, community meetings (40%) and interviews (30%) are also popular methods. One of the most important tasks of the public education field is traditionally to provide multifaceted support to the local community benefiting from public education. However, the deliberate involvement of NGOs in the strategic planning processes occurs much more rarely. Only a small number of civil advisory bodies regularly operated in the public education institutional system can be detected.

In the case of a significant percentage of the institutions questioned (87%), the manner in which they involve the local population in the planning, implementation and evaluation of the activity of the institution is not recorded in their documents governing functioning. However, it is positive that 70 percent of the institutions involved have already asked the opinion of their visitors on their activity.

The data show that a larger percentage (57%) of the respondents are aware of the community development process started/implemented in the municipality. However, the percentage of those who are not aware of such processes is still high (43%).

The social participation of public education institutions is illustrated by the fact that the staff of the institutions participate mostly in the Local Depository Committees (27%) and the specialised committees of the representative bodies dealing with cultural affairs (23%). The multifaceted cooperation of non-governmental organisations and the public education profession is demonstrated by the fact that the staff members of the public education institutions

and platforms participate in the civil round tables and councils functioning in the municipalities as well. The participation in the LEADER action groups is justified by the cultural and public educational aspects which appear in them. The farther we go from the public educational professional profile in the narrow sense, the lower the number of public education professionals is in the different organisations. In most cases, public education professionals are involved as external experts in the agenda items of regional Territorial Development Councils discussing cultural subjects. The lowest participation rate was observed in the Regional Development and Territorial Development councils (4.3%).

Essentially, the field of public education joined the organisational processes in the municipalities already in the initial stage of the depository activity. According to Section 85 f) of the Act on Culture, the duties in the regional performance of tasks include providing methodological assistance in the compilation of depositories at regional level, maintaining the territorial cultural register, presenting the intellectual, tangible, natural and cultural heritage as well as the environmental, artistic, public educational specificities of the capital and contributing to the operation of the digital archive. It is understandable that cultural and public education professionals are also involved in the decision-making bodies of the municipalities, and their opinions are relied on primarily in the case of cultural and public educational subjects.

Libraries

More than half of the national public libraries provide venue for formal (55%) and/or informal (53%) organisations, communities. A similar percentage characterises the events organised jointly with them. A large percentage of libraries provide professional support to non-governmental organisations and communities, in this case, however, there is a significant deviation on the part of the libraries in favour of the former ones. It can be said that, to a greater or a lesser extent, the contact with the formal organisations is still more pronounced and better documented. Almost a third of the formal organisations are involved in the planning of joint tenders and providing opinion on the annual programme, while nearly a quarter of informal organisations are involved in these processes by the libraries. Involvement in more specialised professional tasks, such as the joint planning of the institutional strategy or providing opinion on the annual work plan is less common in the case of public libraries (figure 5).
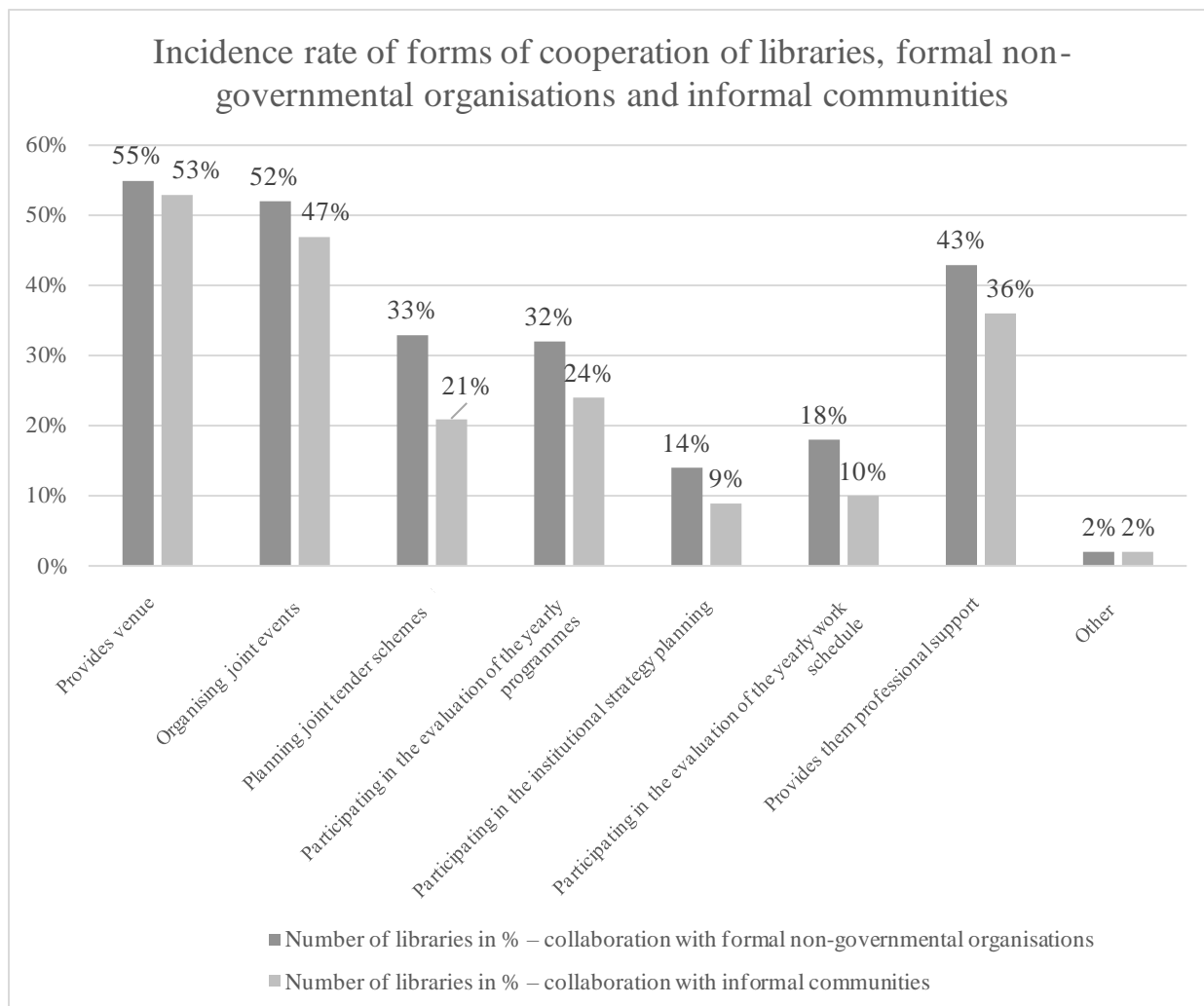
Figure 5: Incidence rate of forms of cooperation between public libraries, formal non-governmental organisations and other informal local communities, groups

More than one-quarter of public libraries provide registered office to local non-governmental organisations. Similarly to community relations, the proportion rises significantly above the average in the case of independently operating institutions. 67 percent of county-level city libraries, the largest percentage among the types of libraries, provide registered office to non-governmental organisations. It is well known that the financial situation of libraries is not the best. These are the occasions on which the non-governmental organisation can help the institutions. According to the weighted average, nearly half (45%) of the national libraries receive some kind of support from non-governmental organisations. Similarly to the network of relationships examined so far, this is also more common in the case of independent institutions, although the KSZR (Library Supply Service System) service locations show a

value close to the average, suggesting a relatively good relationship with the non-governmental organisations of small municipalities.

The data show that culture is the most common field of activity in the case of each registered non-governmental organisation and community. The picture is quite mixed in the other fields. Leisure and sports activities play a major role in the life of the civil communities of libraries.

The most popular forms of satisfaction and needs assessment of libraries are community meetings and village meetings (32%). A greater percentage compared to the other methods is explained by the great number of small municipality libraries, as this is the most efficient method of survey in villages. It is remarkable that 25 percent of the KSZR service locations carry out this activity in a documented manner; however, it also needs to be mentioned that only one-third of small libraries conduct satisfaction and needs assessments. At national level, the other most widespread method (27%) is online or paper-based written survey, which is mainly specific to larger, independent institutions. The county and city libraries mostly carry out this activity in a documented manner. Interviewing (20%) is also a noteworthy method, although with a significantly lower rate of documentation (6%).

We were curious to find out to what extent local libraries know the community development practice of their municipalities. Unfortunately, only 40 percent of national libraries are aware of these processes. It is the county-level city libraries that are the most aware of community development processes (83%). In the case of the other types of independent libraries, the figures change to a more or less equal percentage, while in the case of member institutions, awareness decreases significantly.

We also asked the libraries what kind of role they take in the processes if they are aware of them. The results unanimously confirm that, unfortunately, the national libraries do not have a defined role in the local community development processes. According to the weighted average, 96 percent of them were not able to answer the question as to what role the institution took on in the community development processes.

The smaller the library, the more common it is that its staff play an active role in the life of the local community in areas other than culture. In the field of urban development, it is the staff of village libraries and service locations who are the most active, while none of the staff of county-level city libraries and city deposit libraries participate in the life of a non-governmental organisation operating for such purposes. In smaller villages, the librarian appears as an

intellectual, so they must obviously be involved in the reflection on the future of the municipality. In the local society of a larger town, the librarian feels less that they can have a say in the rethinking of the town's life at a political level, or generally, in the decisions. The highest number of librarians (10 institutions) are given a place in the Local Depository Committee, but it is also only 2 percent of the full surveyed library sample.

Museum institutions

In accordance with the Code of Ethics for Museums, active community involvement in the life of local communities is included in the public education tasks of museums. In this sense, we can talk of cultural community development, too, not only of interaction with the communities. The local values strengthen the relation between the local population and the museum institutional system, participation in the operation of the institution appears as an important factor from the aspect of local communities, which is pushed forward by their motivations: the willingness to take actions for their environment, the opportunity of personal growth, networking, and last but not least, the sense of belonging somewhere. The basis of the objectives of active communities in the environment of museum institutions is constituted by locality, cultural and traditional, leisure and educational activities.[11]

More than half (56%) of the museum institutions provide venues for formal non-governmental organisations. Within the further forms of cooperation, nearly 57 percent of them indicated that they organised joint events, 38 percent planned joint tender schemes, 27 percent involved them in providing opinion on the annual programme, nearly 15 percent in the planning of the institutional strategy, and around 14 percent in providing opinion on the annual work plan. Close to half of the museums (47%) provide professional assistance to formal non-governmental organisations. In addition to formal non-governmental organisations, we also examined the existing forms of cooperation between museum institutions and other informal local communities and groups.

The majority of the museums cooperate with civil communities in some form, but they involve local communities in decision-making only to a low degree. Nearly 43 percent of the respondent museum institutions provide venues for informal communities, 41 percent of them organise

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[11] Magdolna Nagy (2018): Múzeumok és közösségeik – egy kutatás margójára. (Museums and their communities – side notes to a research.) In: Mária Arapovics – Ibolya Bereczki – Magdolna Nagy (ed.): Múzeumi Iránytű (Museum Compass) vol. 13, issue 54

joint events, and some 19 percent plan joint tender schemes with them. Nearly 14 percent involve them in providing opinion on the annual programme, more than 5 percent in planning the institutional strategy, and 12 percent involve them in providing opinion on the annual work plan, and around 58 percent indicated that they provide professional assistance to the informal local community or group. The 'other' category was marked by 4 percent of the respondent museum institutions.

The figures suggest that in the operation of both the formal non-governmental organisations and the informal communities, museum institutions play an important role: the provision of venues, the organisation of joint events and the provision of professional assistance are the three main forms of cooperation in both cases (figure 7).

Incidence rate of forms of cooperation of museum institutions, formal non-governmental organisations and informal communities

70%
60%
50%
40%
30%
20%
10%
0%

- 55%
- 43%
- 57%
- 41%
- 38%
- 19%
- 27%
- 14%
- 15%
- 5%
- 14%
- 12%
- 47%
- 58%
- 3%
- 4%

Provides venue

Organising joint events

Planning joint tender schemes

Includes them in the evaluation of the yearly program

Includes them in the institutional strategy planning

Includes them in the evaluation of the yearly work schedule

Provides them professional support

Other

■ Number of museum institutions in % – collaboration with formal non-governmental organisations
■ Number of museum institutions in % – collaboration with informal communities
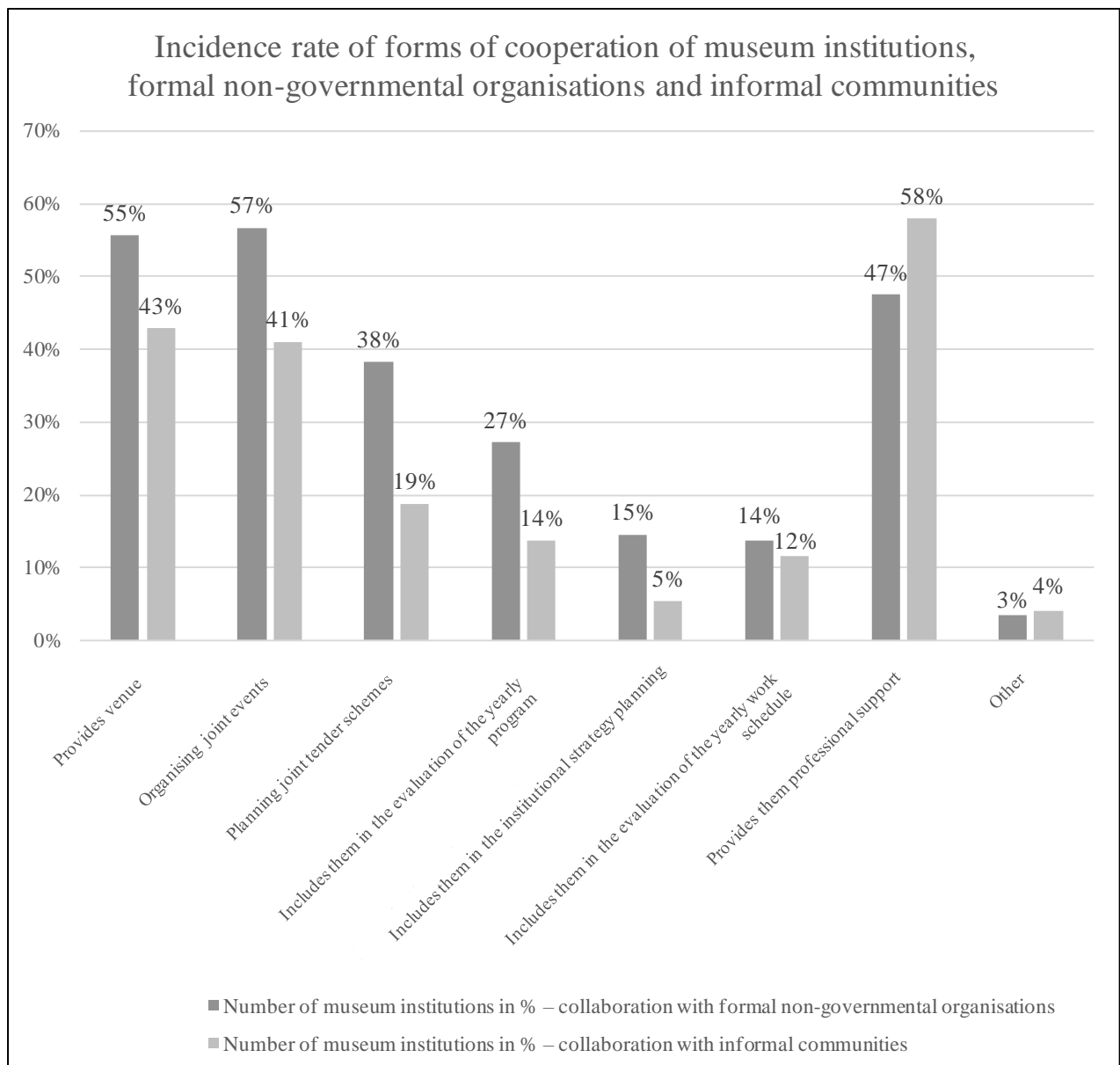
Figure 7: Incidence rate of forms of cooperation between museum institutions, formal non-governmental organisations and other informal local communities, groups

The non-governmental organisation having a registered office in museums usually carry out activities for cultural and leisure purposes. This is followed, in the order, by organisations carrying out activities for research, educational and environmental protection purposes.

Although the museums are closely connected to local governments and non-governmental organisations, community participation based cooperation usually takes place in a non-recorded manner. In the vast majority of the institutions questioned in the field of museums, the manner in which they involve the local population in the planning, implementation and evaluation of the institution's activity is not recorded in their documents governing operation. More than half

of the museum institutions serve as the registered office, establishment or centre for some local non-governmental organisation.

Only around 15 percent of museums involve the NGOs and their communities in preparing and providing opinion on the institutional strategy and work plan. 38 percent of the institutions operate as the registered office of a registered or informal community.

The data show that more than half (51.5%) of the museums questioned are aware of the community development process started/implemented in the municipality.

One of the indicators of social capital is the participation in local public life, positions and memberships in non-governmental organisations. One of the signs of embeddedness in the local society and commitment is that a staff member of the museum is present in the life and cultural decision-making bodies of local communities as a delegate, elected official or member. The data provided by the respondents show that the highest percentage (42%) of the staff of museum institutions represent themselves in Local Depository Committees, while only 16 percent of the museums participate in the committee dealing with cultural affairs of the representative body or the general assembly. This is followed by the role of associate taken on in the LEADER action groups. The number of delegated staff members in local meetings, CLDD and civil round tables is quite low: commonly 6–7 percent of the museum professionals are present here. Furthermore, less than 5 percent of the staff of the institutions participate in regional and territorial development councils. It is important to highlight, however, that 6–7 percent of the respondents were not able to answer the given question of the group of questions, and quite a high percentage, i.e. nearly 80 percent of them marked the 'I don't know' or 'No answer' response.

Volunteering

Receiving volunteers has become popular mostly in the field of museums and public education, but its presence is visible in each of the three fields.

Public education institutions and community platforms

One of the important features, indicators of public education activity, which also shows the intense presence of social capital, is the formation of an inner circle consisting of volunteers, that is, a volunteer community around the institution, which largely facilitates the work of the institutions. The majority, almost 60 percent of the surveyed public education community platforms and institutions employ volunteers. However, the number of public education institutions and community platforms in which no volunteers contribute to the performance of tasks is also high (42%). It is assumed that, in this case, this significant percentage is accounted for by the fact that the data providers did not take into consideration the voluntary activity of non-governmental organisations and their members. We also come to the conclusion that in the case of one-person or two-person community platforms and in municipalities with a low number of inhabitants the percentage of volunteers is also lower than in larger municipalities. The fact that some 63 percent of the 604 surveyed public education organisations were small municipality community platforms explains the high percentage of the platforms which did not indicate any voluntary contribution.

In view of the surveys, we can confirm that 93 percent of the institutions do not have a documented volunteer strategy. We must also note, however, that the preparation of the volunteer strategy is not a statutory requirement in the case of public education organisations either. Therefore, the pragmatic institution leaders do not consider it important to prepare this strategic planning document. In relation to the above, we think that the preparation of this document is common in the case of institutions at a higher level of societalisation processes.

In the respondent institutions, the regular tasks associated with volunteers are the recognition of volunteers (42%) and motivation of volunteers (35%). This means the necessary professional and human recognition of the generous work of volunteers. The assignment of a volunteer coordinator among the staff members is common in a relatively low number of institutions (18.5%). The creation of this position is probably more common in larger city-level public education institutions working with a more structured division of work. Preparation of volunteers is the last concern of public education organisations (11%). This indicator is linked to the also low number of contractual volunteers, and to the fact that although the methodology of cooperation with volunteers already exists, it is not widely spread and has not been adopted in the field on a large scale.[12] It should be noted here that in Hungary volunteering as a free

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[12] Izabella Csordás (ed.) (2017): Intézményi önkéntes programok létrehozásához és működtetéséhez. (For the establishment and operation of volunteer programmes at institutions.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library. Retrievable from: https://cselekvokozossegek.hu/wp-content/uploads/CSK_utmutato_onkentesseg.pdf. Download date: 27.06.2019

time activity did not develop to the same extent and standard as in Western European societies. We think that the basis of this difference is rooted in the different social-economic development of the past centuries. Today, however, volunteer activities show a developing tendency in Hungary too, both in terms of quantity and quality, which is linked to an increase in free time, longer average life span and the increasing spread of the approach of deliberate voluntary involvement. The data show that volunteers provide varied and complex activities to facilitate the work of institutions.

A good indication of the significance of voluntary work, the recognition, the activity and the effectiveness of volunteers is that 90 percent of the respondents were satisfied with the activity of its institution's volunteers. About 8 percent were moderately satisfied, and 4 percent of the public education institutions said that they were less satisfied with their volunteers.

When examining the activity of volunteers, the data show that the typical duties include performing technical tasks (17%), event organisation (16%), helping out at craft workshops (11%), administrative tasks (9%), documentation and providing information with 8 percent, respectively. We can say that the tasks that volunteers perform in the institutional system are important yet typically auxiliary in nature (figure 8).
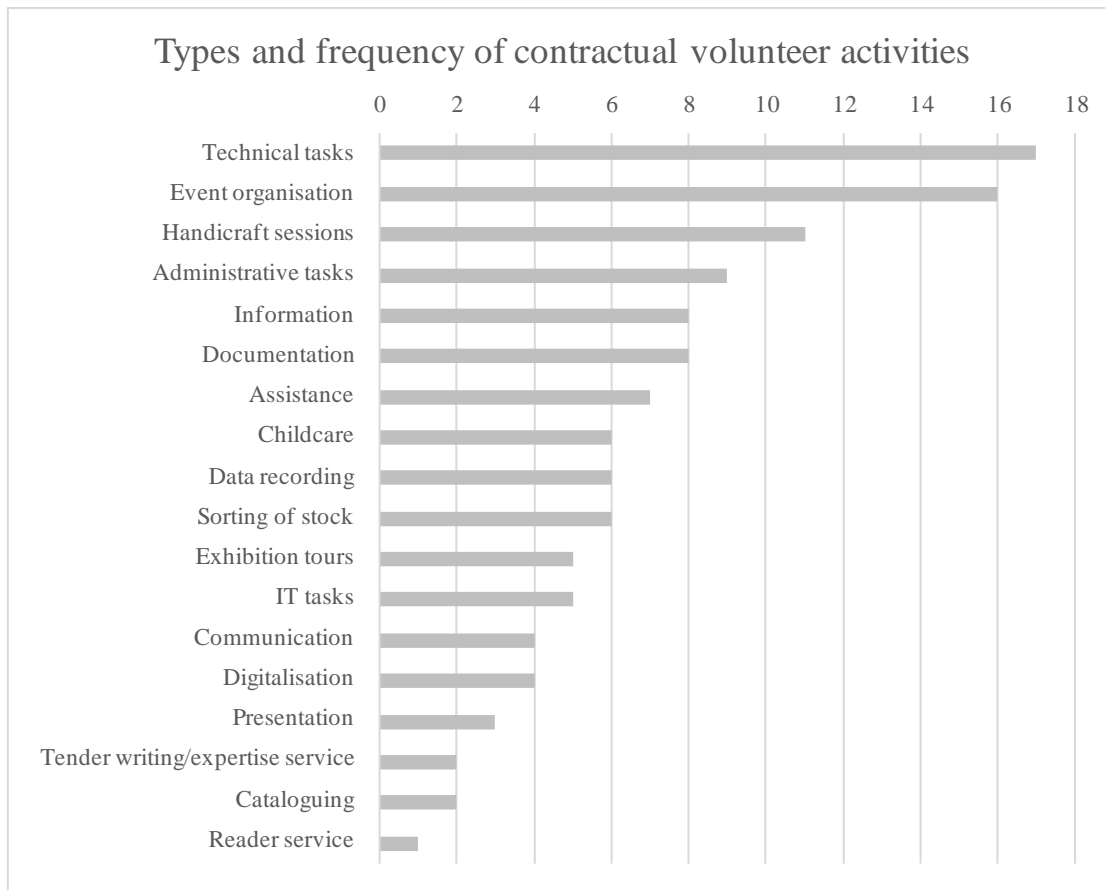
Figure 8: The frequency of the types of different contractual volunteer activities in public education institutions

Library institutions

In the field of libraries, voluntary work has a long tradition all around the world, of which the libraries of Hungary fall somewhat short. Both the attitude of the Hungarian society to voluntary work, and the willingness of the libraries to accept volunteers will constitute areas for development in the years to come. Only 36 percent of public libraries said that there were volunteers working in the library, and only a fraction of them were doing so in accordance with a documented strategy. Although volunteer strategy appears only in a really small percentage of the institutions, the awareness of the tasks relating to them occurs, especially in the case of larger institutions. We can assume with reason that as a consequence of the conceptual confusion, several institutions may have included students performing their School Community Service in this number. The relatively high number of the volunteers present in the Library Supply Service System (KSZR) and the village libraries is likely to be explained by the fact

that the librarian has no choice but to perform their work without receiving payment, which implies some serious budgetary concerns.

The data gained from the research show that although a volunteer strategy appears in only a very small percentage of the institutions, the awareness of the tasks relating to them occurs, especially in the case of larger institutions.

Among the typical tasks of human resources management, the recognition, motivation and recruitment of volunteers are mentioned the most often; however, these duties are present in the different types of institutions with varying emphasis. It is the county-level city libraries that place the greatest emphasis on preparation (33%) and a higher percentage of these institutions than that of the others also appoint a volunteer coordinator. This would not really be feasible in smaller institutions, with a staff of 1 to 2 persons in many cases, to add the coordination of volunteers to someone's scope of responsibilities. It is in the county-level city libraries that some specialised jobs can appear for the volunteers themselves that necessitate the organisation of a training for them.

In smaller institutions and in the KSZR service locations it is rather the recognition and motivation of the volunteers that appears as the most pronounced task. The member and deposit libraries are in a special situation in this respect. Predominantly, these libraries do not have such a rate of independence that they should manage voluntary work by themselves, so it is understandable that less than 10 percent of the respondents said that the presence of volunteers presents some form of task for them.

Contractual volunteers mostly participate in the performance of technical tasks (11%). Another frequent activity is tender writing and expert activity (9%). In line with the professional specificities of the field, sorting of stock (5%), documentation (5%), participation in the work of reader service (5%) and library tours (5%) are also common.
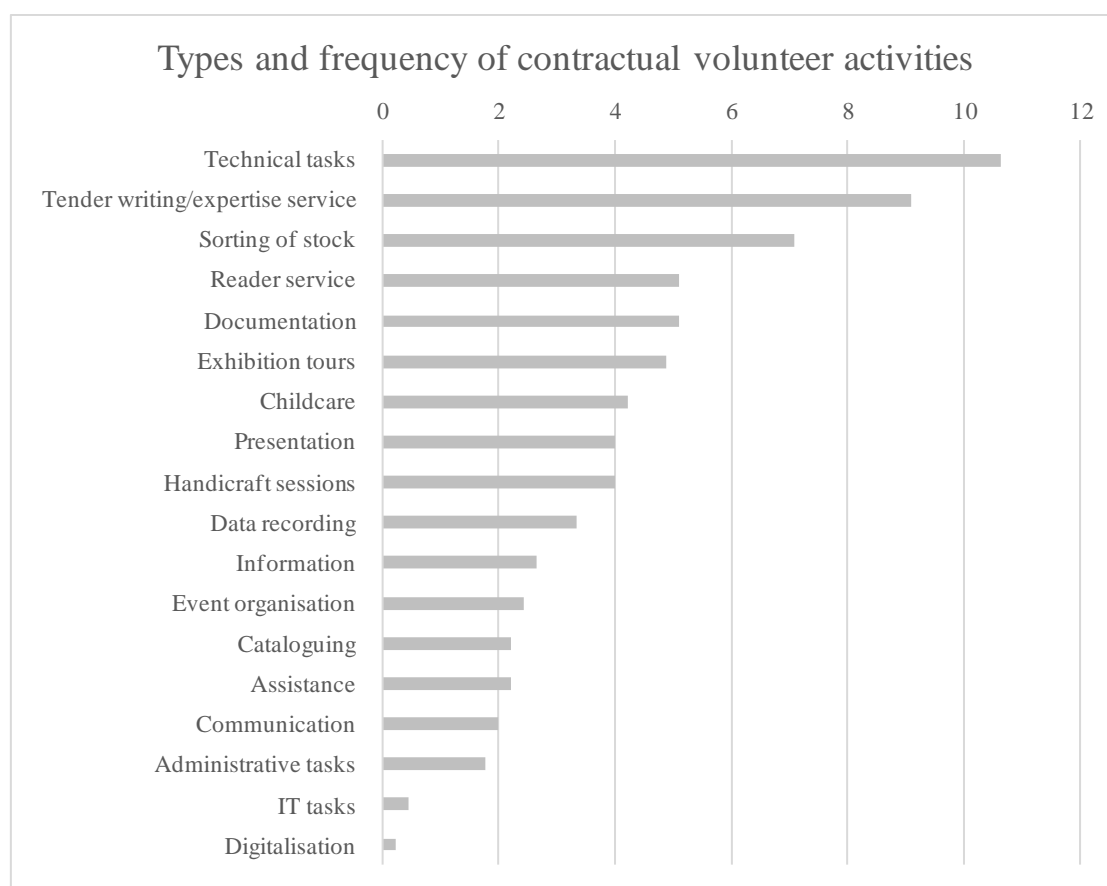
Figure 9: The frequency of the types of different contractual volunteer activities in libraries

On the basis of the data gained, we can observe that the libraries try to involve volunteers in tasks which do not expressly require a librarian qualification. In smaller municipalities these activities (e.g. cataloguing) are not even present (figure 9).

Museum institutions

In foreign museums, receiving volunteers has a long tradition, while in Hungary voluntary work in museums only appeared visibly after the legislative introduction. Following the introduction of Act LXXXVIII of 2005[13] on voluntary activities in the public interest, in addition to non-governmental organisations, budgetary institutions also started to receive volunteers. Pursuant to the Act, volunteering is: *"a voluntary activity based on solidarity among members of society that express volunteer action of citizens and are pursued by individuals and communities without remuneration and for the benefit of others"*.

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[13] Act LXXXVIII of 2005 on voluntary activities in the public interest. Retrievable from: https://net.jogtar.hu/jogszabaly?docid=A0500088.TV. Download date: 10.07.2019

The data of our representative survey show that the involvement of volunteers in the operation of museums has become known and accepted in the Hungarian *museums*. Two-thirds (67%) of museum institutions employ volunteers. Even though a large number of museums receive volunteers, a mere 15 percent of them have a volunteer strategy, and the vast majority of them are national museums with larger stocks. Among the 11 respondent national libraries, 8 institutions (that is, a large majority, 72%) have a strategy. 25 percent of the national specialised museums, 12 percent of county-level city libraries, almost 20 percent of regional museums, 23.5 percent of regional museums, 10 percent of thematic museums, nearly 8 percent of public purpose museum collections, while 6 percent of public purpose exhibition venues have a strategic plan relating to the management of volunteers.

Although only a relatively small number of museums indicated that they have a specific volunteer strategy, a significant proportion of museums implement the key elements of management. A much larger percentage of museum professionals answered 'yes' to the questions about recruitment-motivation-recognition-preparation of the volunteers, individually. The majority of the institutions (44%) indicated the recognition of volunteers as a regular task, which is followed by the activity aimed at motivation (37.5%), the recruitment and the selection of volunteers (32%); however, only 22 percent of them indicated that they prepared and trained the volunteers, which would be necessary to make voluntary work efficient. There is a staff member performing the function of volunteer coordinator in a little more than one-quarter of the museums. This is mostly common in larger institutions.

The research has pointed out that the staff of museum institutions are very satisfied with the work performed by volunteers. A significant proportion of the museums, i.e. 80 percent of the institutions, receive their volunteers within the framework of a volunteer agreement.

In the survey, we asked the question as to what kind of activity the volunteers perform in each institution. Within the framework of a volunteer agreement, the volunteers perform a variety of tasks: according to our survey, technical tasks, and activities relating to providing information and administration are particularly common. The following activities characterise the volunteer activities performed in museums, in the order of frequency of mentions: technical tasks, providing information, data recording, exhibition tours, craft workshops, event organisation, documentation (figure 10).
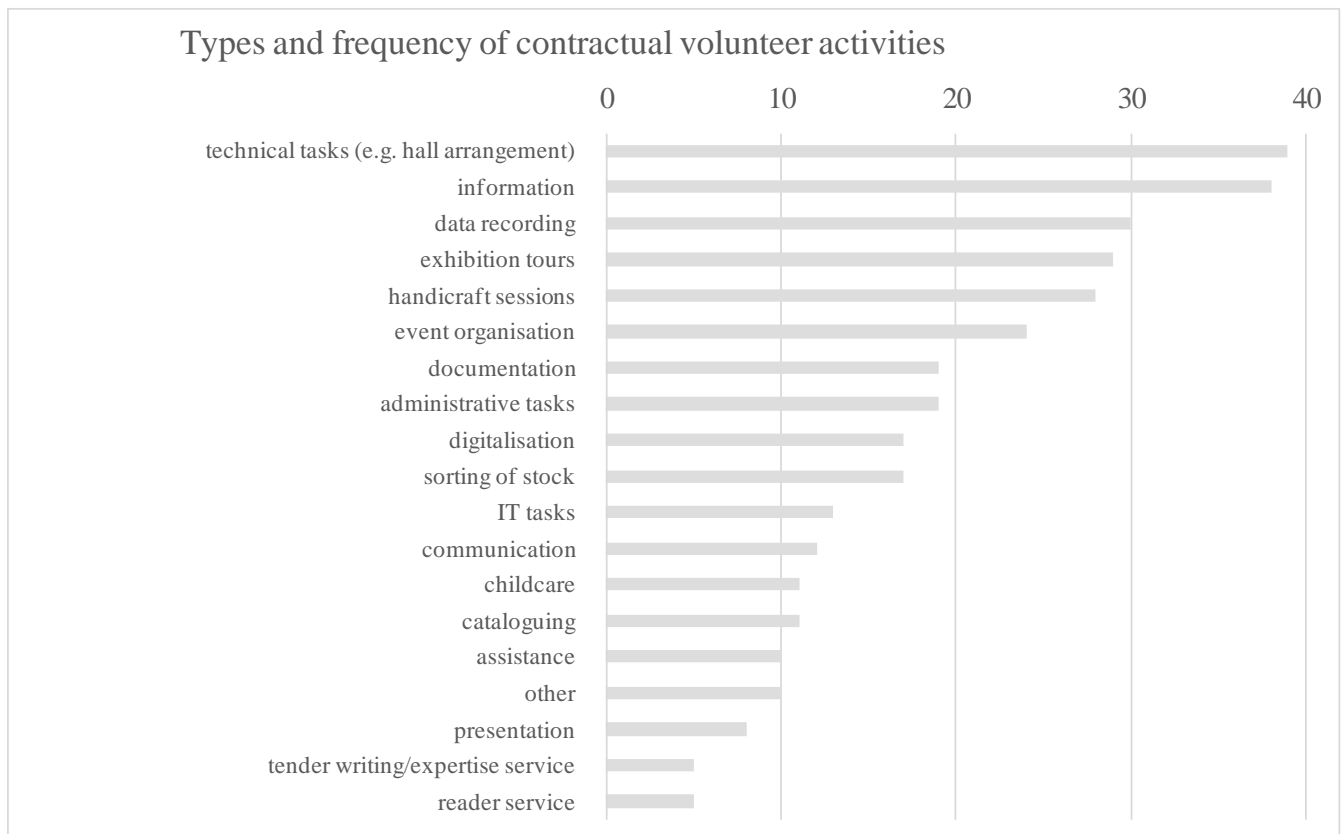
Figure 10: The frequency of the types of different contractual volunteer activities in museum institutions

It is important to highlight that according to the declaration of the European Economic and Social Committee (EESC): 'The purpose of voluntary activity is not to replace paid work – indeed, it is highly desirable that paid work should not be substitutable by voluntary activity. The special value of voluntary activity derives from its contribution to shaping society. It is not merely the provision of a social service, nor is it intended to take over the basic tasks of government.' (2006/C 325/13)

The result that the majority of the surveyed museums give tasks to 1 to 3 volunteers and the reception of more than 10 volunteers is common only in large institutions is attributable to the appropriate number of specialised employees. There is a staff member performing the function of volunteer coordinator in a little more than one-quarter of the museums.

School Community Service (SCS)

The reception of students performing School Community Service is increasingly popular every year in each of the three fields. 54 percent of cultural institutions are SCS recipient locations, and 46 percent of them do not yet receive School Community Service students (figure 11).
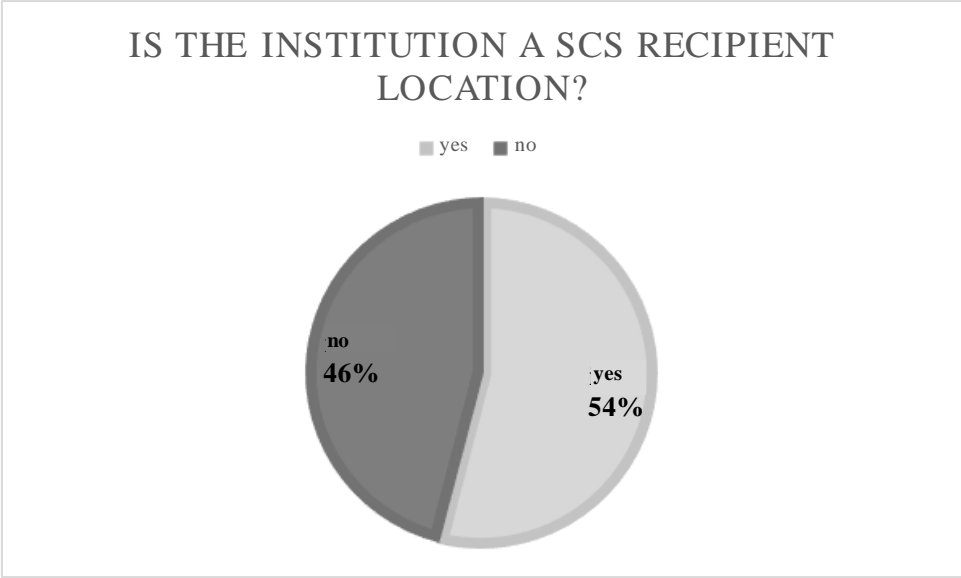

Figure 11: Is the institution a School Community Service (SCS) recipient organisation?

Public education institutions and community platforms

In the field of public education, 60 percent of the data provider organisations are SCS recipient organisations. The largest percentage of the institutions have a cooperation agreement with 1 to 3 schools. More than half of the respondents have received more than 10 students from SCS over the last year, and one quarter of these have received more than twenty students. Just like in the case of the frequent activities of volunteers, we can see here as well what kinds of tasks require or may require external auxiliary staff in the community platforms. The most frequent tasks of SCS students are actually the same as those of the volunteers: these typically include technical tasks, assisting, event organisation tasks, craft workshops (figure 12).
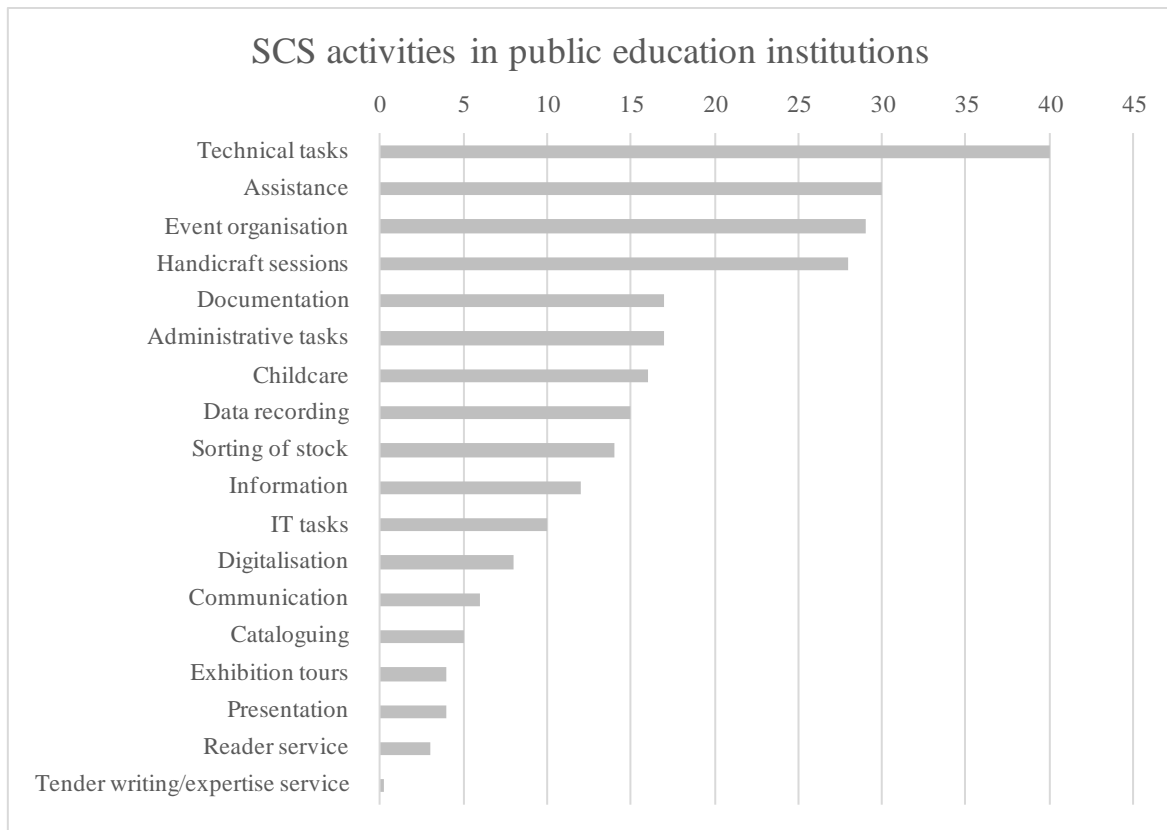
SCS activities in public education institutions

Activity	Value
Technical tasks	40
Assistance	30
Event organisation	29
Handicraft sessions	28
Documentation	17
Administrative tasks	17
Childcare	16
Data recording	15
Sorting of stock	14
Information	12
IT tasks	10
Digitalisation	8
Communication	6
Cataloguing	5
Exhibition tours	4
Presentation	4
Reader service	3
Tender writing/expertise service	0

Figure 12: School Community Service activities in public education institutions

Essentially, the institutions can involve the students in tasks not requiring expertise and responsibility, emerging during the period of the service, not requiring extensive experience. In 90 percent of the data provider institutions the preparation of the SCS students does not appear as a regular activity. Overall, the students have performed useful and meaningful tasks; the largest percentage of the respondents (81.5%) were satisfied with the work performance of the students.

Libraries

Nearly half of the public *libraries* (46%) filling in the questionnaire receive School Community Service students. It is remarkable that the member libraries, deposit libraries receive a considerably larger number of SCS students, which is probably explained by the urban nature of these libraries, as well as the location of the majority of educational institutions.

In terms of SCS activities, the most typical is the performance of technical tasks. Other typical tasks include assisting and assistance provided during craft workshops. The libraries gladly

involve the students in event organisation and sorting of stocks. Further frequent tasks include administrative tasks, data recording and documentation (figure 13).
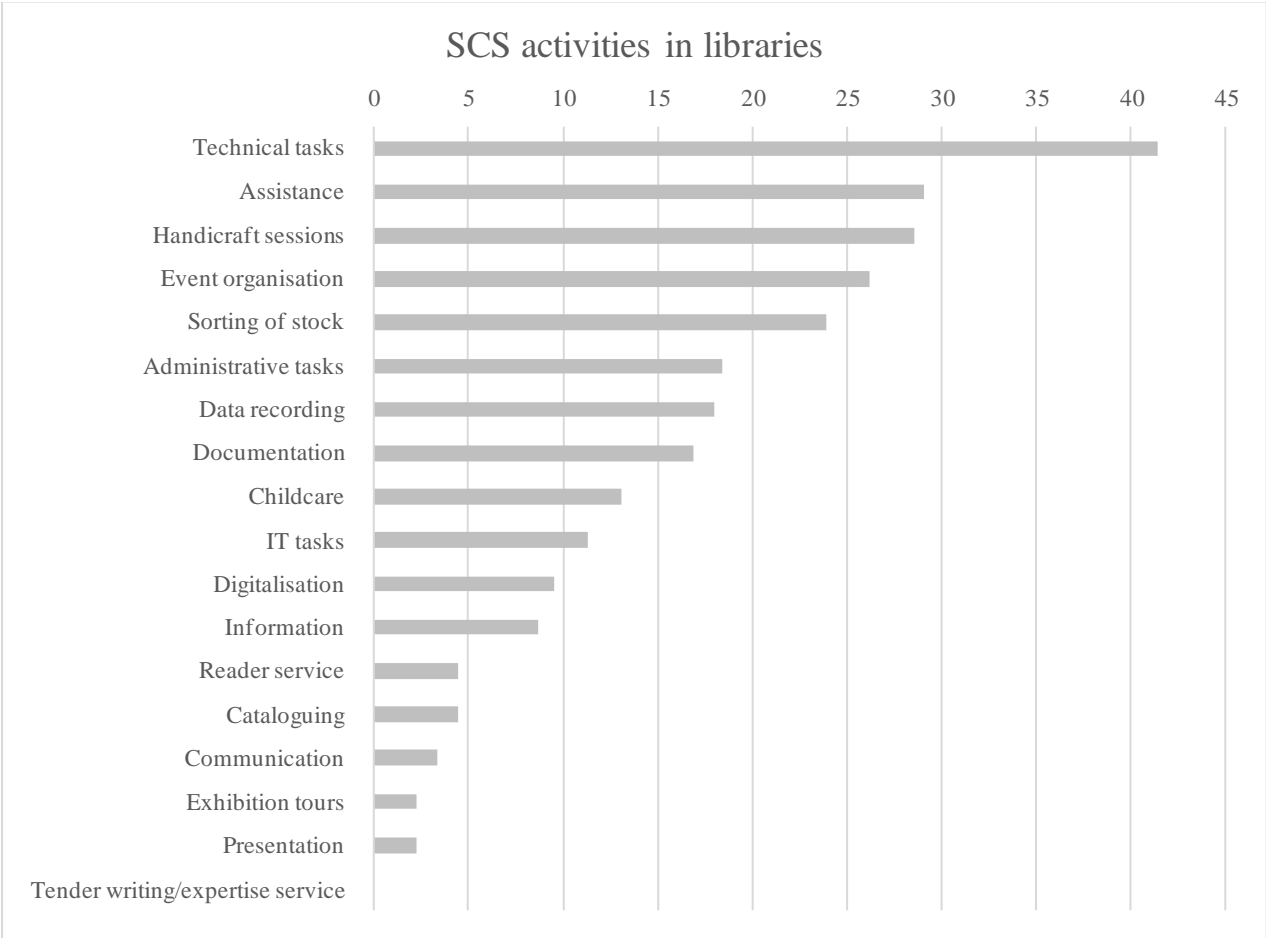
SCS activities in libraries

Activity	Value
Technical tasks	41
Assistance	29
Handicraft sessions	28
Event organisation	26
Sorting of stock	24
Administrative tasks	18
Data recording	18
Documentation	17
Childcare	13
IT tasks	11
Digitalisation	9
Information	8
Reader service	4
Cataloguing	4
Communication	3
Exhibition tours	2
Presentation	2
Tender writing/expertise service	0

Figure 13: School Community Service activities in libraries

The data suggest a larger percentage of employment with regard to volunteers. As expected, it is clearly visible that the vast majority of students perform tasks not requiring specialised librarian skills in each type of institution, similarly to the data of volunteers. Event organisation appears in a large number. However, the question arises as to what those completing the questionnaire exactly meant by the term, as the scale of such activities can cover filling vacant spaces during the events in addition to conducting, packing, and giving directions. Regarding larger libraries, in addition the different auxiliary tasks, in half of the county libraries and in about one-third of the city libraries (37%) conducting craft workshops is a frequent task. This is a popular form of employment in member and deposit libraries: it occurs in the case of 40 percent of such institutions.

Museum institutions

In the case of museums, prior to our research we did not yet have comprehensive data regarding School Community Service activity. In view of our representative survey, nearly two-thirds of the museums receive secondary school students involved in School Community Service. One-quarter of the museum institutions receive more than 20 secondary school students and their majority can give tasks to more than 10 students. However, a staff member employed in the function of coordinator taking care of the reception of students is employed in only 40 percent of the institutions, which is quite burdensome for the staff and also does not contribute to the efficiency of the community service.

Museum institutions offer a variety of activities to School Community Service students. The vast majority of these are technical, administrative, data recording and documentation tasks, but potentially interesting activities, and activities relating to providing information, exhibition tours are also common in many institutions. The staff of the museums are satisfied with the community service of secondary school students, for the most part. The museums dedicate little time to preparation for the 50-hour community service, which is also due to the fact that many of the students perform only a few hours of internship in one location (figure 14).
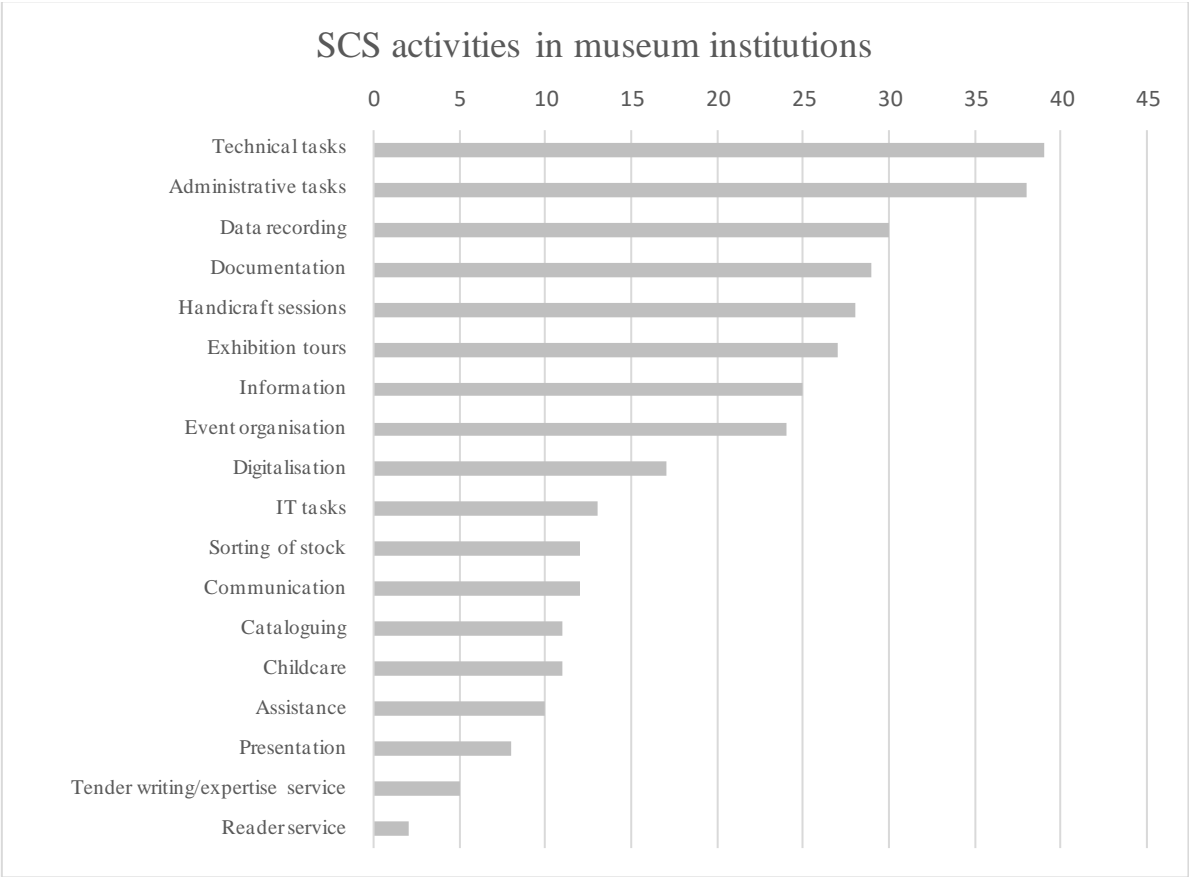

SCS activities in museum institutions

Figure 14: School Community Service activities in museum institutions

Ensuring equal opportunities

The achievement of physical accessibility of cultural institutions showed a much worse result than expected in each of the three fields. The vast majority of the institutions (93%) are not physically accessible, and info-communication accessibility was not implemented either in more than half of the surveyed organisations (57.5%). However, programmes and services relating to equal opportunities are included in the institutions' activities.

Public education institutions and community platforms

An overwhelming majority of the public education institutions questioned (93%) did not implement physical accessibility.

The organisations mostly have accessible toilets (68%), ramp (39%) and accessible visitor guidance system (18%). Despite the limited financial resources, the institutions strive to take the steps that are aimed at achieving full accessibility. By using different tender funds and other incomes, they try to comply with the legislative requirements. The data received show that several institutions have a stairlift (7%), tactile map (5%), voice map (1.8%) and printed information material for people living with a different type of disability (1.7%) (figure 15).
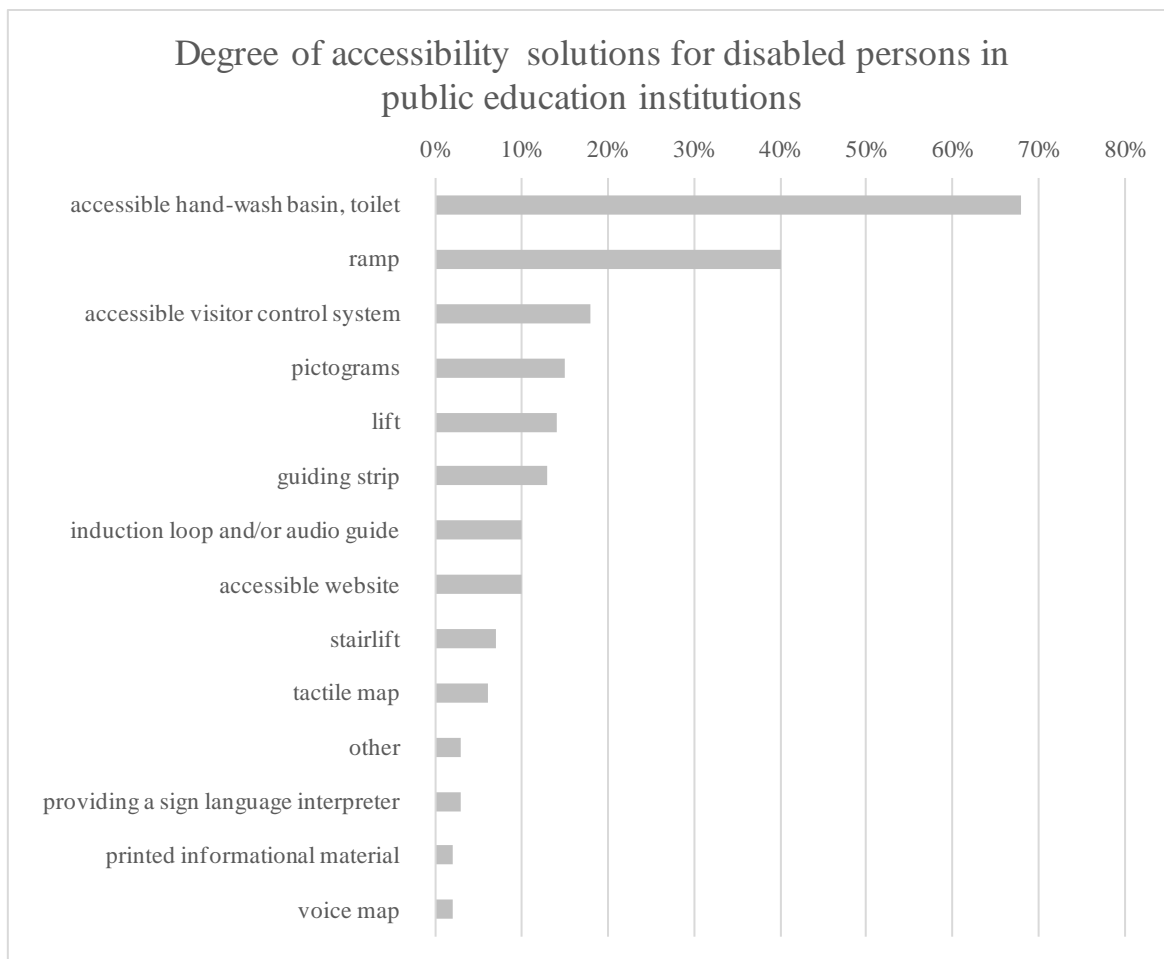
Figure 15: Degree of accessibility solutions for disabled persons in public education institutions

Public education institutions and community platforms primarily provide programmes and services promoting equal opportunities to the elderly, mothers with young children, people with disabilities, large families and the Roma. The programmes and services concerning equal opportunities now strongly emerge in the life of organisations. It is not unusual that the activities of the public education institution in this respect react to an emerging need that is caused by the social, health and educational problems and deficiencies of the given municipality. However, the detailed data also show that this type of professional priority can be and must be developed further in the institutional system of public education. Social responsibility, the support of unprivileged groups in the social integration processes and the performance of tasks in this regard should not only be based on a statutory obligation, but these activities also require a fundamental shift in the professional approach.

Libraries

The accessibility of libraries and service locations is still an urgent issue which concerns many institutions, as despite the more positive results in more than half of the Hungarian libraries, especially in the institutions in small municipalities, accessibility is still an unsolved issue. Much more of accessible means such as wash-hand basins (48%), ramps (52%), stairlifts (31%) developed for people with disability are available to libraries than what those filling in the questionnaire of the research indicated in their self-assessment concerning accessibility. In terms of the presence of these basic means, the independent institutions (county, city and village institutions) achieving quite bad results could actually deliver significantly better figures in terms of accessibility. Perhaps the leaders of the institutions thought that the existence of these means was insufficient (figure 16).
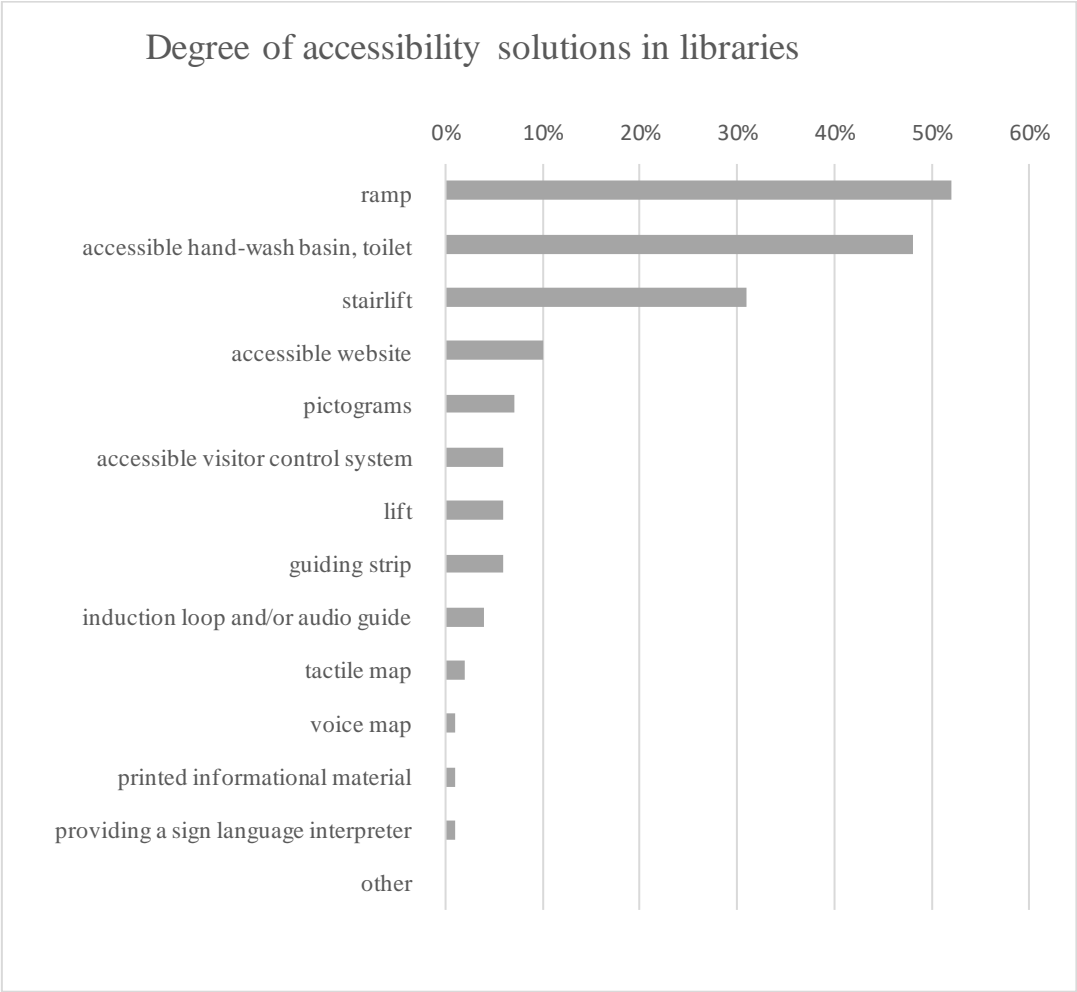

Figure 16: Degree of accessibility solutions in libraries

Overall, however, we must state that the accessibility of libraries and their service locations is still an urgent issue, which concerns many institution, as despite the more positive results in more than half of the Hungarian libraries, especially in the institutions in small municipalities, accessibility is still an unsolved issue. It is a saddening fact that more than half of the national libraries practically do not help the unprivileged groups. We can observe here as well that the larger the library, the greater role it takes on in this area.

In terms of promoting equal opportunities for unprivileged groups, libraries still have progress to make. Practically, such traditionally supported groups (the elderly, mothers with young children, and the Roma in a smaller percentage) receive a greater attention from the libraries, while the support of people living in extreme poverty, the homeless or people suffering from a serious illness is marginal.

Museum institutions

According to nearly 95 percent of the respondents of *museum institutions,* their institution is not at all physically accessible. However, the info-communication accessibility of museum institutions shows a somewhat more favourable picture.

The respondent museum professionals mentioned the existence of an accessible toilet, and ramps are the most frequent in most national museums. Both are the basic elements of physical accessibility, just like the lift, present in the case of one-quarter of all respondents, one-fifth of national museums or more than half of thematic, regional or county level municipal museums. An accessible visitor guidance system is present in a high percentage of each type of museum, and the use of pictograms is also frequent. As opposed to this, a sign language interpreter, different printed informational materials and voice maps can be found in the lowest number of museum institutions (figure 17).
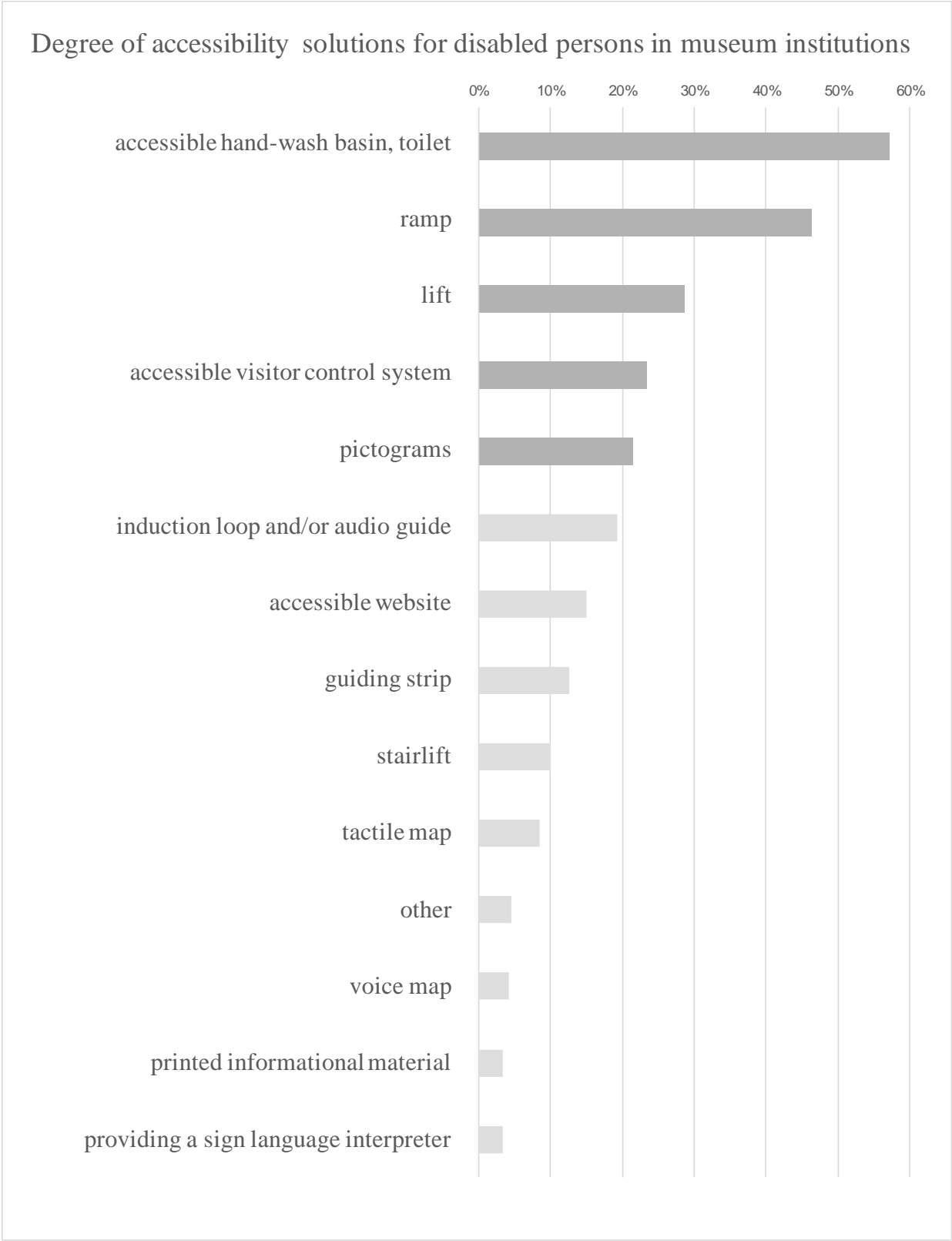
Degree of accessibility solutions for disabled persons in museum institutions

Figure 17: Degree of accessibility solutions for disabled persons in museum institutions

The majority of the awareness-raising and entertainment programmes/services implemented for different unprivileged target groups are for unprivileged people living with disability, but the number of the programmes organised for the elderly, the Roma and large families is also considerable.

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3. The effect measurement of cultural community development processes from the side of the institutions

Gábor Polonyi (Psyma Hungary Kft.)

3.1. Purpose and justification of the research[14]

The research makes an attempt at assessing and analysing the impact and practice of cultural community organisation, targeting the institutions of the field of public education, libraries and museums. The research is based on the national representative survey of cultural institutions implemented in the summer and autumn of 2017, within the framework of the Acting Communities project.[15]

In addition to being able to present time series data in terms of social utility and social embeddedness, this research focuses on the impact analysis of the activities implemented within the Acting Communities – Active Community Involvement project: to what extent these programmes reached the targeted institutional system, what impacts they had on the institutions and how the institutions were able to benefit from them.

The relevance of our research is given by the fact that the developments, community-building intentions implemented within the Acting Communities can also act as powerful catalyst in the background of the potential changes. Also based on the foregoing, the research was launched and implemented with a dual objective: on the one hand, to examine what changes occurred (whether they occurred) in terms of the social 'utility' of cultural institutions, even if within a shorter timeframe, and on the other hand, what impact the activities implemented in this process and during the period examined within the Acting Communities – Active Community Involvement project had on the operation of cultural institutions.

3.2. Research methodology

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[14] Research summary Barbara Sólyom – László Ponyi (ed.) (2019): A kulturális közösségszervezés gyakorlata kontrollcsoport-vizsgálattal. (The practice of cultural community organisation by means of a control group survey.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library.

[15] László Ponyi – Mária Arapovics – András Bódog (ed.) (2019): Magyarországi múzeumok, könyvtárak és közművelődési intézmények reprezentatív felmérése kutatási jelentés. (Research report on a representative survey of museums, libraries, and public education institutions in Hungary.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library.

The basic method of the survey was an online questionnaire. This is an effect measurement where there is a starting date, then another measurement date, and where appropriate, one more and one more etc. The methodological basis of this is created by the formation of a so-called panel sample which includes the same institutions year by year or every two or three years, so the same institution report on their operational features, social environment, contact points and programmes. Of course, a panel-type sample works well if more and more institutions are involved in the next waves from the previous waves, so if we succeed in minimising the inevitable sample decrease, the so-called attrition. If we consider the sample frame of the survey in 2017 as a starting point, in an ideal case, also considering the objectives of the research, we could be the most satisfied with a completion rate of 80–90 percent. However, it is important to point out first that in this case a potential panel sample was not reached by using the same technique and methodology, which also influences the attrition rate. During the research to be described here, we succeeded in achieving a return rate of more than 40 percent, which, although falls short of the ideal typical completion rate, it is considered a very high value in the case of online queries.

The research follows the methodology of the guide published concerning community development and societalisation.[16] The research was conducted by Psyma Hungary Kft. for NMI Nkft. (National Institute for Culture), within the framework of the Acting Communities project implemented by the consortium formed by the Hungarian Open Air Museum, NMI Művelődési Intézet Nkft. and National Széchényi Library.

3.3. Research questions

The scope of the research and the principal sets of questions were defined by the research objectives described above. As it is an effect measurement, the research questions include questions which were already used in the survey conducted in 2017. Blocks of questions aimed at assessing the operation of the Acting Communities project were added to these questions. While in terms of social embeddedness the effect measurement can be based on the comparison of time series data, the assessment of the Acting Communities project can rather be interpreted and measured in a retrospective manner. Looking back on the programme, what did the

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[16] Mária Arapovics – Ilona Vercseg (ed.) (2017): Közösségfejlesztés módszertani útmutató. (Community Development Methodological Guide.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library; and Mária Arapovics – Márton Beke – Éva Dóri – Máté Tóth (ed.) (2019): A kulturális intézmények társadalmiasított működési módja. (Societalised Operation of Cultural Institutions.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library.

institutions consider important in it, what did they like about it, etc..? Obviously, a zero response or a starting point cannot be defined in this case, as the Acting Communities project itself started simultaneously with the research 'A representative survey of museums, libraries, and public education institutions in Hungary' conducted in 2017, so the baseline survey could not contain any questions concerning it.

3.4.   Description of the research sample

The starting sample of the research was constituted by the institutions which participated in the research entitled 'A representative survey of museums, libraries, and public education institutions in Hungary' conducted in 2017. During the baseline survey, the institutional sampling was carried out in a way that the organisations constituting the sample had to follow the structural specificities and territorial stratification of public education institutions, libraries and museums. During the survey, we contacted all the institutions which did not officially refuse to continue the research (in the beginning, only 6 institutions indicated that they did not intend to participate in the second round of the research). We contacted the institutions having participated in the 2017 survey by electronic means, by sending emails of invitation, and we tried to involve them in the research.

This research, similarly to the baseline research, grasps the targeted cultural institutional system in a triple intersection. It separately examines public education institutions and community platforms, libraries and museum institutions. This system, consisting of three sections, was also key when organising the research, and we keep it as a priority segmentation factor when presenting the data of the research. The results will always be shown in a breakdown according to these three cultural fields.

Of course, the starting sample, which provided the basis of the 2017 survey and represented the cultural fields examined at country level, changed by 2019 due to attrition, as more than half of the institutions did not participate in the second wave of the research. (The owners of the research project did not require replacement or refilling for the institutions that dropped out.) Despite the sample decrease, we cannot talk of a systematic sample deviation in respect of the institutions, as the rate of attrition was more or less the same in the case of the three fields, and the internal distribution of the 2019 sample according to cultural fields almost fully correlates with the internal distribution of the 2017 sample (table 2).

	(First) survey of 2017 (N/%)	(Second) survey of 2019 (N/%)
Public education institutions and community platforms	604/46	245/43
Libraries	451/34	204/35
Museum institutions	261/20	129/22
Total	1,316/100	578/100

Table 2: The composition of the sample according to the type of surveyed institution
(the size of the subsamples, their inner distribution as percentage)

The classification of the institutions according to subsamples was partly based on the classification used in the 2017 survey; the Client made the database segmenting the surveyed institutions available to us.[17] During the current classification, we, of course, applied the changes occurred in the meantime, i.e. if the name or function of the institution was modified. The professional advice provided by the Client and the information found in the Cultural Statistical Data Collection System helped us define the final subsamples. Updated and downloadable data was only available from 2017, although the 'live' research could only work with 'delayed' data, as the basis of the 2017 survey was constituted by 2015 statistics).[18]

We tested the comparability of the sample of 2017 and the sample of 2019 in terms of one more dimension: the territorial dimension. This dimension includes several variables. In the narrow sense, the level of the municipality, the place of operation of the institution, and in the broader sense the level of the catchment zone of the institutions: county and regional location.

The municipalities concerned by the Acting Communities project

With the current online survey of 2019, we reached 351 municipalities, and 55 of them participated in the Acting Communities – Active Community Involvement project. In the

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[17] The segmentation principles included, among others, that the multifunctional institutions should be taken into consideration in the case of each activity relating to them (public education, library, museum).
[18] Cultural statistical system (2017) Budapest, Ministry for Human Capacities. Retrievable from: http://kultstat.emmi.gov.hu/cikkek/kulturalis-statisztikai. Download date: 05.03.2019

second round of the research, the percentage of the municipalities concerned exceeded the level of the 2017 sample, and the percentage of the municipalities concerned in this round is 16 percent in the sample of the research. The higher rate shows that during the second round of the research, the municipalities concerned by the Acting Communities project got involved even more. At the start of the research, the Acting Communities project was mentioned with an emphasis in the letters of invitation, and we stressed specifically that the research includes, among other things, the impact assessment of the activities of the Acting Communities project. As a result, a greater number of the municipalities concerned by the programme participated in the second round of the research than those who were not directly concerned by the project.

3.5. Presentation of major findings

Effect measurement of the Acting Communities – Active Community Involvement project

Awareness of the programme

If we had enquired about the awareness of the programme merely in connection with the name of the project, i.e. whether the respondent has ever heard the name of the project, it is likely that we would have measured a really high rate of awareness. Therefore, we asked the respondents about the more substantive, subjectively perceived level of information and awareness. Our survey proves that this subjective variable also shows quite a high level of awareness.

According to our data, the news of the programme has reached nearly 90 percent of the those questioned, and two-thirds of them said in the survey that they are partly or fully aware of the project. More than one-third of them feel that they are more informed than the average, so they consider themselves to be particularly well-informed. (These main rates appear in essentially each of the surveyed cultural fields). These high values indicate that the operation of the project cannot be limited at a local level: the programme operates in a territorially very broad scope. The great majority of the staff of the municipalities/institutions involved in the survey feel the presence of the programme (table 3)

	Public education institutions and community platforms	Libraries	Museum institutions	On average
not at all	7	6	8	**8**
rather not	19	22	17	**20**
partly yes, partly no	37	39	38	**40**
rather yes	18	17	24	**16**
I know it well	15	10	9	**11**
does not know, no answer	4	6	5	**5**
total	100	100	100	**100**

Table 3: Overall, how well do you know the 'Acting Communities – Active Community Involvement' project? (distribution according to the type of institutions as a percentage)

If we approach the question from the side of the individual programme elements, we can say that about three-quarters of the respondents have heard of a development activity relating to the municipality in the period considered which had appeared and had an impact as a new element, or had strengthened the previously launched processes or sped them up. In terms of exactly who has heard of what, or perceived what developments in their environment, there are already some differences, and obviously, not everyone has heard of everything, as not each programme element was present everywhere at the same time. Regarding the more than a dozen development areas/activities listed in the questionnaire, about 25–35 percent have heard of each element in relation to their municipality. A rate of interest greater than the average can be observed regarding the 'methodological developments, volunteering, cultural community development and its measurement, and the strengthening of community participation' programme element: this is what most of the people (43%) have heard of in each surveyed cultural field. There are only one or two fields which probably operate/may have operated with lower efficiency. The fewest people have heard of the development of applications building on the principle of gamification.

Participation in the project

A very important indicator is the scope of the institutions that were substantially reached by the project. According to the calculations, nearly four-tenths of the institutions participate in the project directly: the participation of 29 percent is active, and that of 8 percent is in progress. (These participation data are the highest in the scope of museum institutions – table 4)

	Public education institutions and community platforms	Libraries	Museum institutions	On average
yes	30	29	36	**29**
in progress	9	8	10	**8**
no	43	34	42	**41**
does not know, no answer	18	28	12	**22**
total	100	100	100	**100**

Table 4: Does your institution directly participate in the 'Acting Communities – Active Community Involvement' project, in its events and actions? (percentages according to the type of institution)

If we examine participation in terms of the possible programme elements, the data indicate an even higher rate of involvement. With regard to the sub-elements examined, overall, 60 percent of the institutions indicated that they had participated in some programme or action. It should be noted that participation in the specific programme elements was assessed without defining in advance which Acting Communities project these activities relate to. The percentage of the institutions concerned in connection with each specific sub-activity varies between 15 and 25 percent. Among the three cultural fields, museum institution, also due to their core duties, proved to be more active concerning participation in scientific conferences, and a larger number of them are interested in different, partly scientific professional publications.

Overall, in the light of the data, it can be noted that the municipalities/institutions participating in the Acting Communities project reported a higher rate of involvement in connection with

each programme element, and that the institutions not appearing in the project also benefitted form these events to some extent. Regarding the given type of programme, usually 5 to 10 percent of them indicate some extent of involvement.

Evaluation of the project

We asked those who consider themselves somewhat aware of the project to assess the programme elements one by one from the aspect of the extent to which the given program activity can contribute to the development of a municipality's culture and community in their opinion, in other words, the extent to which the professionals consider it important to incorporate the given element into the project. Similarly to school grading, they could give their responses on a scale from 1 to 5, where the maximum score indicated that the practice of the given programme activity fully contributed to the necessary development. Although we expected everyone who was somewhat aware of the project to give an answer, many of them were not able to provide a substantive response with this kind of detail – 14 sub-activities had to be assessed. Overall, 55–65 percent of the participants of the research gave an assessment in connection with the programme elements examined in the survey.

The cumulative assessments show that the selection, structure and feasibility of the sub-activities, sub-areas and sub-tasks of the project were considered good by the majority of the respondents. Regarding each programme element, the average scores ranged around the value of 4.0, which means 'good' in the sense of school grading, so according to the respondents' interpretation, the pursuit of the given programme activity facilitates/facilitated the development of the municipality's culture and community. The most positive evaluation was given to the development and adaption of 'best practices", but the organisation of professional, methodological workshop days, the launch of model projects and the programme entitled 'Week of Communities' also had a similarly high degree of acceptance. Here, once again, the counterexample was the development of applications based on the principle of gamification: the respondents assessed its added value lower from the point of view of the project's success. We can observe that these programmes were usually successful among the representatives of the public education institutions: in nearly each case, the staff working in these institutions thought that they were effective in terms of the development of the local culture and local communities. Among the three cultural fields, the programme series affected the librarian professionals the least: overall, they gave a score somewhat lower in terms of effectiveness.

The assessment of each programme element is worth examining from the perspective of whether the assessment of the given activity was built on rather direct or rather indirect experiences.

The data clearly show that those who had direct experiences associated a much higher added value to the programmes. Among them, each of the programme elements was given a mark higher than an average of 4.0. The assessment of the accredited cultural community development training for professionals is outstandingly good: its importance and effectiveness exceed an average of 4.5. During the direct assessment, the evaluation of the 'best practices', 'workshop days' (4.5–4.5) was very favourable, similarly to the evaluation of the 'Week of Communities' programme (4.4). The different sensitising programmes were also given a prominent ranking, just like the programmes relating to the development of volunteer activities (4.3–4.3).

The impact of the project

We asked those who said they were somewhat informed of the project to assess the overall project from a professional point of view. In the light of the responses, we can say that the attitude of the professionals to the programme is very positive, and in terms of the examined dimensions the public education professionals especially emphasised the effectiveness of the programme. According to the professionals questioned, the project is generating clearly positive changes in the development of the cooperation between the municipalities, the local communities and surveyed cultural fields.

The process of the Acting Communities – Active Community Involvement project and the process of local community development

During the impact assessment, we asked the institutions whether they sense any actual community development process in their municipality which is taking place currently or has just taken place. A significant number of the respondents were aware of such processes. More than half of the respondents mentioned such processes, and the highest percentage of them were mentioned by the representatives of the public education institutions.

In this case, it is not surprising that this can be observed more often in the municipalities concerned by the Acting Communities project, as the explicit aim of the project is to catalyse and strengthen these processes.

The results have an important meaning from two additional aspects. One of them is that in the case of the municipalities/institutions reached by the Acting Communities project, the programme reaches the point where the community development processes generated by it actually start; this happens overall in three-quarters of the cases. There are, however, municipalities where the process stagnates, and the stakeholders are still in the theoretical realm, or just in the planning stage. The institutions can take on a variety of roles in a starting or ongoing local community development process. About half of the institutions concerned play the role of an initiator, a generator, and primarily the public education institutions undertake such a type of organiser or controlling function. The other half of the institutions support the processes professionally. This latter function is quite pronounced in the case of museum institutions. In addition to these two groups, there are those who provide essentially technical assistance (provide venue, equipment, etc.). This kind of support characterises public education institutions and libraries the most. If some kind of local community development process starts, in the vast majority of the cases these two institutions appear as supporters in the background.

Attendance of cultural institutions/community platforms

We can use the trend of the attendance of the surveyed institutions in line with the running of the Acting Communities programme as an (indirect) indicator for the effect measurement of the project. It can be an indicator of the project's success, even in the short term, if there are positive changes in terms of attendance, and the Acting Communities programme also has some impact in this. The data of our survey show that the attendance of cultural institutions is clearly on an increasing trend in Hungary. 50 percent of the institutions said that the number of their visitors had increased in the period under examination, and only 13 percent indicated that attendance had decreased. (table 5)

	Public education institutions and community platforms	Libraries	Museum institutions	On average

decreased	10	18	10	**13**
did not change	33	33	35	**34**
increased	54	46	52	**50**
no answer	2	3	3	**3**
total	100	100	100	**100**

Table 5: How did the number of the visitors of your cultural institution and/or community platform change in the period under examination? (percentage according to the type of institutions)

The increase was linked by many to the higher quality of the programs offered and the expansion of the range of programmes. The responses predominantly mentioned the quantitative and qualitative features, structure, diversity, alignment with the population needs, etc. of the programmes offered. It is also important to mention that these reactions appeared somewhat more frequently in the case of the institutions participating in the Acting Communities project. The institutions involved in the project referred more often to the fact that they had formed more institutional and organisational relations as an advantage; this development also had a positive impact on the number of visitors. The strengthening of the sales-type activity can be considered a typical and frequent response element: the establishment of a marketing approach, a stronger response to consumer needs, and in connection with all these things, a greater attention to communication and advertisement activity. If they experienced an increase in the number of their visitors, the institutions which did not directly join the Acting Communities project, justified this tendency more often than the average by some infrastructural change (purchase of equipment, new furniture, etc.), renovation, space planning, opening extra spaces. These things, of course, favour the introduction of new programmes and services, which also have a beneficial impact on the increase of the number of visitors.

Based on the answers given to the open questions, it is difficult to find a direct link between the trends of attendance and the impact of the Acting Communities project. Still, we made an attempt to do so, as we were able to examine the attendance figures of the municipalities/institutions participating in the survey, which were also concerned by the Acting

Communities programme to some extent. If we regard the institutions not involved in the programme as a control group and we compare the attendance figures relating to the two groups, and significant deviations are observed, it is reasonable to say that the program of the Acting Communities also appears in the background of the changes. We examined the existence or non-existence of involvement by the indicator of whether the institutions directly participate/participated or not in the programmes of the Acting Communities project (e.g. in any event, action).

The statistical analysis shows an unambiguous and significant difference. 62 percent of the institutions involved in the programme indicated that the number of visitors had increasing in the period under examination, while this proportion is 43 percent in the case of the institutions not involved in the programme. As we mentioned before, a set of factors may obviously play a part in the background of the increase, but the statistical analysis shows that one of the substantive agents in this is the operation and effect of the Acting Communities project.

Overall, we can state that the services of the cultural institutions were used by an increasing number of people in the period considered. A decrease in the number of visitors was observed in only about one-tenth of the institutions. Relying on the responses of the those questioned, the decrease was basically determined by three factors. One of the factors is that today nearly everyone is using the Internet and owns a smart phone. Access to information has become simpler, and the use of new technologies is also a form of entertainment and recreation for the users. This new type of recreational activity has a negative impact on the number of visitors of cultural institutions. As a second factor, the respondents identified demographic problems which the cultural institutions, unfortunately, cannot handle: aging local populations, decreasing population, the out-migration of young people. This type of argument was more pronounced in the case of institutions which did not participate in the Acting Communities programme either. In the light of the responses, as a third factor, the decrease or change in the level of interest of the users is in the background. The institutions participating in the Acting Communities programme are more likely to face this type of issue as well.

Effect measurement of the social and community embeddedness of cultural institutions

Institutional partnerships

Institutional partnerships may appear in a variety of forms. At a horizontal level, this network of relationships can be very diverse, as the network of relationships can include state institutions (including educational, health care, social, etc. institutions), professional organisations, non-governmental organisations, etc., and all this can also be divided at a vertical level: national level, county level, regional level, the level of district court institutions, and the local and municipal level. According to the survey, the institutions' network of relationships is quite extensive. From the 35 organisation types identified in the survey, the institutions have a relationship with 13 on average, although with varying intensity. The data show that the cultural institutions cooperate primarily with non-governmental organisations, public education institutions, municipal local governments/mayor's offices and their own partner institutions (e.g. community centre, community platform, public library, library service location or library bus).

This research analysis primarily intends to present the temporal changes: its main objective is the assessment of the changes occurred over the period under examination. From the extensive network of relationships, in relation to institutional partnership, we focused on the temporal trends of the professional relationships on the one hand, and the potential dynamics of the contact with the civil sphere on the other hand.

In terms of the first dimension, we assessed whether the institutions are members of professional networks and organisations, and how the number of these membership-type 'legal relationships' evolved in the period considered. (As shown by the data of the previous table, the professional organisations also appear in the network of relationships as prominent sub-systems.) If we only focus on the period under examination, the data of the survey show that 11 percent of the institutions (mainly the museum institutions) expanded their professional relationships. At least at the time of the survey, this percentage of the institutions indicated that they were 'a member of more professional organisations than one year or one and a half years ago', and only 1 percent of them provided contrary information and perceived their network of professional relationships to be decreasing. It is important to note that in many cases we did not receive a substantive response from the respondents regarding this question (table 6).

	Public education institutions and community platforms	Libraries	Museum institutions	On average

more	12	10	15	**11**
less	2	2	0	**1**
the same	54	54	67	**58**
no answer	32	33	18	**30**
total	100	100	100	**100**

Table 6: Based on the period under examination, how many professional networks/organisations is the institution a member of today? (percentages according to the type of institution)

As mentioned previously, in the course of effect measurement, we would like to examine the possible changes occurred since the baseline assessment in the context of the Acting Communities project. This is why we intend to statistically analyse in each case whether the impact of the programme appears directly or indirectly in the background of the changes. As a more intense relationship building with the local institutional system is also a part of the project,[19] the trends and dynamics of the professional relationships can be a potential indicator. In the case where the opinion of the participants of the Acting Communities project – the opinion of the subgroup – significantly deviates from the opinion of the non-participants of the Acting Communities project, i.e. the control group, it can be said that the changes can be statistically linked to the operation of the programme. The analysis shows that there is a significant difference in the opinion of the two groups. The representatives of the institutions participating in the Acting Communities project, compared to the control group, say significantly more frequently that their institution was a member of more professional networks/organisations than before.

Non-governmental organisations play a very important role in the institutions' network of relationships, what is more, these formal or informal communities are found in the first place of the ranking of institutional partners. Despite the fact that the two spheres, i.e. the cultural

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[19] According to the official documents, the project aims include: *'providing professional-methodological support to the municipalities and their cultural institutions, and/or non-governmental organisations for the implementation of community development processes strengthening social cohesion.'* Hungarian Open Air Museum networks/organisations of Szentendre: 'Acting Communities – Active Community Involvement' EFOP-1.3.1-15-2016-00001. Retrievable from: http://mokk.skanzen.hu/cselekvo-kozossegek2016.html. Download date: 05.07.2019

institutional system and the civil society, are traditionally close to each other, some significant changes occurred in the scale of the relationships over the period under examination. The data show that 24 percent of the institutions participating in the survey had a relationship with more non-governmental organisations in the period of data collection than in the period of the previous research. This system of relationships, if we only look at the figures, has become more intense and stronger than the scale of the changes occurred in the professional and organisational relationships.

We believe that the fact that the contact with non-governmental organisations has become more dynamic can be linked to the Acting Communities – Active Community Involvement programme. The representatives of the cultural institutions participating in the programme report more often that, due on the initiative of either party, the number of the non-governmental organisations/groups connected to them has increased versus those who were not involved in the Acting Communities programme in any way whatsoever. The data show that this difference is significant. This is also important because one of the stated goals of the project was to bring local cultural institutions and non-governmental organisations closer, to strengthen their relationship, facilitate their cooperation and the exchange of experience between them in the community development process.

Forms of contact with local non-governmental organisations

When we examine the specific forms of connection and cooperation in the system of relationships of the cultural institutional system and the civil society, we can see that the connection between the two spheres is even more common. Overall, it can be said that we found hardly any cultural institution which would not have some kind of relationship with a formal or informal civil community or group.

The data of the survey show that the most common form of cooperation is the organisation of joint events, and the cases where the cultural institution, primarily the public education institutions, provide venues for NGOs, and by doing so they provide a space and an opportunity for them to present themselves, to provide programmes and services which are used by its members or the members of the residents' or visitors' community in the broader sense.

As mentioned before, it is entirely normal that the local cultural institutions provide venues or space to the formal/informal organisations, communities. 83 percent of the respondents emphasised this in the survey.

We asked the cultural institutions who or what type of organisations and communities they help as a recipient institution. The question in this regard implies many dimensions (what type of organisation they provide venues for, for what purpose, for what types of occasions), and this already foreshadowed that we would receive very diverse answers (because, for example, a group of retired people can operate as a club or association, they can use the services of a cultural institution for a variety of programmes: music, dance, literary evening, etc., they can do so on single occasions, or as part of a programme series, as a weekly event or a year-closing event, etc.). The high number of intersections and dimensions is not the only reason why the 'repertoire' is so diverse; another reason is that the possible target groups (elderly, women, youth, children, nationalities, people with disability, etc.), subjects and programme types (sport, health, arts and crafts, gastronomy, etc.) also structure the responses to a great extent. It is not a coincidence that those questioned mentioned three or four types of things in their responses on average.

In the light of the responses, if we group them according to target groups, subjects and forms of operation, etc., in summary, it can be said with a bit of an exaggeration that there are as many types of institutions as there are responses. Of course, there are typical responses and groups of responses, too, and we must highlight elderly people in the first place. The programmes, events and communities in which they participate are: club for retired persons, association of retired persons, etc. This age group is an important target group mostly for public education institutions and libraries. If we would like to grab the typical, common element in the responses, we must highlight programme orientation too. By receiving non-governmental organisations and communities, the operation of the institutions, primarily the public education institutions and museums, becomes more varied due to the gatherings, events and performances held by the community received. Cultural institutions also provide a formal framework and background to these formations (e.g. opportunity for them to gather and hold their upcoming general assembly). In terms of subjects, the responses highlight two areas in particular. One of them is the field of sports and sports classes, including a variety of branches (yoga, gymnastics, chess, table tennis, etc.). The other one is the world of music (dance, folk dance, choir, singing group, etc.) with opportunities of rehearsal and performance. Both of these programme types are included in the 'repertoire' of public education institutions. In the case of libraries, the

facilitation of education (trainings, courses), the programmes provided to kindergartens and schools, ensuring the conditions for extracurricular activities, literary lectures and sessions can be regarded as a specific programme offering. In the case of museums, in addition to museum programmes and exhibitions, programmes related to film, usually professional types of events (e.g. conferences, professional days) as well as the programmes organised by the different 'groups' (e.g. Friendship Group) and the lectures and classes on the subject of local heritage and local history and the different camps are mentioned more often.

Contact with the local population

Within the framework of the contact with the local population, several subareas can be examined. One of the most important questions, of course, is as to what extent the contact between the local population and the local cultural institutional system is alive and lively. The live and lively nature of this contact is demonstrated the best by the attendance figures. Attendance rates and the societalisation of cultural institutions are essentially determined by the extent to which the institutional system can follow the needs and the cultural consumption patterns of the local population and the extent of sensitivity in their reaction to it.

Based on the survey, nearly three-quarters of the institutions included in the sample (73%) asked the opinion of the local communities on the activity of the institution even within this short time interval. This is a very high percentage and in the case of public education institutions we registered even higher percentages (78%). The data show that museum institutions use this type of data collection, needs assessment method the least (65%). In terms of the methods, the picture is very diverse: the application of one-to-one and group queries are just as popular as the written/online tools. The examination of this issue is limited by the fact that we asked the institution leaders about the typical tools used for community assessment, without being exhaustive.

In the light of the data and the connections described so far in the report, it is not surprising that the institutions interested in the Acting Communities – Active Community Involvement project use these needs assessments and data collection methods more frequently. However, in this respect we must underline the activity of the institutions not involved in the Acting Communities project as well, because independently from the Acting Communities programme many consider it important to assess the population/consumer needs, and many has used some

method for this purpose over the past one and a half year. It is a different matter that the Acting Communities programme can increase this existing activity and openness to a higher level.

There is no generally accepted method for the involvement of the population, and its frequency is not regulated. Only one-fifth of those who use this type of needs assessment, or opinion survey indicated that the method of this is recorded in the documents regulating the operation of the institution. This can be observed primarily in the case of libraries (public education institution: 18%, libraries: 26%, museums: 16%). The description of the involvement of the population appears in the Rules of Organisation and Operation, the annual professional plans, and the quality assurance/quality control documents (table 7).

OOR	22.2
annual professional plan and/or communication plan and/or work plan	16.7
quality control, quality assurance documents (e.g. manual, strategy)	13.0
protocol, board meeting protocol	11.1
regulations, decrees (e.g. decree on public education)	9.3
strategic plan/mid-term strategic plan/institutional strategy	7.4
annual report/report of the institution	7.4
documentation of surveys, questionnaires (needs and satisfaction surveys)	7.4
agreement	5.6
mission statement	5.6
service plan	1.9
public hearing	1.9
tourism concept	1.9
attendance sheet	1.9
local media	1.9
memorandums, summaries	1.9

programme guide	1.9

Table 7: If you involve the population in the planning, implementation and assessment of your activity, and you record the method used for these purposes, in what type of document do you record it? (the percentage of the responses to the open question, N=those who record it in some document)

It is a joyous fact in itself that the majority of the institutions made efforts to obtain the opinion of the local communities and the visitors. The next important stage in this process is to process the feedback and incorporate them into their day-to-day operation. The data show that a great percentage of the institutions actually do so. Those who collected some feedback over the period under examination, incorporated this information into their operation. Nearly two-thirds of the institutions concerned took some steps in this direction during the period under examination, and nearly the same percentage of them are planning to take such measures in the future too. As a result of the feedback, a total of 72 percent of the institutions concerned have implemented some kind of change and/or are planning to do so. We can observe primarily in the case of museums that if they assess the needs, they will apply the results of the assessment in their operation already in the short term. Overall, however, in the case of each of the three fields the proportion of those who are influenced by the experience gained from the surveys and incorporate it into their day-to-day institutional practice is over 70 percent.

The expected reaction of the institution is more strongly determined by whether the institutions included in the sample are concerned in the Acting Communities project or not. Among those involved in the programme, it can be observed more frequently that they prepare some kind of action programme and introduce some changes in the light of the incoming feedback.

About three-quarters of the institutions involved in the Acting Communities – Active Community Involvement programme to some extent become active, and if they conducted a needs assessment, they will also utilise the results thereof. This percentage in the case of institutions not involved in the Acting Communities project is just over 50 percent.

Therefore, the institutions which remained outside the Acting Communities programme channel the population's and visitors' opinions into their operation to a much lesser extent. We believe it is because they conduct needs assessments more rarely, and they also utilise the results more rarely. This can be partly because compared to the institutions involved in the Acting

Communities project they might receive less help (e.g. from the cultural community development mentors 'trained' within the framework of the Acting Communities project), and they can only count on themselves, so they can act far less efficiently. Or they do not have the internal expectation or external pressure (e.g. from the local communities) which would force them to make changes. We also examined what the respondents say about the possible reasons. We asked the respondents to summarise why they had not made any changes so far and why they were not planning to make (further) changes (based on the local, population feedback, if available) in a few sentences. The responses suggest that the institutions did not take steps because the needs assessments show that they do not really need to do so: the feedback is positive, and according to the surveys, the institution works well and successfully.

In the light of the responses, these institutions do not take actions because they feel that their operation is in line with the expectations placed on them by the local communities. When examining the reasons, we received responses of a similar content, even when we enquired about the future plans: why they do not plan to make any changes in the future. In this respect, the financial aspects were also mentioned more often as a specific reason: there are no resources, and the lack of resources undermine the plans and the necessary professional measures.

We also asked during the survey in what direction the institution concerned took steps after the processing of the experience gained from the needs assessment, and what they were able to implement from the expectations expressed in the survey towards them. The changes implemented previously concerned essentially the programmes in terms of both quantity and quality: the organisation of more programmes, introduction of higher quality programmes, new/renewing programmes etc.

This is often supplemented by the improvement of availability, e.g. the institution has extended the opening hours. The changes ahead of the institution, in the planning stage, aim essentially at these areas. As a result of the needs assessments, the institutions primarily try to progress in terms of the planning and implementation of the programmes. In this respect, there is no significant difference between the institutions involved in the Acting Communities project and those not involved in the project. There is a difference, however, in the sense that restructuring, renewing, expanding the programmes affects a greater scope of people in the case of institutions participating in Acting Communities – Active Community Involvement project, as a higher number of these institutions assess the needs and implement the ideas arising in the process

than those who did not join the project. It is true as well that the latter ones often explain the absence of intervention by saying that the local communities/visitors are usually satisfied with the range of programmes.

Volunteering

In our survey, one-fifth of the institutions said that the number of the volunteers working for them had increased over the period under examination. However, in parallel, there were institutions where the number of volunteers decreased: every tenth respondent reported this. According to our understanding, the figures either decreasing or increasing indicate that the activity of the volunteers in cultural institutions changes cyclically, for example, depending on how burdened the institutions are, how many programmes they have. There are some large events in the life of the institutions where they need a high number of volunteer helpers, and there are events which do not require external help. Volunteer student jobs are also reflected by the school year calendar: this kind of work appears for example at the weekends, and during the holidays linked to the different seasons. Overall, twice as many respondents reported an increase as those who reported a decrease, but the net 'surplus' is 'only' 12 percent, so the number of volunteers within the institutional system may have increased by a total of 10 percent. The greatest growth was 'produced' by the public education institutions: here the increase is one-and-a-half times (+15%) the increase of the other two institutions (+10% and +12% respectively).

The figures show that volunteer activities are changing cyclically for now, and they did not change in terms of quantity at the majority of the institutions over the period under examination. We can hardly find any institution in the sample which would have introduced the institution of Public Interest Volunteer Activities (KÖT) in recent times.

Overall, in terms of the prevalence of volunteering, no highly significant progress took place in the period under examination. We believe that the changes that occurred in the period under examination can be linked to the Acting Communities – Active Community Involvement project to some degree, whose stated goal was to strengthen and further develop voluntary work in the field of culture, and to provide a basis for volunteer processes.

In line with the foregoing, among the institutions participating in the Acting Communities programme twice as many stated that the number of volunteers had increased at their institution

over the previous period. This suggests that the programme is/was able to achieve the goals stated above.

Table 8 also shows that the number of the registered KÖT institutions increased and it appeared in the institutions which are directly involved in the Acting Communities project. We believe that these data unambiguously show the positive impact of the innovative activity of the Acting Communities project.

	According to stated, direct participation of the institution in the Acting Communities project	
	Participates directly or its participation is in progress	Does not participate or is not aware
yes, it has become a participant over the last year, year and a half	3	0
yes, but it has been a participant for longer	21	17
no	67	71
no answer	3	0
total	100	100

Table 8: Is your institution a registered KÖT (Public Interest Volunteer Activities) institution? (percentage subject to direct involvement in the Acting Communities project, base: institutions where there are currently active volunteers)

School Community Service (SCS)

Over the period tested, 8 percent of the institutions involved in the survey became a SCS recipient organisation. This percentage means 12 percent of the total of the currently operating SCS recipient organisations, therefore, about every tenth currently operating SCS may have been established in the period under examination (table 9).

	Public education institutions and community platforms	Libraries	Museum institutions	On average
yes, it has become a participant over the last year, year and a half	8	9	8	**8**
yes, but it has been a participant for longer	54	56	64	**54**
no	31	25	21	**28**
no answer	7	9	7	**9**
total	100	100	100	**100**

Table 9: Is the institution a School Community Service (SCS) recipient organisation?
(percentages according to the type of institution)

The data show that, overall, the institutions participating in the Acting Communities project represent a much higher percentage among the SCS organisations than the institutions not participating in the project (79% vs. 53%), and there is also a significant difference in the percentage of older SCSs, which have been operating for more than one and a half or two years (72% vs. 44%). This can be explained by the fact that the organisations participating in the Acting Communities project are *a priori* more open, innovative and flexible than those not applying to and not participating in the Acting Communities project. It is visible that in the case of the institutions involved in the programme the baseline value is far higher, so, theoretically, the chance and degree of the growth potential can be lower than the baseline value, because, with a bit of an exaggeration, it cannot grow any further.

Equal opportunities

Ensuring equal opportunities can be grasped in many forms in terms of cultural institutions as well. The term essentially means that everyone can access all functions and services in a public education institution, library, museum and the facilities belonging thereto, on an equal basis, having equal chances.

It is a positive development that 22 percent of the cultural institutions indicated that the building of the institution had been made physically accessible over the period examined in this research, and nearly one-tenth of them indicated that they considered this adaptation comprehensive and of general impact. There is no substantive difference among the fields examined in terms of the percentage of those who have carried out the adaptation.

In contrast, fewer institutions have committed to an info-communication type accessibility project. Overall, 11 percent of them have implemented such investments and developments. There is no substantive difference between the fields examined in this respect either.

Physical accessibility primarily concerned the sanitary units (basin, toilet), and the investments facilitated access to the building and movement inside of the building for those concerned, for example with ramps and lifts. The achievement of info-communication accessibility primarily appeared in the developments associated with the website of the institutions (e.g. development of an accessible website). Compared to the partner institutions, the museum institutions implemented more special investments, not primarily associated with people with disability (e.g. mentally disabled people/people with hearing disabilities: pictograms, blind and partially-sighted persons: Information boards in Braille, people with hearing disabilities: induction loop) (table 10).

	Public education institutions and community platforms	Libraries	Museum institutions	On average
accessible hand-wash basin, toilet	16	13	12	**14**
ramp	14	15	12	**13**
accessible website	5	8	8	**6**
pictograms	4	3	9	**5**
lift	4	4	6	**5**
accessible visitor guide system: information broads with pictograms and Braille	4	3	7	**4**
guiding strip	5	2	2	**4**

induction loop and/or audio guide	2	3	6	**3**
printed informational material for people with a different disability (e.g. leaflet on accessible route for people with reduced mobility, equipment used for deaf and hard-of-hearing people, etc.)	1	1	5	**2**
providing a sign language interpreter	2	2	2	**2**
tactile map	1	1	3	**1**
voice map	0	1	1	**1**
stairlift	2	1	1	**1**
other	0	0	2	**1**
none	63	64	58	**63**
no answer	11	10	12	**12**

Table 10: Did your institution purchase or invest in the following during the period under examination? (percentages of those responding 'yes' according to the type of institution)

The two types of accessibility rarely go hand in hand: due to limited resources the institutions can make developments in either one area or the other. One-quarter of those improving accessibility implemented investments in both areas, most of the others 'only' addressed physical accessibility.

Overall, 26 percent of the institutions implemented some kind of accessibility – physical and/or info-communication – which is not a low value at all (although this can be influenced by the not so high baseline value).

A further dimension of accessibility is the extent to which the cultural institutions can focus on all the social groups which feel they are unprivileged for any reason, e.g. due to their age, origin, occupation, and the extent to which they can mitigate or compensate these disadvantages

temporarily with their possible involvement: e.g.: whether everyone can find a programme, event series for them, whether everyone is addressed to some extent, etc.

The questionnaire assessed the issue in an articulated and nuanced way, by distinguishing the two main types of the programmes:

- awareness-raising or entertainment programme/service
  which strives to satisfy the interest of the given target group, or is about a given target group to the public
- help, support programme/service
  which looks for solutions to problems arising in their life situation or improves their quality of life.

During the effect measurement, we treated the two types of programmes as one, and within the framework of comparison over time, we assessed whether the cultural institutions did anything extra in relation to the target group in a disadvantageous situation, for example, whether the number of the programmes and services addressed to them increased in comparison with the past.

Overall, 40 percent of the surveyed institutions said that the number of events and services has increased in relation to a certain group, prioritised by them, more 'threatened' from the aspect of equal opportunities. The focus on social groups which can be characterised by demographic features (e.g. the elderly, people with children, women), and the programmes to and about social groups descending due to their economic situation (the unemployed, the Roma) strengthened the most. In the spirit of creating equal opportunities, the groups in a more marginal situation were mentioned much more rarely (e.g. addicts, the homeless). It is true, though, that the marginalisation of these groups can be linked to the fact that these groups are significantly smaller within the local communities. The data show that it is primarily the public education institutions that undertake to organise these awareness-raising, entertainment, or help and support programmes. However, the great deal of attention paid by museum institutions to people living with disabilities is remarkable. The dynamics of the programmes relating to unprivileged groups evolved differently according to the institutions' profile.

The responses are largely differentiated by the degree of involvement in the Acting Communities – Active Community Involvement project. The data show that the number of equal opportunities programmes is increasing in line with the participation in the Acting Communities programme. In the case of the institutions involved in the Acting Communities –

Active Community Involvement programme, the likeliness of an institution having dealt with one of the unprivileged social groups more intensely in the period examined is 2–3 times higher. On this basis alone, we cannot establish a direct causal connection yet. It can be assumed that there is a common factor in the background, a factor also affecting participation in the Acting Communities project and participation in equal opportunities programmes, which, for example, manifests in the higher degree of activity of the institutions concerned, or is due to social sensitivity, community commitment stronger than the average.

While among the participants of the Acting Communities – Active Community Involvement project 61 percent indicated that the number of programmes related to the creation of equal opportunities had increased in one of the segments over the period under examination, this percentage is only 28 percent in the case of institutions more distant from the Acting Communities project. The difference between the two institutional groups is so high that the multivariable analysis also highlights this combination of factors as the strongest differentiating/explanatory factor. (The differences of opinion are visible in the most apparent manner here.)

If regarding the Acting Communities project we should highlight an element that shows the most pronounced deviation between the two institution groups – those participating in the project and those not participating in the project – then this element can be considered the most emblematic. However, the markedness of this factor can only partly be associated with the supposed higher degree of sensitivity of the institutions participating in the Acting Communities programme, and their affinity.

The other pronounced difference between the two groups, according to the multivariable analysis, hides in the greater attention paid to the population needs, a more substantive reaction to the needs and, as a consequence, a best ability to attract visitors. The greater appeal and the higher number of visitors are explained by an increase in the number of programmes. The higher number of programmes held for the creation of equal opportunities strongly contributed to the fact that the institutions participating in the Acting Communities – Active Community Involvement project can produce higher attendance figures, and they are popular among visitors.

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4. Survey of the societalisation of cultural institutions

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4.1. Purpose and justification of the research[20]

The purpose of societalisation in the cultural sector is that the institutions become an integral part of the life of the local community; in the process the community gets involved in the life of the institution. The leader of the institutions plays a key role in the societalisation process: in most of the cases the extent to which the community gets involved in the life of the institution depends on their attitude. Experience has shown that the full scale of the degree of societalisation, from the complete refusal to channel the needs to a full societalised operation, can be found in the national practice. In order for the initiative of the population not to decrease, the need for the involvement of the community cannot be incidental, the process, therefore, must be solidified at system level, and must be present in the regulation of the institutions.[21] The process of societalisation may be different depending on the type of institution, municipality and region; furthermore, the participation of the community in the operation of cultural institutions can evolve spontaneously, too.[22]

The purpose of the research is to provide data to form the basis of the methodological development guidelines of the EU-funded Acting Communities – Active Community Involvement (EFOP-1.3.1-15-2016-00001) project, for the community participation based operation of cultural institutions and societalisation.

4.2. Research methodology

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[20] The research summary was prepared on the basis of the following publication: Judit Kuthy-Megyesi – László Ponyi (ed.) (2019): Kulturális intézmények társadalmiasítási folyamatai Magyarországon. (Societalisation processes of cultural institutions in Hungary.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library.

[21] Márton Beke (ed.) (2017): Kulturális intézmények társadalmiasított működtetése. (Societalised operation of cultural institutions.) Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library. Retrievable from: https://cselekvokozossegek.hu/wp-content/uploads/csk_utmutato_tarsadalmiasitas_20170331.pdf. Download date: 10.07.2019

[22] 'Those institutions operate in a societalised form whose activities are determined, implemented and assessed with the active participation of the populations of the municipality or part of municipality participate, and these are incorporated into the documents determining the internal operation of the institution.' Mária Arapovics – Márton Beke – Éva Dóri – Máté Tóth (ed.) (2019): A kulturális intézmények társadalmiasított működési módja. (Societalised Operation of Cultural Institutions.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library. p. 8 Retrievable from: https://cselekvokozossegek.hu/wp-content/uploads/Tarsadalmasitas-beliv-boritoteritve.pdf. Download date: 02.07.2019

Within the framework of the Acting Communities project, the first round of data collection was carried out between October and December 2017; the second round took place between January and March 2019. On the first occasion, 54 institutions, involved in the project as a survey group, and the core documents and websites of 54 institutions, involved as a control group, were analysed. On the second occasion, in the case of the 54 institutions involved, the institutional core documents and websites were analysed again; furthermore, the data collection was supplemented by structured interviews with the institution leaders.

In the first stage of the research, the core documents and websites of 54 survey and 54 control groups were analysed, based on a preliminarily determined set of criteria. In the second stage of the research, the set of criteria of the document analyses was supervised, as a result of which 2 new criteria were added to it. In the second stage of the research, following the supplemented set of criteria, 54 survey institutions' core documents and websites were analysed. In the second stage, the document analysis was supplemented by the structured interview survey conducted with the institution leaders: representatives of 52 institutions agreed to the interview. Out of the 52 interviews, 51 interviews were recorded over the phone, and 1 interview was recorded in person.

The research was carried out by the Eruditio Oktatási Zrt. and coordinated by NMI Cultural Institute Nonprofit Ltd. within the framework of the Acting Communities project in cooperation with the Hungarian Open Air Museum – Museum Education and Methodology Centre and the National Széchényi Library.

4.3.   Research questions

During the request of the institutions' documents and the second survey phase, the invitation of the institution leaders to a discussion consisted of three steps: we contacted the institutions about our intention to collect data first by email; then on the phone, where necessary; and finally by email again.

We examined the following documents according to fields:

– Field of museum institutions / Museum institutions:
  - Operating license;
  - Articles of association;
  - Rules of Organisation and Operation;

- Website.

– Field of museum institutions / Museums:
  - Operating license;
  - Articles of association;
  - Rules of Organisation and Operation;
  - Mission statement of the museum;
  - Strategic plan;
  - Annual professional report and plan;
  - Annual performance review;
  - Website.

– Field of libraries / Libraries:
  - Mission statement;
  - Collection development policy statement;
  - Rules of Organisation and Operation;
  - Use policy;
  - Work plan;
  - Annual report
  - Website.

– Field of public education / Public education institutions and community platforms:
  - Regulation on Public Education of the municipality according to the registered office;
  - Annual work plan;
  - Annual report;
  - Rules of Organisation and Operation (in the case of community platforms data provision can be considered complete even if this document is absent);
  - Website.

4.4. Description of the research sample

The surveyed institutions can be grouped according to three main fields: museum institutions, libraries, and public education institutions. The institutions forming part of the sample were made available to the Service Provider carrying out the data collection by *NMI Művelődési Intézet Nonprofit Közhasznú Kft., Hungarian Open Air Museum – Museum Education and*

Methodology Centre and the *National Széchényi Library* in a consortium cooperation, as Clients. Both the control group and the survey group contained 18 institutions respectively, in accordance with the three types of institution.

The following tables *(table 11 and table 12)* show the institutions involved in the control group and the survey group by name.

	Museum institutions	Libraries	Public education institutions
1.	Déri Museum	Balassi Bálint County Library	Aba-Novák Agora Cultural Centre
2.	Dr. Batthyány-Strattmann László Museum	Bródy Sándor County and City Library	Community Centre and Library of Alsózsolca
3.	Museum of Göcsej	Csorba Győző Library	Bartók Béla Community Centre
4.	Gróf Esterházy Károly Museum	City Library of Csurgó	Együd Árpád Cultural Centre
5.	Györffy István Museum of Nagykun	Deák Ferenc County and City Library	SCSS of Felgyő
6.	Halas Lace Public Foundation – Lace House	Erdei Ferenc Community Platform	Goldmark Károly Community Centre
7.	Jász Museum	Keresztély Gyula City Library	Jászkerület Kulturális és Művészeti Közhasznú Nonprofit Kft.
8.	Jósa András Museum	Petőfi Sándor City Library of Kiskunfélegyháza	Kecskeméti Gábor Culture, Sport and Tourism Centre
9.	Klapka György Museum of Komárom	Community Centre and Library	KoBeKo Community Centre
10.	Arts on Eggs Museum	Martonosi Pál City Library	Kovács Pál Community Centre, Tiszafüred
11.	Munkácsy Mihály Museum	City Library of Mezőkovácsháza	Community Centre and Library of Karancslapujtő - Foundation for Karancslapujtő
12.	Museum of Rétköz	Móricz Zsigmond County and City Library	Petőfi Sándor Cultural Centre and Library
13.	Thorma János Museum	Móricz Zsigmond City Library	Community Centre and Library of Saár
14.	Thúry György Museum	Community Centre and Library	City Library and Public Education Institution of Téglás
15.	Wosinsky Mór County Museum	Municipality Library	Foundation of TEMI Móricz Zsigmond Cultural and Youth Centre
16.	Herman Ottó Museum	Somogyi Károly City and County Library	Vigadó Cultural Centre

17.	Laczkó Dezső Museum	MJV József Attila County and City Library of Tatabánya	VOKE Batsányi János Cultural and Education Centre
18.	King St. Stephen Museum	Verseghy Ferenc Library and Public Education Institution	Wass Albert Community Centre and City Library

Table 11: List of control group institutions involved in data collection

	Museum institutions	Libraries	Public education institutions
1.	Balaton Museum	Berzsenyi Dániel Library	The Agora of Vértes
2.	Jantyik Mátyás Museum of Békés	Dr. Kovács Pál Library and Community Space	Varga Béla Cultural Centre of Balatonboglár
3.	Museum of Bereg	Egressy Béni City Library	Balatonfüredi Kulturális Nonprofit Kft.
4.	City Community Centre and Library, Public Interest Exhibition Space of Csorna	Halis István City Library	Balázs József City Library and Community Centre
5.	Csurgó City History Collection	II. Rákóczi Ferenc County Library	Csabagyöngye Cultural Centre
6.	Damjanich János Museum	Illyés Gyula County Library	Public Education Institution of Felsőtárkány
7.	Dobó István Castle Museum - Central Unit	Jókai Mór City Library	Furmann Imre Community Centre and Library
8.	Kőszeg City Museum - Central Unit	Justh Zsigmond City Library	Community Centre and Library of Gencsapáti
9.	Local Historical Museum of Kunszentmárton	Village and School Library	Glatz Oszkár Community Centre and Library
10.	Museum of Local History of Marcali	Ladányi Mihály Library	Katona József Community Centre and Library
11.	Museum of Pásztó	General Community Centre of Mártély	Community Cultural Centre and Library
12.	Petőfi Birthplace and Memorial House	Németi Ferenc City Library	Community Centre SCSS of Levél
13.	Rippl-Rónai Museum	Nyírség Library Foundation	Martfű Community Centre and Library
14.	Tornyai János Museum and Public Education Centre - Central Unit	Pákolitz István City Library of Paks	Szent-Györgyi Albert Agora
15.	Museum of Zemplén	Pannónia Cultural Centre and Library	SZÍN-TÉR Community Centre
16.	Bocskai István Museum	City Library of Szigetvár	City Library and Educational-Adult Training Centre

17.	Museum of Hanság	City Library of Kisköre	Community Centre
18.	Road Museum	Community Centre and Library of Zákányszék	Community Centre of VOKE Egyetértés

Table 12: List of institutions surveyed

The processing of submitted/online accessible institutional documents and of the audio records of interviews conducted with institution leaders was carried out based pre-determined criteria and was recorded in a database structure. The three databases were created in *.sav* format for the analysis of which the *SPSS Statistics* software package was used. During document analysis, we always strived to gather as much relevant information as possible from the available documents of each institution. The application of a case-based approach is justified by the fact that the same piece of information may occur in several different documents; thus this approach leads to a more complete database than the document-based analysis.

The level of measurement of the overwhelming part of variables employed for interview and document analysis is either nominal or ordinal which in the case of simple reports enables the use of prevalence sheets and as for relation analysis the use of crosstabs. Among graphical displays of the described statistical methods, the bar chart is best fit for further processing. The overview of results is facilitated by grouped bar charts which, in line with the particular analysis criteria, demonstrate results of the first survey phase of the document analysis (control group and survey group) as well as the results of the second survey phase (survey group). Grouped bar charts help identify the difference between results of the two survey phases, i.e. the development of the process of societalisation.

4.5. Presentation of major findings

The guide called Societalised operation method of cultural institutions[23] offers a detailed description of the different levels of societalisation. The community participation model of cultural institutions, the community participation based operation of museums, libraries, and public education institutions can be described in the following steps:

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[23] Mária Arapovics - Márton Beke - Éva Dóri - Máté Tóth (ed.) (2019): A kulturális intézmények társadalmiasított működési módja. (Societalised Operation of Cultural Institutions.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library. p. 15. Retrievable from: https://cselekvokozossegek.hu/wp-content/uploads/Tarsadalmasitas-beliv-boritoteritve.pdf. Download date: 02.07.2019

'Step 1: Preparation of the process required for community participation based operation (societalised operation method)

2. Step 2: Identifying and reaching out to the stakeholders,

3. Step 3: Setting the appropriate level of participation (information, consultation, involvement, collaboration or empowerment),

4. Step 4: Community participation in the decision-making process (tools required for involving the public and the community in decision-making)

5. Step 5: The harmonised goals and tools of community-based operation

6. Step 6: Process included in the documents of the institution

7. Step 7: Stabilisation of community participation based operation.'

When choosing the required participation level, the particular situation and environment, the local community and its traditions, the institutional features and possibilities, the abilities, circle and number of actors to be involved, ideas, consultation ability and the deliverable project must be considered. All these determine what level of participation may be achieved.

Based on the methodological guide, the following levels of social participation may be determined which help community involvement in decision-making: information, consultation, involvement, collaboration and empowerment.

Information

According to the methodological guide, *information* is the first phase of the social participation process. Information only entails one-way communication; the refinement, reliability, level of detail and professionalism of this communication may serve as a basis for further dialog.[24] In the case of document analysis criteria as well as of the interview plan we strived for the compilation of a set of rules fit for the (quantitative and qualitative) assessment of the institutions' tools used to provide information.

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[24] Mária Arapovics - Márton Beke - Éva Dóri - Máté Tóth (ed.) (2019): A kulturális intézmények társadalmiasított működési módja. (Societalised Operation of Cultural Institutions.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library. p. 22
Retrievable from: https://cselekvokozossegek.hu/wp-content/uploads/Tarsadalmasitas-beliv-boritoteritve.pdf.
Download date: 02.07.2019

Results of document analysis and interview analysis reflect that most institutions use *social media* and the *website* among the means of information. The following figure (figure 18) shows the change in the frequency of the use of websites.
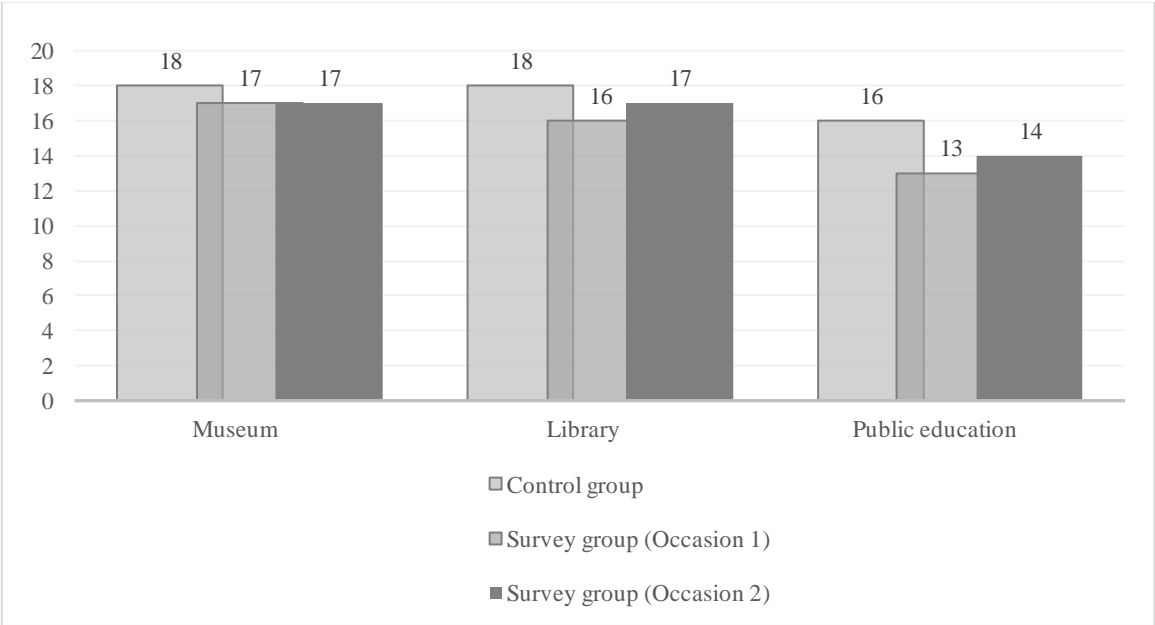
Figure 18: Number of institutions having a website

Figure 18 shows that within the control group, among libraries and public education institutions, the number of institutions having a website has increased by one between the two survey phases. From the interviewed persons only 43 mentioned the *website* as a means of information; however, *social media* was mentioned by 52 out of 52 interviewees and 31 persons considered the latter to be one the most effective tool for information. Interviewees also highlighted the importance of *personal communication* as a means of information and several interviewed persons have pointed out that, although a growing number of people can be informed through the Internet, *print media presence, printed invitations* and *posters* are still inevitable to reach people not using the Internet.

Contents institutions make available on their online or offline platforms may be related to the level of information. A particularly low number of institutional documents is publicly available on the institutions' websites. Out of the 48 websites analysed during the second survey phase, only 23 contained the online version of the institution's *Rules of Organisation and Operation.* The accessibility of the *Rules of Organisation and Operation* was compared to experiences from the first survey phase (figure 19).
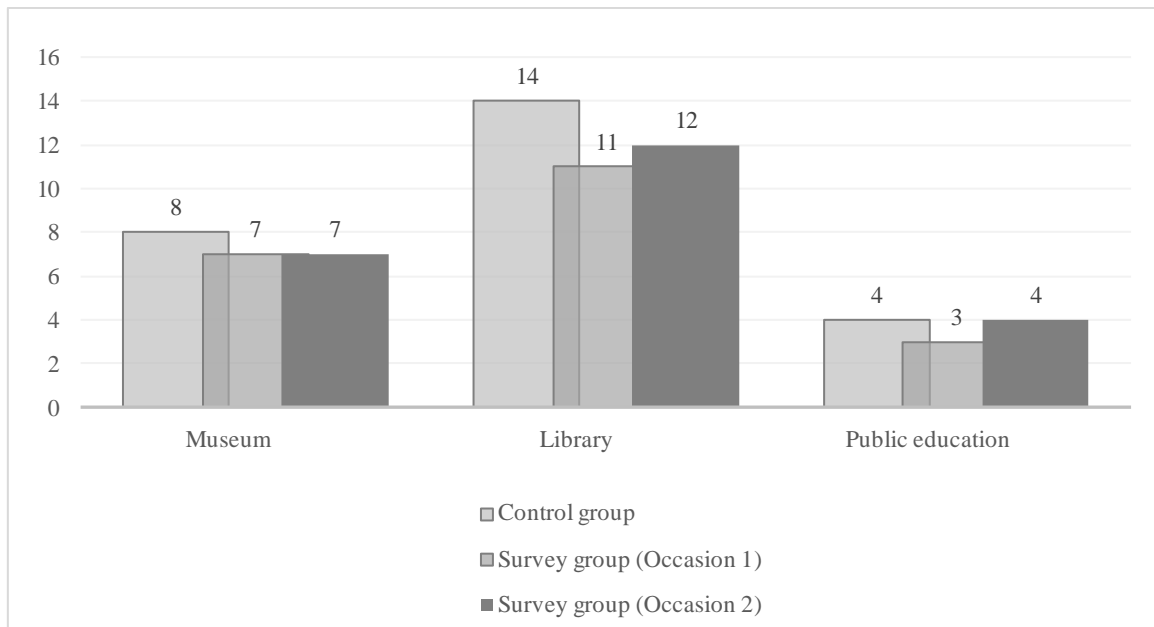
Figure 19: Accessibility of the Rules of Organisation and Operation on the institution's website (number of institutions)

The highest number of institutions making available their Rules of Organisation and Operation was found among libraries in both phases (f*igure 19*). Among libraries and public education institutions, the number of institutions making their *Rules of Organisation and Operation* publicly available on their websites increased by one; however, no significant change could be identified between the two survey phases.

When analysing institutional websites, we found in both phases that *contact details of the institution*, *photo and video documentation (gallery)*, *basic facts relating to the programmes* and *details of ad-hoc programmes* were published in most cases. A smaller number of the websites provided information on *regular programmes and sessions*, which is demonstrated by *figure 20*.
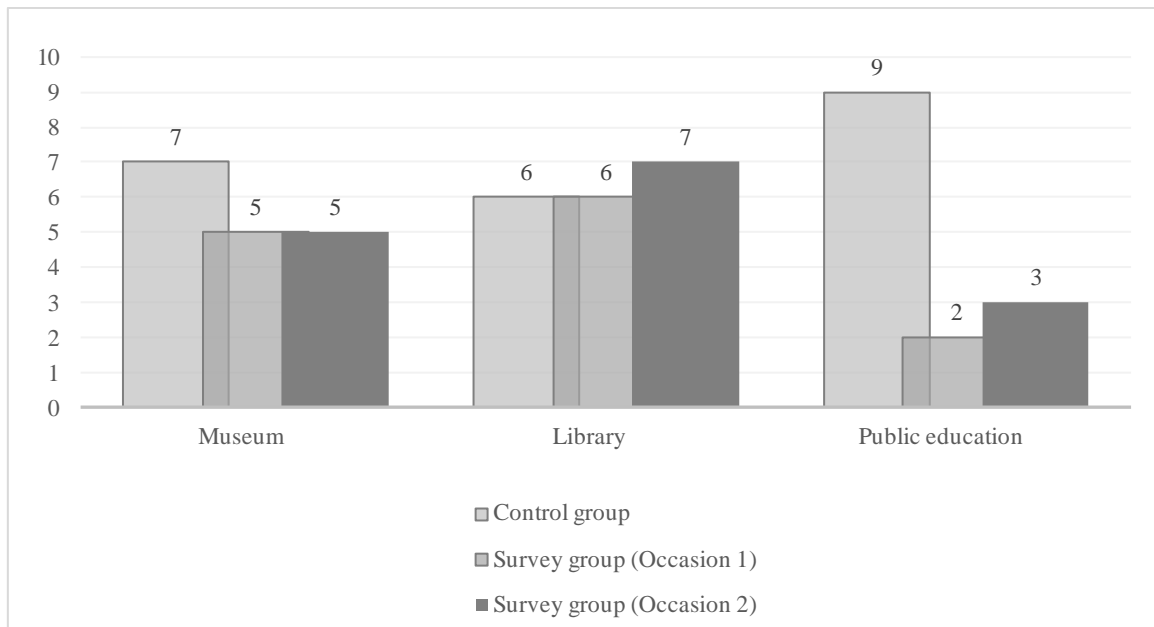
20. Figure 20: The website provides information on regular programmes and sessions,
e.g. on structure and schedule (number of institutions)

During the second document analysis, similarly to the accessibility of the Rules of Organisation and Operation, we have found that the number of libraries and public education institutions providing information on *regular programmes and sessions (e.g. structure, schedule)* increased by one (*figure 20*). It is worth pointing out that in the case of public education institutions a particularly low number of entities within the survey group provided information on *regular programmes and sessions* on their websites compared to the control group. It is important to call attention to this fact, as the public education institution is typically and largely characterised by providing the venue for the regular sessions of different non-governmental organisations, groups and communities.
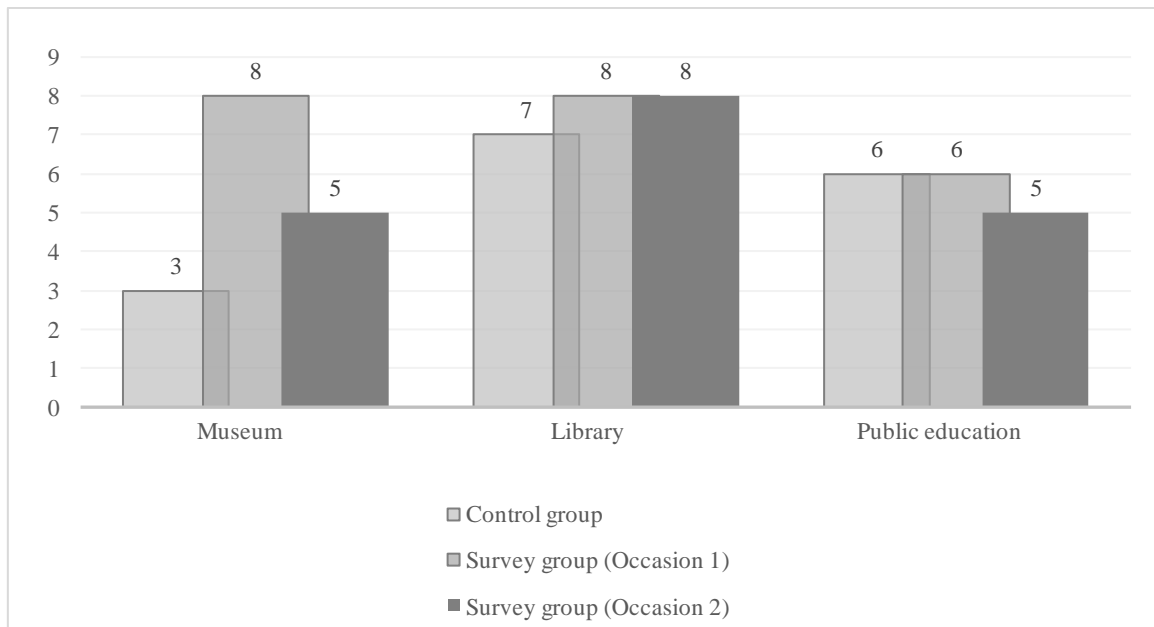
21.   Figure21: There are plans to extend and/or develop the institution's information tools (number of institutions)

Figure 21 shows how many institutions were found to have the *extension and/or development of information tools* among their plans during the analysis of institutional documents. As displayed in the figure, the number of entities the documents of which contained the above-mentioned plan item did not change among libraries and decreased in the case of public education institutions and museums. During the second survey phase, the number of institutions in the documents of which *extension and/or development of information tools* was identifiable decreased from 22 to 18; however, interviews revealed that most of the interviewees were aware of some fields related to information in which the institution would need to develop.

An important result of the interviews conducted in the second phase of the research is the possible directions for development and potential obstacles regarding information identified by the interviewees. Most of the interviewed persons mentioned the launch of *new platforms* and a more active approach to reach *certain target groups* as required information development steps. Interviewees identified *shortfall in human resources* and in *available financial assets* as the main obstacle to providing appropriate information. In the experience of the interviewees, information reaches primarily the interested parties; interested stakeholders are well aware of the institution's entire field of activity.

Consultation

According to the methodological guide, *consultation* is the second phase of the social participation process. On the level of consultation, decision-making and implementation remain with the institution; however, it strives to obtain information on the local community's needs and satisfaction. Consultation already requires two-way communication and the range of tools fit for this is smaller. Thus, analysis criteria were designed to assess the extent to which the organisation and operation of institutions served the receiving and management of opinions and whether they have worked out tools enabling two-way communication.[25]
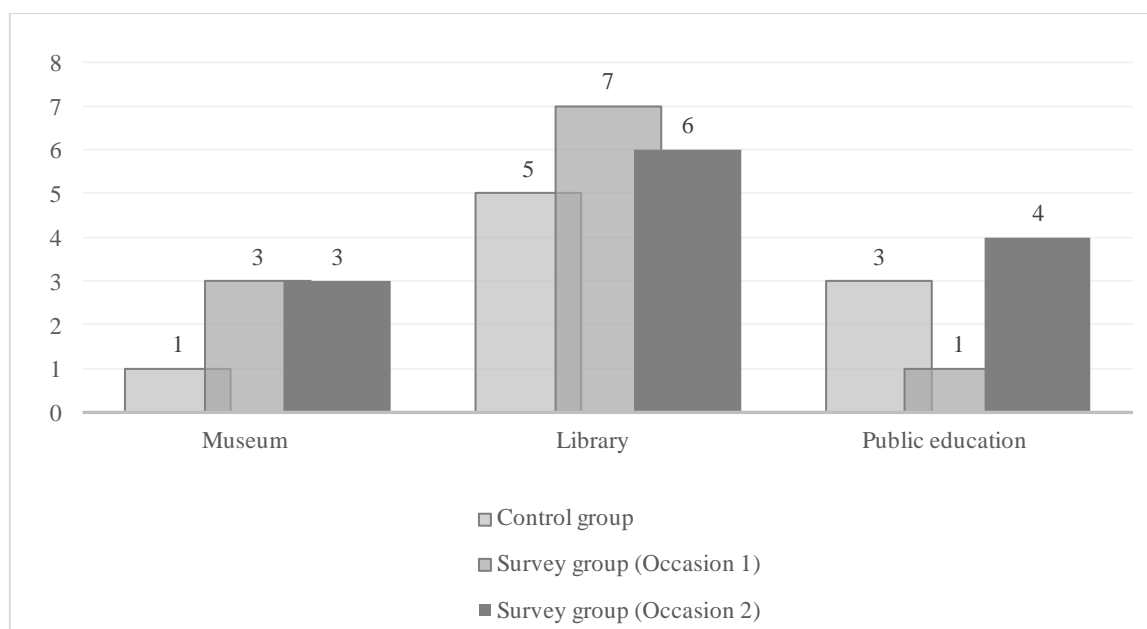
22.　　*Figure 22: Number of institutions with documents setting out a procedure for receiving the local community's opinion on events, programmes and sessions planned by the institution*

According to our research data and as shown in *figure 22*, the number of institutions with documents setting out a *procedure for receiving the local community's opinion on events, programmes and sessions planned by the institution* has increased among public education institutions between the two survey phases. Beside the development among public education institutions, it is the documents of libraries where the procedures in question are found in the

[25] Mária Arapovics - Márton Beke - Éva Dóri - Máté Tóth (ed.) (2019): A kulturális intézmények társadalmiasított működési módja. (Societalised Operation of Cultural Institutions.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library. p. 22 Retrievable from: https://cselekvokozossegek.hu/wp-content/uploads/Tarsadalmasitas-beliv-boritoteritve.pdf. Download date: 02.07.2019

largest number. Based on examined documents, *receiving the local community's opinion on events, programmes and sessions planned by the institution* is carried out mostly via printed or online questionnaires.

Interviewees surveyed in the second phase of the research mentioned *personal feedback*, *direct/indirect personal feedback* and the integration of these as main means of gathering *opinion on events, programmes and sessions planned and completed* by the institution. 22 interviewees reported that they collect community opinion through *needs assessment* and/or *satisfaction survey;* however, 30 interviewed persons mentioned *other methods* of opinion gathering, particularly *personal discussions*.

Beside gathering opinions on the planned/implemented programmes, *proposals* and *complaints* are also important elements of consultation.
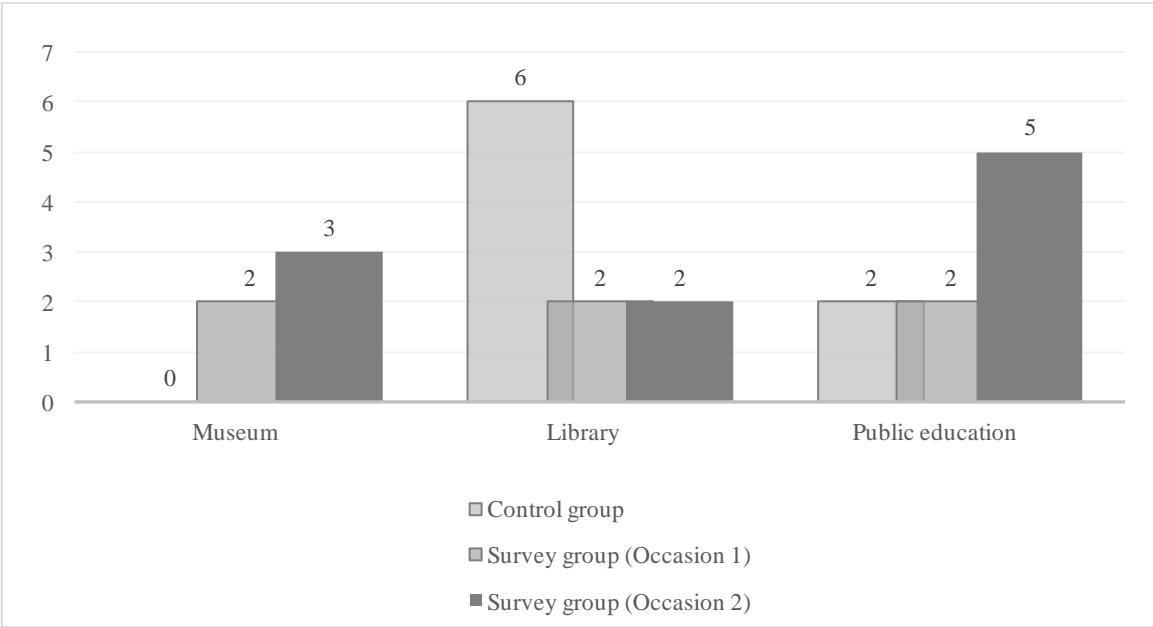
23.   Figure 23: Number of institutions with documents setting out a procedure for proposals

Figure 23 shows how the number of institutions with documents containing an identifiable procedure for *proposals* changed between the two phases of research. Similarly to needs assessment, in the case of the proposal procedure, the number of institutions with documents setting out a procedure increased significantly among the public education institutions. Based on documents, proposals are made and received during *consulting hours*, *sessions* and during *personal meetings with the institution leader*.

Based on the results of interviews conducted with the institution leaders, both proposals and complaints mainly reach the institution's staff through *informal means*, personal discussions, indirectly (e.g. through non-governmental organisations or schools) or directly. Later on, during actual work, proposals and complaints are discussed and eventually integrated. Beside personal feedback, several interviewees also mentioned *social media* as a possible platform for making proposals. From the institution's perspective, consultation brings the benefit of *increased visitor numbers,* whereas the interviewed persons identified the *difficulty in reaching certain target groups (e.g. youngsters)* as one of the difficulties.

Involvement in the institution's activity

At the third level of social participation, local residents, members of the communities, groups and NGOs are already *engaged* in the implementation. Although decision-making at this level is entirely with the institution, the participation and activity of the community is tangible during everyday operation. Thus, relevant items of the criteria aimed at the institution's preparedness to receive volunteers (i.e. how well the institution is able to integrate proactive members of the community into its operation), and partly at other possibilities for local residents, groups and communities to participate in the institution's activities.

The interviews laid extra emphasis on examining the *opportunities of local residents, groups, communities and NGOs to participate in the institution's activities*. According to the results, one of the basic practices for this is that *the institution provides the venue* for the communities where they can hold their sessions and events. Besides, based on reports of the interviewees, local population, groups and communities are open for the cooperation with institutions in connection with *planning and implementing programmes,* and the majority of the institutions also take part in the process (e.g. carrying out voluntary works at the institution's programmes).

36 out of 52 interviewees reported that *the institution recruits volunteers or motivates volunteering or the involvement of local population, groups, communities and NGOs in some way*. The primary methods of recruiting volunteers/motivating volunteering are *volunteer recruitment in secondary schools* and the *call for volunteering published in social media/website*.
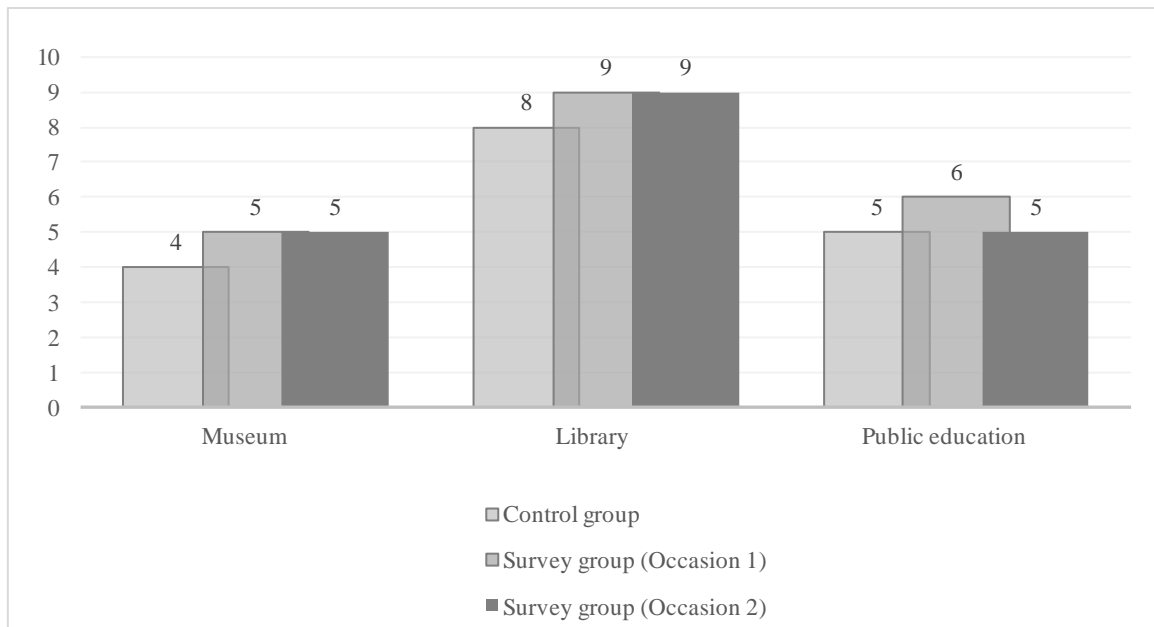
Figure 23: Volunteers take part in the institution's work regularly or on an ad-hoc basis (number of institutions)

Figure 24 displays the number of institutions at the times of the two survey phases the documents of which clearly show that *volunteers take part in the institution's work regularly or on an ad-hoc basis.* Among museums and libraries, the number of institutions with documents containing the information concerned – 5 and 9 respectively – did not change between the two survey phases, whereas among public education institutions the number of relevant institutions decreased from 6 to 5. According to information held by the institutional documents, libraries were outstanding in the field of engaging volunteers. Based on the documents examined, the most common way to apply for voluntary work and to work as a volunteer is the *School Community Service,* through partnerships concluded with secondary schools. However, in the case of some institutions, documents refer to *other volunteer programmes (e.g. programmes aiming at the integration of the unemployed).*

Document analysis conducted in the second phase showed that the documents of a total of 14 out of 54 institutions contained information on the subject of the engagement of volunteers. However, the results of the interviews suggest otherwise: 40 out of 52 institution representatives declared that *volunteers helped their work* even in the period of data collection. Furthermore, we should point out that, although it is most common for libraries to include information on the engagement of volunteers in their documents, during the interviews the same number of representatives from each institution type mentioned that their work is facilitated by volunteers. Both the results of document analysis and the interviews suggest that typically, volunteers tend

to take on some subtask in the *organisation/preparation and implementation of institutional programmes* (e.g. reception of guests, catering, setting up rooms, cloakroom, etc.). Besides the *help provided at programmes and events*, and *administrative tasks* (e.g. data systemisation) volunteers can be entrusted with *other, creative tasks not requiring any qualification,* such as holding Internet courses for the elderly, designing posters/T-shirts, writing book reviews/articles, etc.

Involvement of the local population, groups, communities and NGOs, and the employment of volunteers has a *community-building* effect, positively influences *the institution's social relations and the number of visitor* and, last but not least, it brings '*refreshment'* into the life of the institution by enabling new, creative ideas and initiatives. However, the coordination of the above-mentioned groups requires considerable *time, effort* and *professional guidance* from the institution's side. Thus, the good relationship between the institution and the local population, groups, communities and NGOs may become mutually profitable as it facilitates the development of both the institution and that of the aforementioned parties.

Collaboration

According to the methodological guide, *collaboration* is the fourth phase of the social participation process. On the level of collaboration, the non-institutional participant is not only carrying out tasks but is also a partner in decision-making and implementation.[26] Thus, the research criteria focused on the degree of maturity of the regulatory environment governing the collaborating parties' common actions, for the issue of responsibility has a higher importance when it comes to decision-making. The transparency of collaboration is considered a further key factor; therefore, we included in the criteria questions relating to public accessibility.

According to the results of both the document and the interview analysis, the institutions' cooperation with other institutions, organisations, groups and communities typically come to being through *cooperation agreements* or, in some cases, through simple *oral agreements*. In the second survey phase, the leadership *goal of collaboration with local communities* was only mentioned in the documents of 12 institutions. However, interviews conducted with the

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[26] Mária Arapovics - Márton Beke - Éva Dóri - Máté Tóth (ed.) (2019): A kulturális intézmények társadalmiasított működési módja. (Societalised Operation of Cultural Institutions.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library. p. 23
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institution leaders suggest otherwise in this instance as well. 26 out of 52 interviewees already mentioned at the beginning of the interview, when asked about their opinion on the community participation based operation, that the involvement of and cooperation with local communities and groups is among the present and future goals of the institution they represent.

One of the possible and typical means of collaboration is the *joint organisation and implementation of programmes and events*.
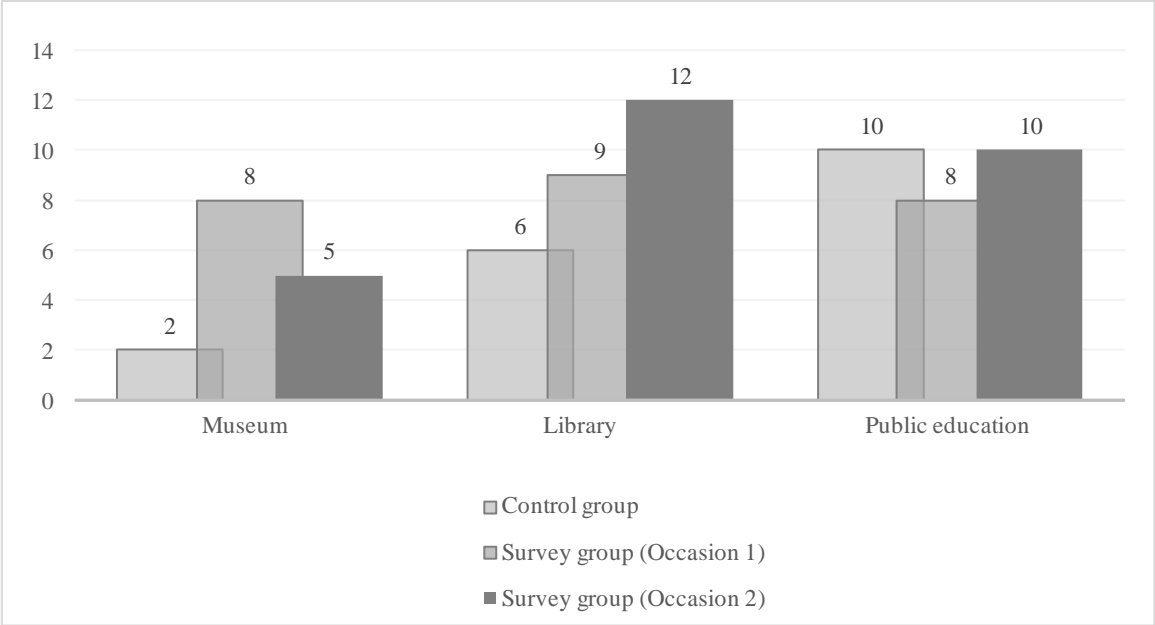
25. Figure 23: The institution has a program which it did not organise on its own but in a partnership (number of institutions)

Figure 25 shows how many institutions had documents in the two phases of the research that contain information that proves that the institution has *programmes organised in partnerships*. Whereas among museums there were less institutions with documents indicating the information concerned in the second survey phase, in the case of libraries and public education institutions the number of institutions retaining documents containing information on programmes organised within the framework of a partnership increased.

Although document analysis conducted during the second phase of the research showed that the documents of more than half of the institutions contain information on *certain programmes to be organised together with partners*, the results of interviews conducted with the institution leaders show an even more positive picture of societalisation. Only 4 institution representatives stated clearly during the interview that there are no institutional programmes organised in

partnership with the local population, groups or communities. According to the accounts of the interviewees, this is possibly due to the fact that the given institution has no program of the size which would make the involvement of a partner in the organisation relevant. In the case of institutions which host programmes organised in partnership with locals, groups or communities, the programs are typically *larger, annual events* (e.g. Night of Museums) or city/village events (e.g. Village day). Among *smaller programmes,* interviewees mentioned presentations, public readings, family days which are organised and managed by the institution with the help of civil groups. The way of organisation and the roles taken by the institution and the community or group in the organisation process depend on the nature of the particular programme: interviewees shared examples of the institution 'remaining in the background' and also of taking a more active role.

Regarding the collaboration with the local community, the interviews revealed another important fact: according to the interviewees, members of the local community are able to influence in some way the *institution's rules of operation* in 42 institutions, the professional plan in 41 institutions and the budget plan in 6 institutions. The highest number of institutions providing the possibility to influence the *professional plan* was found among public education institutions; in the case of the *rules of operation* and the *budget plan*, it is the libraries that provide such possibility in the highest number.

Upon examining this level of social participation, it is important to look at the transparency of cooperations. In order to study this, one of the aspects of the analysis of the institutional websites was *whether the public data and contact details of the partners of the institution were publicly available on the website (figure 26).*
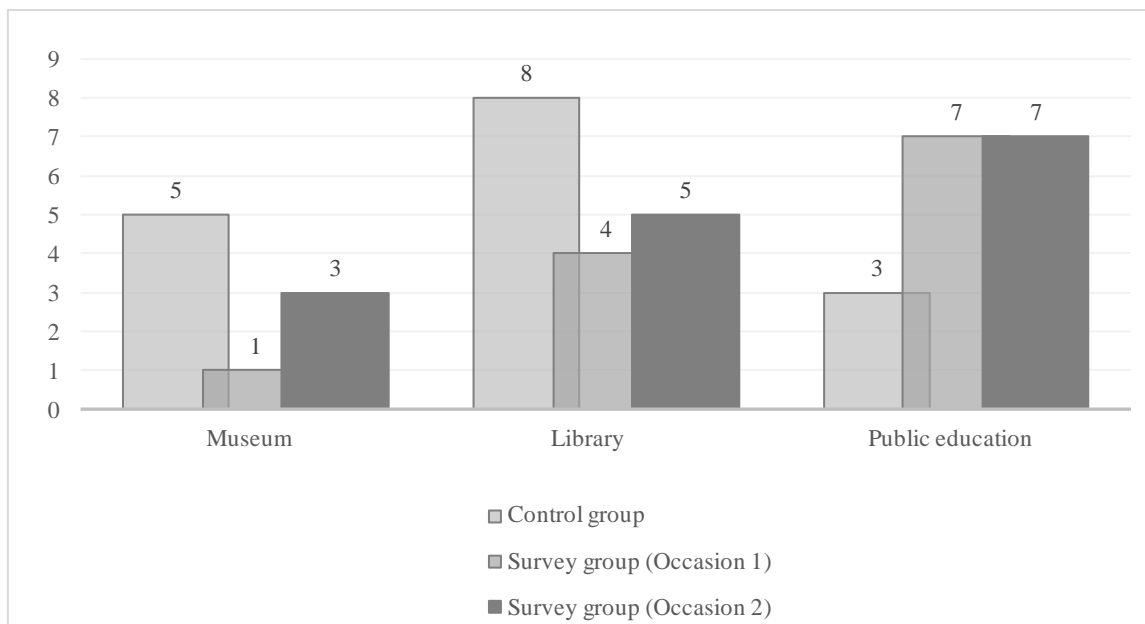
26. Figure 23: Institution making available its partners' public data and contact details on its website (number of institutions)

Figure 26 shows that whereas during the first survey phase 10 institutions from the survey group shared the *public data and contact details of the partners* on their websites, this number increased to 15 during the second phase. As for public education institutions, the number of entities did not change, among libraries and museums the number increased. However, still less than half of the surveyed institutions share this information on their websites, i.e. most of the institutions do not grant insight into their cooperations and partnerships on their websites.

Empowerment

According to the methodological guide, *empowerment* is the fifth and highest level of social participation.[27] Research criteria relating to results achieved in the field of empowerment focus on pointing out the local community's possibilities to take part in the institution's everyday life or in certain elements thereof. Regarding empowerment, the local community's needs appear foremost in decision-making, which, depending on the maturity of the process, affects not only programmes and events but also the economic and professional leadership of the institution.

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[27] Mária Arapovics - Márton Beke - Éva Dóri - Máté Tóth (ed.) (2019): A kulturális intézmények társadalmasított működési módja. (Societalised Operation of Cultural Institutions.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library. p. 23
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In none of the research phases have we identified establishments possessing documents indicating that a *member of the local community takes part in the institution's decision-making process*.

One of the criteria of document analysis aimed at defining whether *the local community has the possibility to determine the institution's basic rules of operation*. Results generated during the two survey phases are shown in the following figure (*figure 27*).
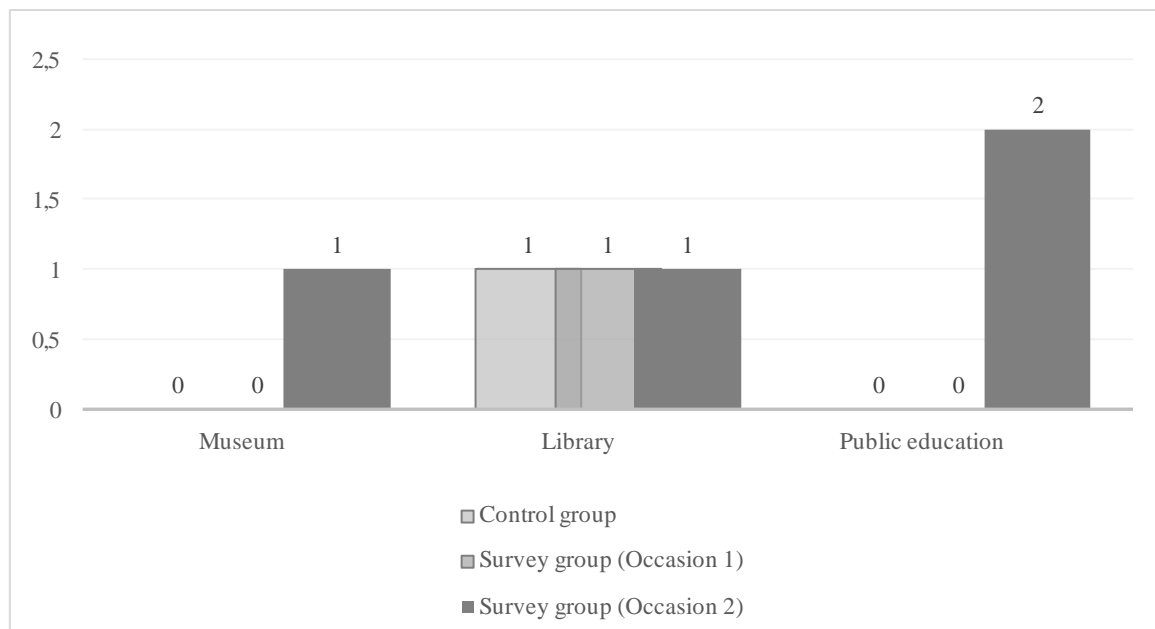
27. Figure 23: The local community has the possibility to determine the institution's basic rules of operation (number of institutions)

As shown in the figure, within the control group there was one institution with a document containing information on *the local community's ability to determine the institution's basic rules of operation;* in the survey group this number was one in the first survey phase and four in the second survey phase. The number of relevant institutions is still quite low; however, it increased fourfold compared to results of the first survey phase, which is considered an important step towards societalisation. The local community has a say primarily in *forming/modifying the opening hours* when it comes to the institution's rules of operation.

Results of the second document analysis indicate that only one institution from each of the three institution types has documents referring to the local community's possibility to define *the institution's budget plan or professional plan*. The document analysis of the first phase

identified only one museum meeting the criteria in question. Although very marginal, this is an improvement of the empowerment relating to the institution's budget and/or professional plan.

During the second research phase we reviewed the document analysis criteria and added two new dimensions one of which focused on *whether the documents contained a set procedure for the receiving of the community's/volunteers' opinions in relation to the tasks/activities carried out by the institution*. Out of 54 institutions examined, the documents of only one public education institution set out the procedure concerned. Only documents of one museum indicated that the institution would *strengthen empowerment of the local community*, of teachers, to be exact, *in the institution's operation*.

During the interviews, 35 out of 52 questioned persons told that in their opinion *local population, groups and communities are entirely or more or less keen on engaging in decisions relating to the institution's activities and offer*. In the case of these institutions, the participation of the locals, groups and communities is primarily typical for *decisions on programmes and events*, similar to what we found in connection with proposals. Almost half of the interviewees reported that the institution represented by them set a *goal of delegating a more significant role to members of the local community within the formation of the institution's rules of operation and in the decision-making processes*.

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5. The effect measurement of cultural community development processes from the side of municipality opinion-formers

(Kutatópont Kft.)

5.1. Purpose and justification of the research[28]

The Acting Communities – Active Community Involvement project also provides methodological assistance in the frame of Cooperation Agreement for settlements or municipalities applying for support within the project of the Territorial and Settlement Development Operational Programme no. (TOP) 5.3.1 and TOP 6.9.2. entitled 'Strengthening Local Identity and Cohesion'. The TOP project aims at increasing social activity, strengthening community involvement in the municipalities included in the development programme, strengthening relations between the local government municipality and the cultural institutions and locals as well as bringing the culture of collaboration to a higher level. The support from the Acting Communities project consists in this case of professional consultancy, on-site mentoring, development of implementation methodologies, gathering best practices and publishing these online and in printed form, trainings, study trips, professional workshops, different communication platforms and IT process follow-up.

The research entitled 'Effect measurement of cultural community development processes from the aspect of opinion-former of the municipalities' aimed at the follow-up and impact assessment of the community development process started at the sties of intervention, i.e. in settlements/municipalities helped by the TOP cultural community development mentors. The full-scale survey included all municipalities that were granted support under call for proposals entitled 'Strengthening Local Identity and Cohesion' with code numbers TOP 5.3.1-16 and TOP 6.9.2-16 (hereinafter referred to as TOP consortium). Within the survey, structured interviews were conducted with the opinion-formers of the municipalities concerned (mayors, directors of cultural institutions, local opinion leaders, officers of the local government and the mayor's office, etc.) and interviewers also summarised the interviews in municipality reports.

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[28] The research summary was prepared by using the following study: László Ponyi – Judit Kuthy-Megyesi – Barbara Sólyom (ed.) (2019): Települési közösségfejlesztési folyamatok vizsgálata Magyarországon (Examination of the municipalities' community development processes) Acting Communities, Szentendre - Budapest, Hungarian Open Air Museum - NMI Művelődési Intézet Nkft. - National Széchényi Library.

5.2. Research methodology

The research was coordinated by NMI Művelődési Intézet Nkft. and carried out by Kutatópont Kft. in cooperation with the Hungarian Open Air Museum – Museum Education and Methodology Centre and the National Széchényi Library in the framework of the Acting Communities project.

The research consisted of structured interviews which were conducted and processed two times in 2018 (during the period between 1 January and 31 June 2018, and between 1 October and 31 December 2018) and one time in 2019 (between 1 March and 30 April). By way of random sampling [with the help of the random number generator www.random.org] we selected 360 municipalities based on distribution among settlement categories. The categorisation of municipalities was based on the number of residents; as a result, municipalities were grouped into 7 categories the smallest of which is under 50 persons and the largest is above 20,000 persons. Due to the fact that certain municipalities left the TOP consortium, we had to supplement and modify the sample by way of the original method.

During the research, community development mentors and third-party interviewers who took part in a preliminary training surveyed opinion-formers of the municipalities involved in the community development process. During the first survey, subjects were selected randomly based on mentor logs;[29] later on the sample was extended by the snowball effect, i.e. the questioned persons suggested further subjects. During the subsequent survey phases, we strived to question the same persons who had been surveyed during the first phase. These persons were substituted as needed during the 2nd and 3rd survey phases. Interviewers had to conduct minimum 4 and maximum 9 structured interviews per municipality and they had to prepare a report related to the particular municipality. For the sake of authenticity, we quote the municipality reports word-by-word in the case studies.

During empirical analyses the following hypotheses were weighed in the research:
- Opinion-formers of the municipalities perceive and acknowledge the positive effects of the community development process taking place locally.
- The degree of social activity and community involvement increases in the municipality.

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[29] 'Mentor log' is the online platform for the follow-up, control and administration of the mentors' work. On this platform mentors record and verify their on-site mentoring activities, their participation in events, supervisions and counselling sessions by their mentors as well as their contribution to researches.

- The local community's ability to represent and assert its interests improves.
- The operation of local public services (cultural institutions) becomes more effective. Local cultural institutions have close relations with the local communities: they react to their needs.
- Relations among the population of the municipality improve. Relations strengthen.

In the following, we will have a closer look at the above hypotheses. Although the research consisted of three surveys of a very huge sample, we have to note that due to the short time interval (one and a half year) it is more similar to a thorough situation analysis than a longitudinal panel. The calendar year is in itself cyclic (in the winter there are less programmes and common events) and neither the locals, nor the opinion-formers can perceive significant changes in the trends. For instance, if a new annual series of events was launched, it would very likely be held only once within the one and a half year time span, etc. Community development, the improvement of the situation are processes that are difficult to grasp (even for the members of the community), tangible results may show in the long run. Thus, we can barely say that the below statements show a trend of the period concerned (e.g. that relationships improved in this one and a half year), but rather that they give a comprehensive picture of the current situation. Nevertheless, below we compare starting and closing data of the project to get the widest focus possible.

Within the project we could identify clear positive changes in the case of three hypotheses out of five, in one case a temporary boosting effect showed and in another case a stable positive trend was visible. The research is based on fundamental findings of the methodological guide on community development.[30]

5.3. Research questions

The research looked for answers to the questions below:

- How do the local opinion-formers perceive the effect of the community development process completed in each of the municipalities?
- What is the degree of social activity and community involvement in the municipalities and how do community development processes influence these?

[30] Mária Arapovics - Ilona Vercseg (ed.) (2017): Közösségfejlesztés módszertani útmutató. (Community Development Methodological Guide.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library. Retrievable from: https://cselekvokozossegek.hu/tudastar/utmutatok/. Download date: 10.07.2019

- How strong is the local community's ability to represent and assert its interests?
- What is the degree of effectiveness of the local public services (cultural institutions)? How is their relationship with the local community? How much do they react to their needs?
- What is the quality of relationships among the residents of the municipality? How closely is the community bound together?

5.4.　Description of the research sample

Within the framework of the data collection, we questioned the opinion-formers of the municipalities concerned (mayors, leaders of cultural institutions, officers of local governments and mayor's offices). In the first round, 2,476 interviews were conducted and 360 municipality reports were prepared in 360 municipalities; in the second round, 2,159 interviews were conducted and 360 municipality reports were prepared in 360 municipalities; in the third round 2,221 interviews were conducted and 349 municipality reports were prepared in 349 municipalities. Therefore, the research processed a total of 6,856 interviews and 1,069 municipality reports. The research was conducted between 1 January 2018 and 31 June 2018, between 1 October 2018 and 31 December 2018 and between 1 March 2019 and 30 April 2019.

5.5.　Presentation of major findings

The relation between opinion-formers and the community development process

In the planning phase of the research, we assumed that opinion-formers of the municipalities perceive and acknowledge the positive effects of the community development process taking place locally.

The first survey phase revealed that 78 percent of the 2,476 respondents were aware of the community development taking place in their municipality and 19 percent were not. During the third survey phase, we found that already 86 percent were aware of the process and 11 percent were not. This is clearly pointing towards a positive direction (figures 28 and 29).
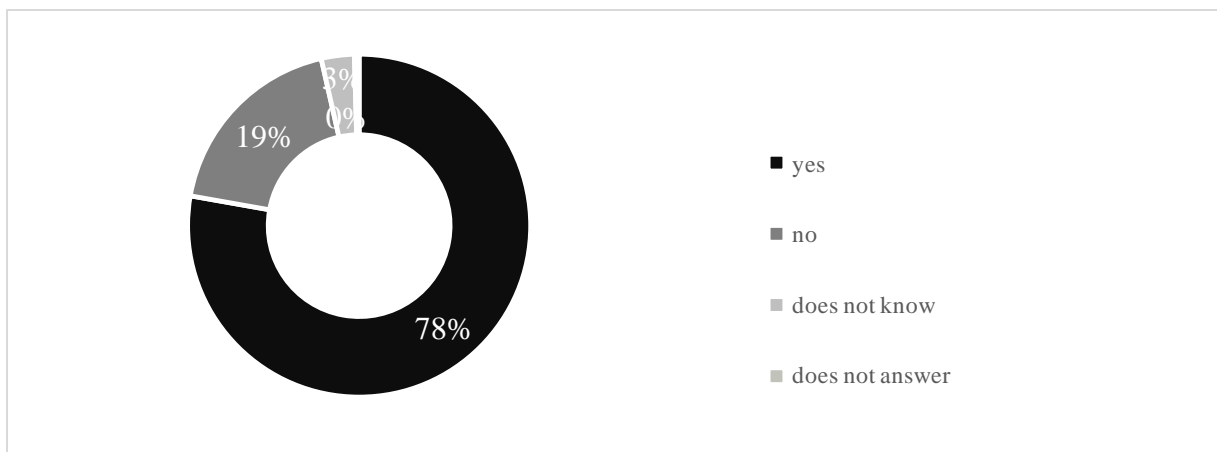
Figure 28: Awareness of the community development taking place in the municipality in summer 2018
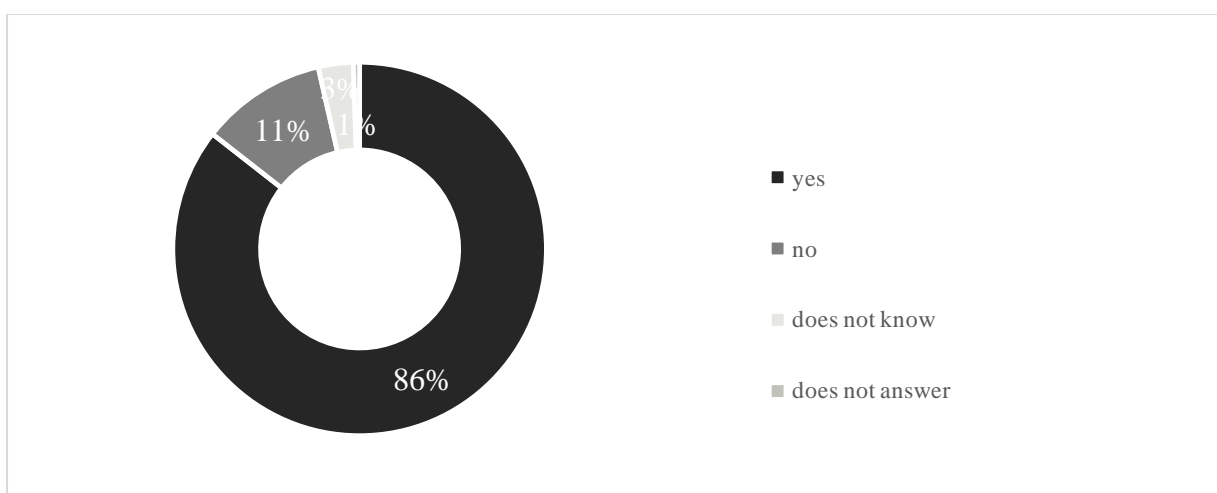
Figure 29: Awareness of the community development taking place in the municipality in spring 2019

Organisations involved in or affected by the community development taking place in the municipality received positive judgement. Only 2–4 percent of the questioned deemed the operation of these entities inappropriate within the seven criteria.[31] Taking into account all three phases, 38 percent of the respondents considered the organisations entirely appropriate in the light of their goals, 37 percent deemed them rather appropriate, 33 percent were fully satisfied based on the establishments' programmes and 42 percent were rather satisfied. As for basing on community needs, 33 percent expressed full satisfaction and 41 percent expressed moderate

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[31] Seven criteria means that organisations working in the particular municipality and involved in community development were assessed based on 7 criteria on a scale of one to five. The criteria were as follows: structure, communication, responsibility, programmes, efficiency, goals and basing on community needs.

satisfaction. Concerning responsibility, 28 percent of the respondents were fully satisfied and 40 percent were rather satisfied; when assessing communication 21 percent expressed full satisfaction, 43 percent moderate satisfaction, and we received similar results in connection with the organisation's structure (21% were fully satisfied, 41% rather satisfied). Judgement on efficiency was similar too (22 percent fully satisfied, 42 percent rather satisfied). On the whole, 60–80 percent of the interviewees were satisfied with the operation, goals, programmes and communication of organisations involved in community development and dissatisfaction was marginal (2–4%).

Quote from the municipality report of Bürüs:
'Local opinion-formers described the effect of the community development process as positive. People can be involved easier, their interest and activity clearly improved. What people mainly perceive from the community development process is that there are initiatives and that ideas the were not carried out earlier due to lack of suggestions, interest or cooperation, are now implemented. The visibility of the community development process was strongly and positively influenced by the TOP participation the results of which are already apparent. Certainly, it is the infrastructural development that most people detect, for this is the most striking change; however, the collection of the village's memories is also considered successful and popular. There is a huge need for a local community developer, a librarian.'

Quote from the municipality report of Parasznya:
'The local community functions perfectly, looking through the research of last year and this year (eight municipalities last year and three this year) this is the most active community among the municipalities I have examined. The effect of the TOP 5.3.1 project is clearly perceivable: new programmes and events are launched and organised, smaller and larger initiatives are launched. Locals are easily involved, they do voluntary work as well and people, young and elderly alike, are keen to participate in the events.'

Changes in social activity

According to another hypothesis of the research, the degree of social activity and community involvement increases in the municipality.

The analysis focusing on the period between the two dates yields important conclusions. We would like to highlight that the share of the persons questioned answering with 'I'm not aware' decreased from 25 percent to 15 percent, i.e. the awareness of the effects of community development processes was growing. It is also apparent that at the beginning of the research 47 percent of those questioned felt that community development processes stimulate community involvement whereas at the end of the research this ratio was only 40 percent and the rate of people thinking there was no such effect increased from 23 percent to 42 percent. This is due to the effect of the launch of the programmes when the awareness of the support brings encouragement but this impact is only perceivable at the beginning, later on it becomes a routine and community involvement starts to fall back to the level from before the start of the programme (figures 30 and 31). Thus, an important lesson is that community involvement can only be raised continuously by way of a series of campaigns, with a spiral development; programmes already launched easily turn into routine and their 'excitement' factor fades.
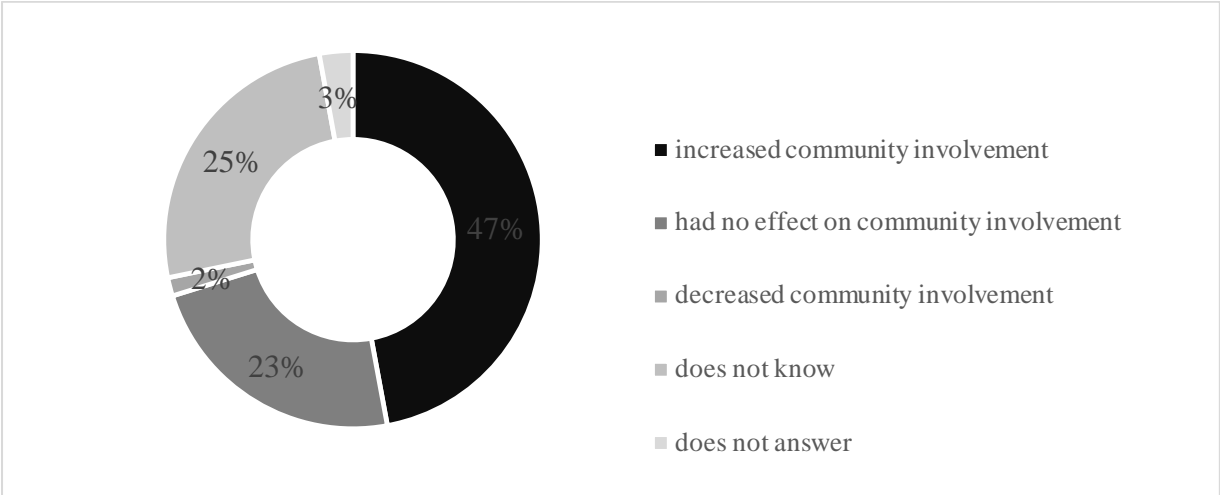
Figure 30: Effect of the community development process on community involvement in summer 2018
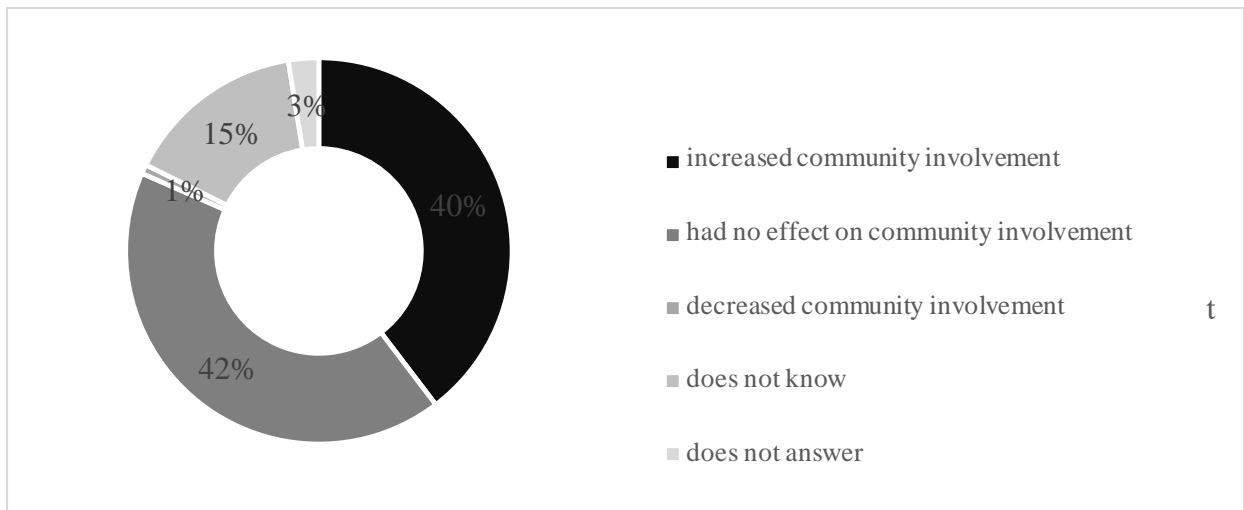
Figure 31: Effect of the community development process on community involvement in spring 2019

We got more explicit answers from interviewees regarding awareness of the participation in the Territorial and Settlement Development Operational Programme (86% of those questioned were aware) and of its effect (75% of the respondents thought it contributed to the impact of the community development processes).

As for expectations regarding community development processes, the overwhelming majority of interviewees indicated the increase of the number of participants in events (70%) and different residential initiatives (69%) and also the increase of the number of active community members as basic expectations. Expectations were not that high regarding inter-institutional communication or the improvement of the degree and quality of local publicity.

Based on the municipality reports we can state that interviewees think that community development processes had a positive effect on social activity and a good effect on community involvement.

Respondents from 9 percent of the municipalities felt that the community is strongly bound together (this is 2% increase compared to the first phase of the research) and 57 percent think that it is rather strongly bound (this is a positive judgement and shows a 2% increase compared to the first round of the study).

Quote from the municipality report of Szegvár:

'The situation of Szegvár is unique. A professionally and methodologically supported community development has already been completed in the municipality (in 2003). At that time,

residents experienced the programme's positive effects. As a result of that process, numerous NGOs have been established based on local needs. Most of the NGOs are still operating and active. They were keen on resuming community development. Their project was launched with great expectations this May. Currently, they are in the phase of conducting community interviews. No community discussion has been held yet. Based on their experiences, community development processes were generally considered to increase both social activity and community participation. They expect community development to bring new momentum and to make locals even more active.'

Quote from the municipality report of Ercsi:
'People in Ercsi also express various opinions regarding changes in their municipality; however, they are the most positive among municipalities surveyed so far. It is likely that this community is the most cohesive as several cultural institutions and organisations work here. At the same time they have no school. This is perceived by them very negatively. They would like to have a school again as they think that it could bring more possibilities to their lives. There are more local associations and self-organisation than in other settlements.'

The local community's ability to represent and assert its interest

The third hypothesis of our research was that the local community's ability to represent and assert its interests improves.

Research data are encouraging. During the period of one and a half year, the share of respondents thinking that the community is entirely able to assert its interest grew from 11 to 14 percent. The number of people being rather satisfied remained unchanged; however, the share of mixed judgment decreased (from 35% to 32%) and the share of questioned being very satisfied with the success of interest assertion also dropped (from 7% to 6%). Overall, we have found a positive change the extent of which is particularly outstanding during such a short period of time (figures 32 and 33).
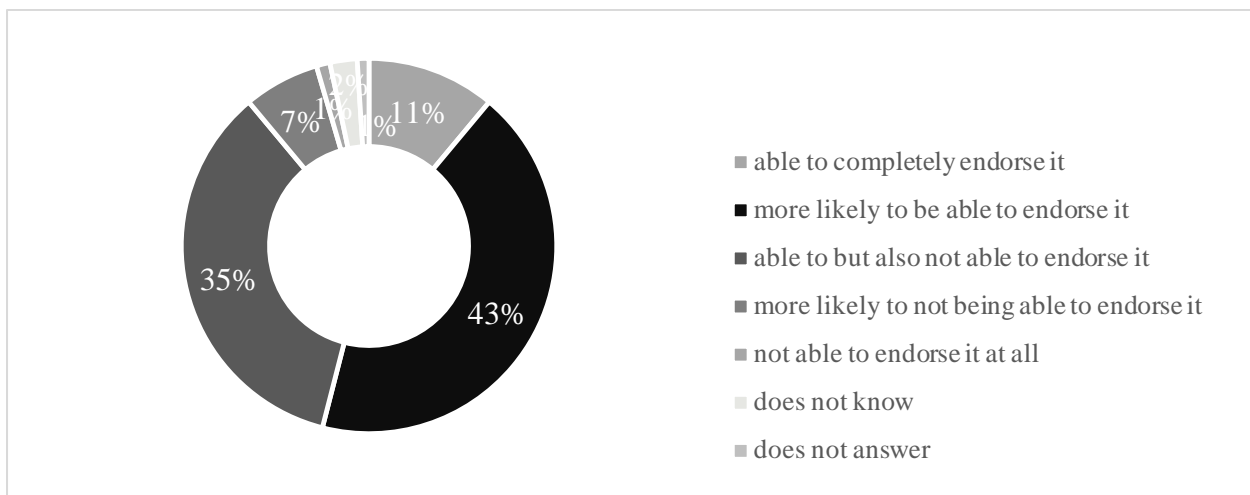
Figure 32: The community's interest assertion in summer 2018
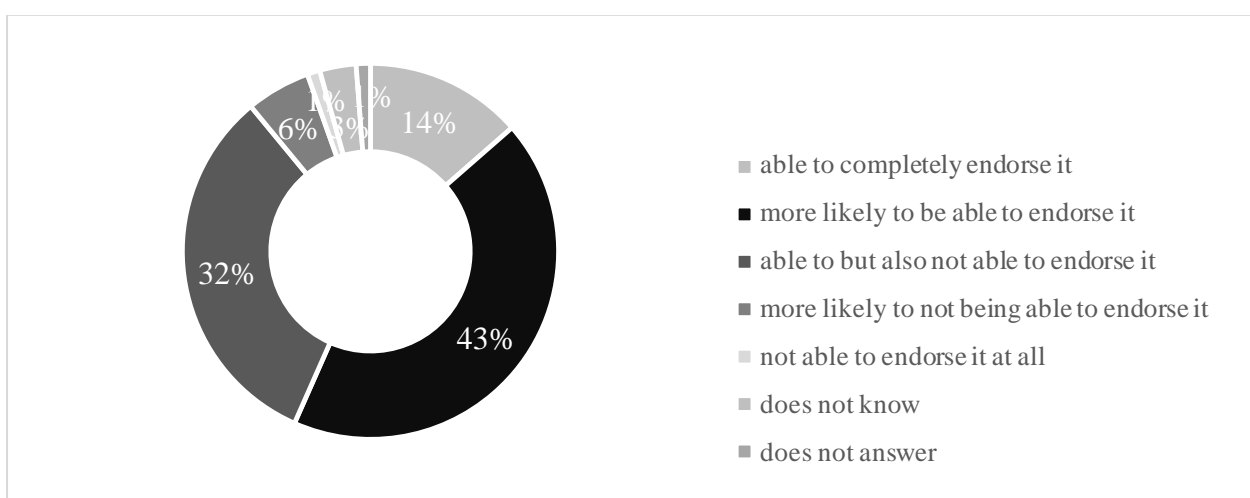
Figure 33: The community's interest assertion in spring 2019

Quote from the municipality report of Mátranovák:

Based on the answers of the respondents', the municipality could be described as one having a small community which is more cohesive than the average or particularly cohesive. However, their judgement regarding representation and assertion of their interest is not unified. No fundamental changes took place in the community. The elderly count as the most active community participants, but interviewees also defined the age group under 30 as active members. Their only community venue is the "Május 1." Community Centre and Community Library where the number of visitors was reported to have increased.'

Quote from the municipality report of Szolnok:

'Based on the respondents'' opinion, the number of residents in the town is stable, showing a slight falling trend. Respondents characterised the local community as rather cohesive. There are NGOs and self-organised communities in the town, which are able to represent their interests. Self-organised communities and NGOs have the possibility to articulate their opinions at the civil forum and to consult the decision-makers. According to responses of the interviewees, communities are performing well on the level of operation, goals and responsibility; however, there is still space for development concerning efficiency and programmes. Community discussions and the decision-makers granting space to grassroots initiatives may improve this.'

Cultural institutions' relations to the community

A further hypothesis of our research assumes that the operation of local cultural institutions becomes more efficient during the project. Local cultural institutions have close relations with the local communities: they react to their needs.

This is the area where practically no change took place between the first and the last survey phase; the difference of one percent (share of those responding 'being fully aware' grew from 22% to 23%, mixed judgement decreased from 21% to 20%) falls within the statistical error margin. This stability derives from the overall very positive opinion regarding the comprehension of community specifics on the side of the local cultural institutions; the share of those assuming lack of critical knowledge is marginal, under 1 percent (figures 34 and 35).
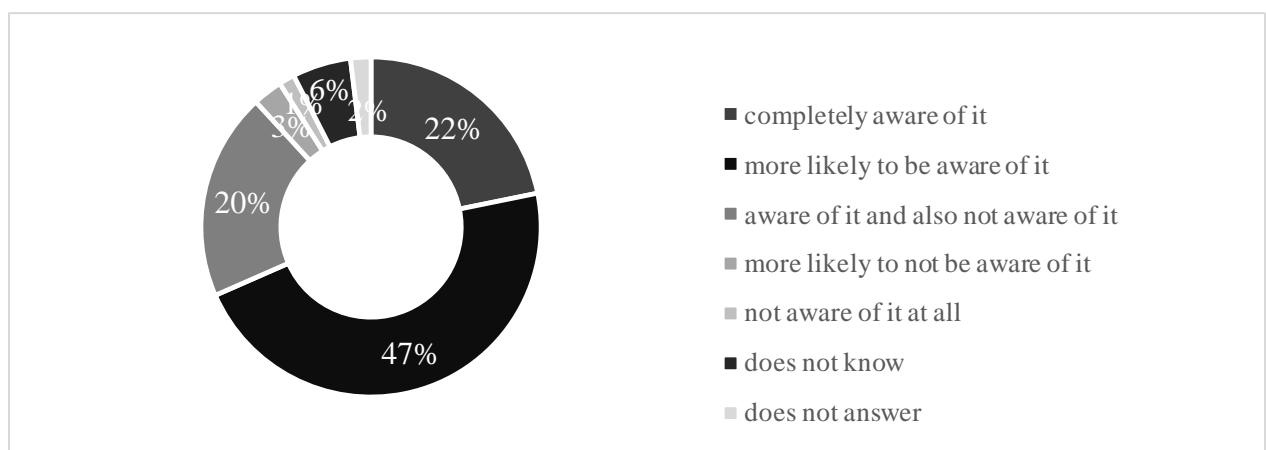
Figure 34: Local cultural institutions' knowledge of the needs of locals in summer 2018
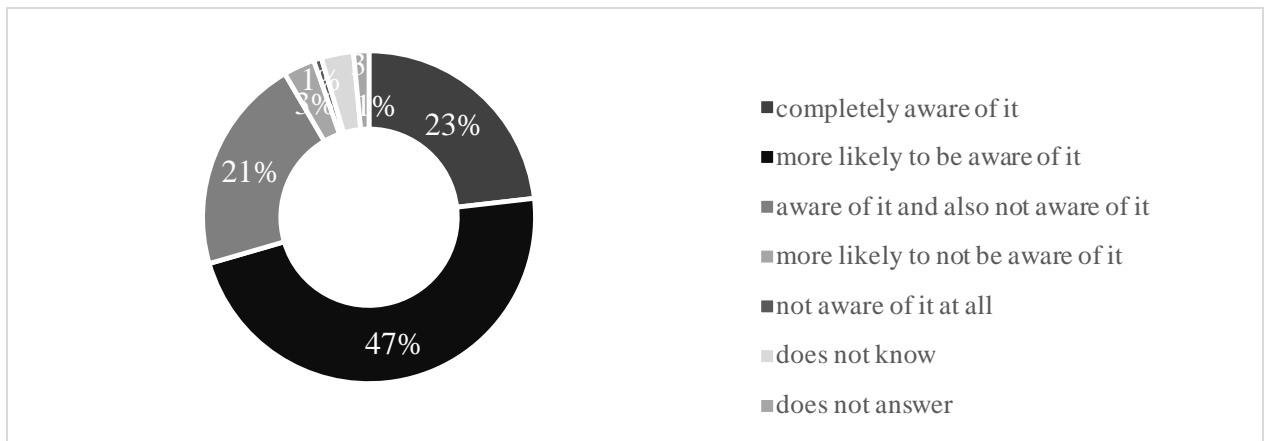
Figure 35: Local cultural institutions' knowledge of the needs of locals in spring 2019

Efficiency of the operation of local cultural institutions was deemed good by the interviewees in all three survey phases: 60 percent thought that they function rather efficiently, 16 percent thought that they function absolutely efficiently. 13 percent of the respondents expressed that institutions function rather not efficiently, 3 percent believed that they function absolutely inefficiently and 6 percent did not know the answer to this question.

The effect of the community development process on community involvement points in the appropriate direction. According to half of the opinion-formers questioned, community development processes stimulated social activity; according to 30 percent they had no such effect.

Survey results show that the effect of the community development processes on community involvement is good. 45 percent of the respondents thought that community development processes increased community involvement; according to 29 percent they had no effect on it; and 1 percent believed that they decreased community involvement. One-quarter/one-fifth of the experts did not know the answer to this question (20%).

According to the results of municipality reports, local cultural institutions fulfil an active role in most of the municipalities.

Quote from the municipality report of Libickozma:
'The population of Libickozma is rather small. According to the local representative, the number of permanent residents is 48. A decade earlier, the number of inhabitants was around 1,000 persons; however, the population has aged and significantly shrunken since. Most likely due to the small population, respondents described the local community strongly bound

together where both the leadership of the municipality and the cultural decision-makers take into account the needs of residents. In the past few years more and more people have moved to this village from larger towns particularly from the age group above 50. The only NGO of the municipality called "Mi Libicünk Egyesület" takes on a large role in cultural organisation.'

Quote from the municipality report of Mesztegnyő:
'Mesztegnyő, a village counting around 1,400 people is famous for its strudel festival and its storks. Respondents are divided between the options "the population of the municipality has not changed" and "population decreased"; most likely it remained unchanged. There is a kindergarten and a primary school too, and all age groups are present within the population. Heritage preserving, folk dance, folk music and events bind the community together; children and parents take part in these together. Local NGOs, retired associations, foundations are also active, there is a conservation group, local history association and civil guards too. The whole village is active. One of the reasons might be that most people deemed the community in Mesztegnyő rather cohesive.'

Development of the local community

In the preliminary phase of the research, we also assumed that the quality of relations among the local population improves. Relations strengthen.

Results show that relationships among the residents of the settlement strengthened, the cohesion in the municipality improved. The share of entirely cohesive community grew from 7 to 9 percent. The share of rather cohesive communities increased as well: from 55 to 59 percent. Obviously, the number of less cohesive communities decreased. It is quite favourable that it is the lowest segment that has decreased the most (share of respondents choosing the option 'absolutely not cohesive' dropped from 7% to 3%) showing an unambiguous, upward movement completely within the sample (figures 36 and 37).
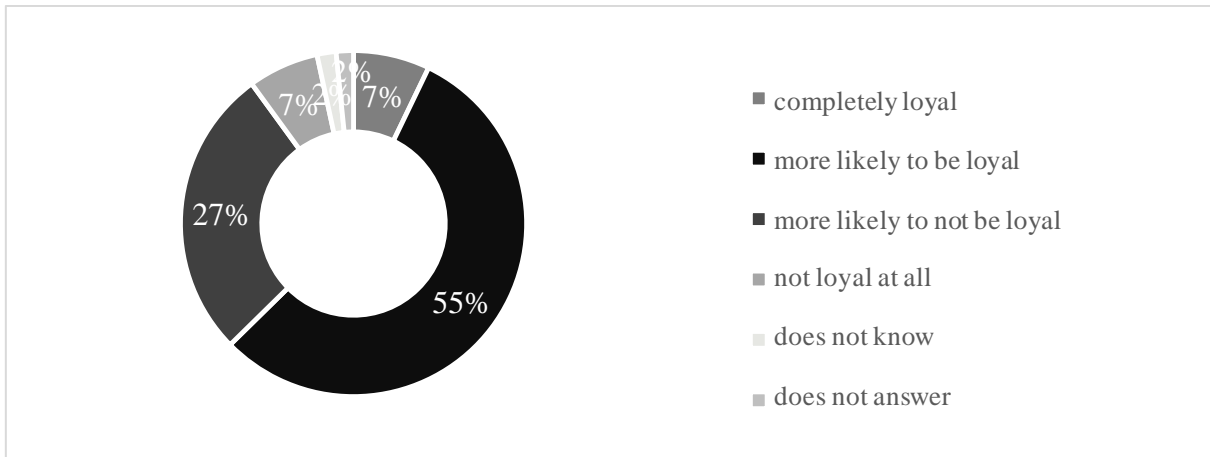
Figure 36: Cohesion of the municipality's community in summer 2018
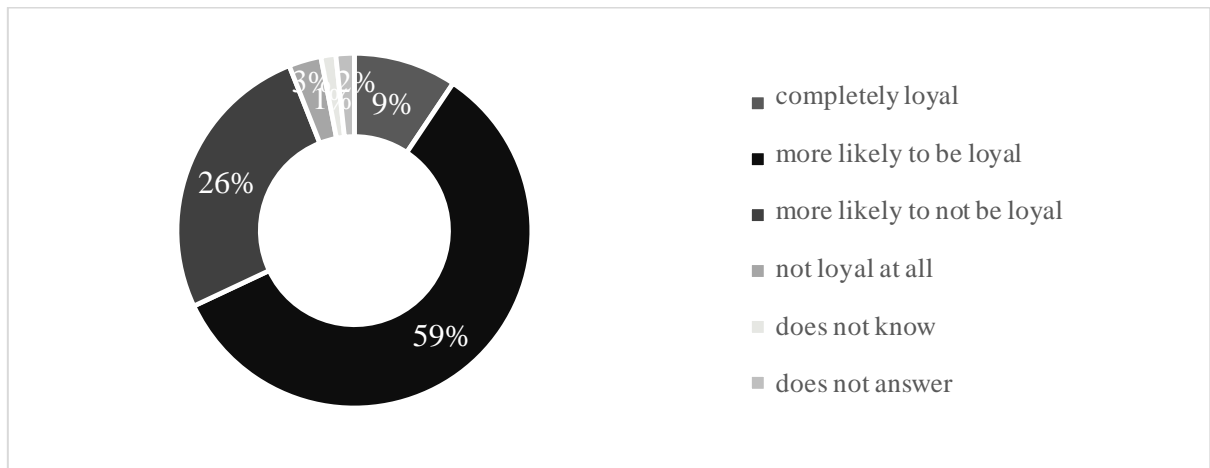
Figure 37: Cohesion of the municipality's community in spring 2019

According to municipality reports, outward migration, the moving of young, working-age population to bigger towns was a recurring problem in relation to the judgement of the community. The most commonly mentioned issue and trend is that of the ageing population and the decrease in the number of residents. Regarding the elderly there are mixed considerations: although their involvement in community actions seemed difficult, yet in many municipalities it was their age group which was the most active and in some cases they were the only community in the village. Answers of interviewees highlighted a trend of working-age population commuting to another municipality to work. These people do not take part in local community development processes, it is difficult to engage them in their remaining free time. Reaching the youth is difficult everywhere: this was the second most common issue mentioned in the interviews.

Where community was considered strongly cohesive, the school, kindergarten, retirement association and/or the municipality's leadership generated the cohesion. Different associations and clubs had an important role and the most common self-organised communities were sport, folk dance groups and choirs.

Interviews showed that where events and organised programmes had been held, people usually attended these. Heritage preserving events and regular programmes (village days, festivals, etc.) exerted a very good effect. In many cases the organiser was an (often unqualified), agile person who served as the driver of community development. Such persons are worth highlighting and supporting.

In cases where the community was considered weak and disparate, many times the issue of the hard-to-reach minority was pointed out and that, although tourism was developed in the municipality, this did not present a cohesive or even motivating force for the local community.

Quote from the municipality report of Gyugy:
'Another municipality in a territory of small villages in Somogy county is Gyugy, where cultural life is outstanding compared to the average. Worthy of its reputation in the vicinity, the fair of Gyugy is organised every year. The municipality was even recognised for reviving this folk tradition. Sights of the municipality, the church from the Árpád era with the stations of the Cross, the belfry, the Millennium park and the First World War monument park usually serve as venues, cultural programmes at the events, and they are popular tourist destinations too. These sites have also been renovated together with the building which gives house to the mayor's office, the municipal library and the local doctor's practice. Currently, the community centre is being renovated.'

Quote from the municipality report of Gige:
'People living here are strongly bound together, interviewees gave various answers to the question as to what they consider community platform. The Community Centre, the church, the kindergarten and the building of the municipality office are important for them, these entities bring them together. Ageing of the population is characteristic here too; however, there are also new inhabitants moving here. The kindergarten reopened after 40 years; this has a strong effect and is a great benefit for families with children. New jobs have also been created as a result of this. Roma people also live here; they are represented by the Gige Roma Association. The mayor is strongly bound to the village and perfectly clear about the needs, thus she enjoys

great respect. She is active in both organising and implementing the programmes. The structure of the community is family-oriented; kindergarten programmes engage the parents and grandparents too (pumpkin carving, play days, Easter folk traditions). It is positive that interviewees are satisfied and like living in the village, the community is coherent.'

Cultural institutions' relations to the community

Interviewees perceived significant changes and positive trends upon the launch of the project. During the programme, the sense of novelty decreased due to things already in progress were not considered new and people did not feel so excited anymore, or the frequency of the survey dampened the sensitivity of the respondents.

Interviews show a trend of large cities having various, well-functioning cultural institutions. In rare cases there are particularly numerous community platforms and these usually entail many programmes. The other extremity is where there is virtually no cultural life, but the number of these is marginal. Most of the descriptions are nuanced. In answers regarding cultural institutions we sensed positive efforts more strongly than the listing of problems; people tended to tell about what they have in their municipality and not what is missing, and they also shared plans and desires (figures 38 and 39).
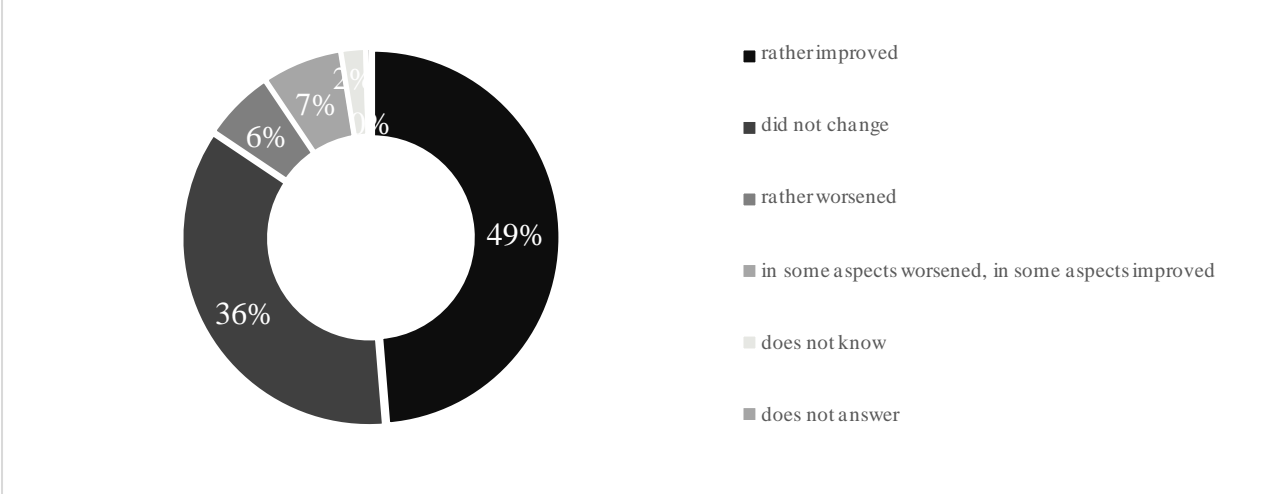
Figure 38: Change of cultural life in the municipality in the past half year in autumn 2018
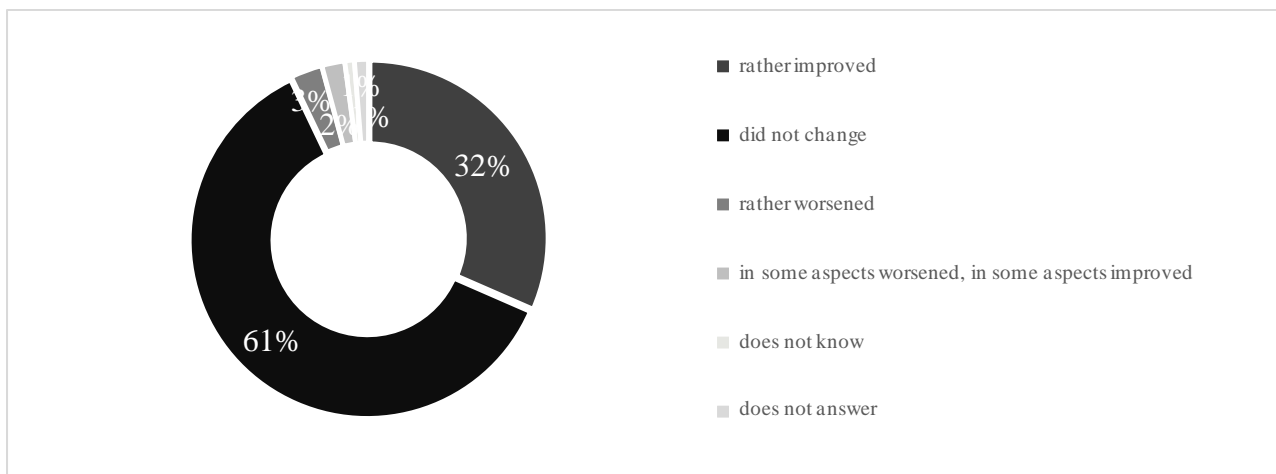
Figure 39: Change of cultural life in the municipality in the past half year in spring 2019

Qualitative data were quite divergent, there were not many balanced answers, typically positive descriptions were in majority. Respondents are keen on their local cultural institutions (out of which the library is particularly important, especially where no other entity functions) and they feel that they know their needs. Although there were many positive answers, we have also seen instances where interviewees did not perceive any links or community creating force. Accurate proportions or balance may be found in the quantitative data.

In many places, particularly in small villages, the concept and role of the community platform and public education institutions merged due to similar functionality, to the nature of operation and in many cases also due to the shared employee. The community role of museum institutions is smaller, the primary platforms are libraries and community centres; however, the site of sport events and the local Integrated Community and Service Space (SCS) are also important community platforms. There are many infrastructural deficiencies and buildings requiring renovation.

Libraries

The most common criticism of libraries was the inconsistent working hours (in smaller municipalities); however, they were valued for having computers and Internet connection. Tenders have an important role in community development as they give municipalities the feeling of success. Impressive and always outstanding are the results of tenders on improving the appearance of the municipalities.

The lack of financial assets and experts were identified as common phenomena as well as the importance of the enthusiastic local actor, the engaged local 'hero' always giving momentum to the community life. The huge need for libraries' supplemental services (e.g. Internet connection, photocopying, administrative and public processes) was obvious. It also emerged from the results that the role of NGOs is very significant in the municipalities, especially in places where no cultural institutional systems have formed yet.

The presence of local libraries is decisive in the communities, only 4 percent do not have any. 58 percent of them may be considered active on the level of organising and developing local community, the rest tends to be rather passive, although the mean has the highest share: looking at libraries from this aspect, one-quarter (25%) of the organisations may be deemed neutral. The trend is mainly directed towards active involvement: the share of libraries having a significant community role is five times higher than that of those not having any. This proportion is entirely the opposite of what we found in the evaluation of museum institutions. On county-level, libraries are the most active in Nógrád (44%) and Tolna county (40%).

As mentioned above, the presence of local libraries matters a lot for locals, only 4 percent of the municipalities have no library at all. In one-fifth (22%) of the cases, their evaluation is very positive, respondents think they serve the needs efficiently and they easily find the best approach to locals. In the highest part (38%) of the instances, judgement is rather positive, the relationship is good. One-quarter of the municipalities gave the mean (25%) and one-tenth (12%) of residents felt regarding local libraries that this relationship could be improved. Data show that local libraries are active, they have an important role in community life and most of them succeed in finding the best common approach to locals. The most outstanding performance in this field has been reached by local libraries in Bács-Kiskun and Zala counties.

During the project, the most typical value for the number of visitors was 10–50 per week (this value was presented with 43% during the first survey and with 50% during the third survey); however, the rate of 51–100 visitors increased by 2 percent (from 9% to 11%), and parallel to this, the share of visitors under 10 decreased throughout the three rounds of the research (figures 40 and 41).
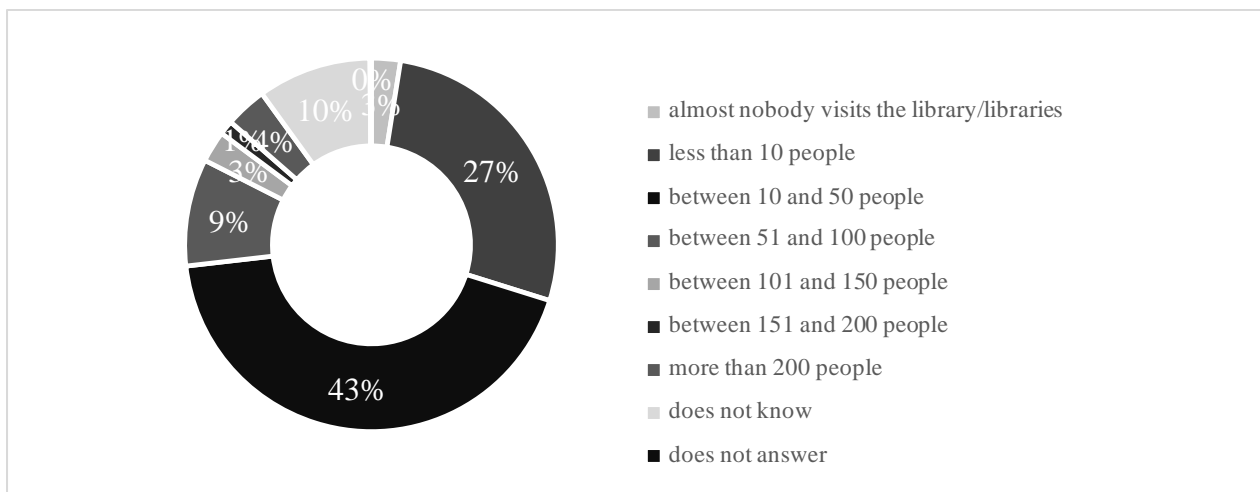
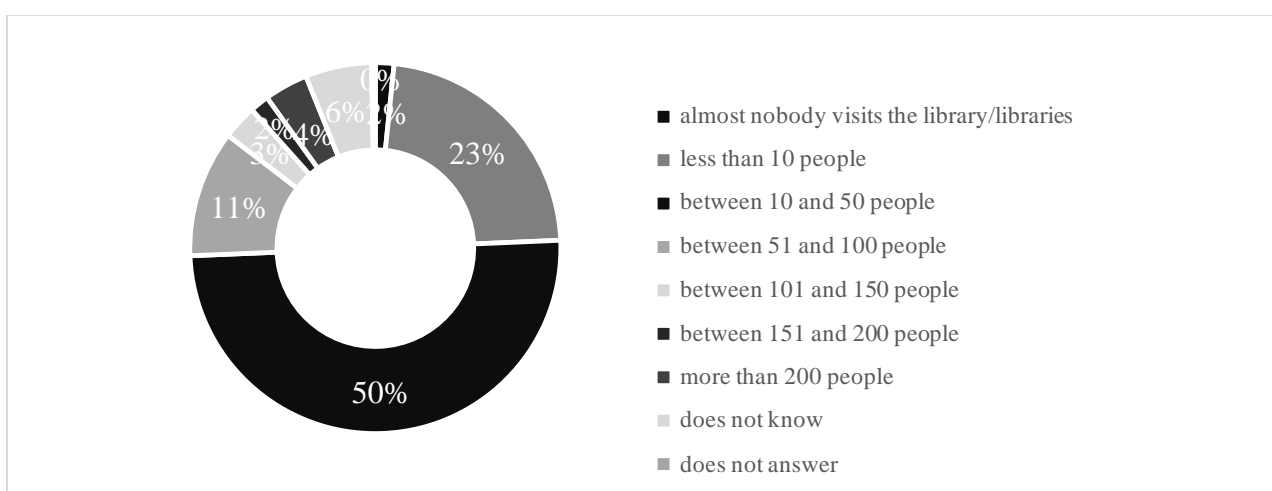*Figure 40: Assessment of the number of visitors per week in libraries in autumn 2018*

Figure 41: Assessment of the number of visitors per week in libraries in spring 2019

According to the interviewees, libraries are typically visited by children and youngsters (86%), mostly by locals (70%), 64 percent of visitors are elderly people, 51 are women, 37 are men, 32 are working-age people, 29 percent have secondary school diplomas and 26 percent of the visitors are inactive. The share of visitors with university/higher education degree was only 23 percent, and a very similar rate (20%) was found in the case of visitors with low educational attainment. According to the respondents, only 11 percent of the visitors came from another municipality. (figure 42)
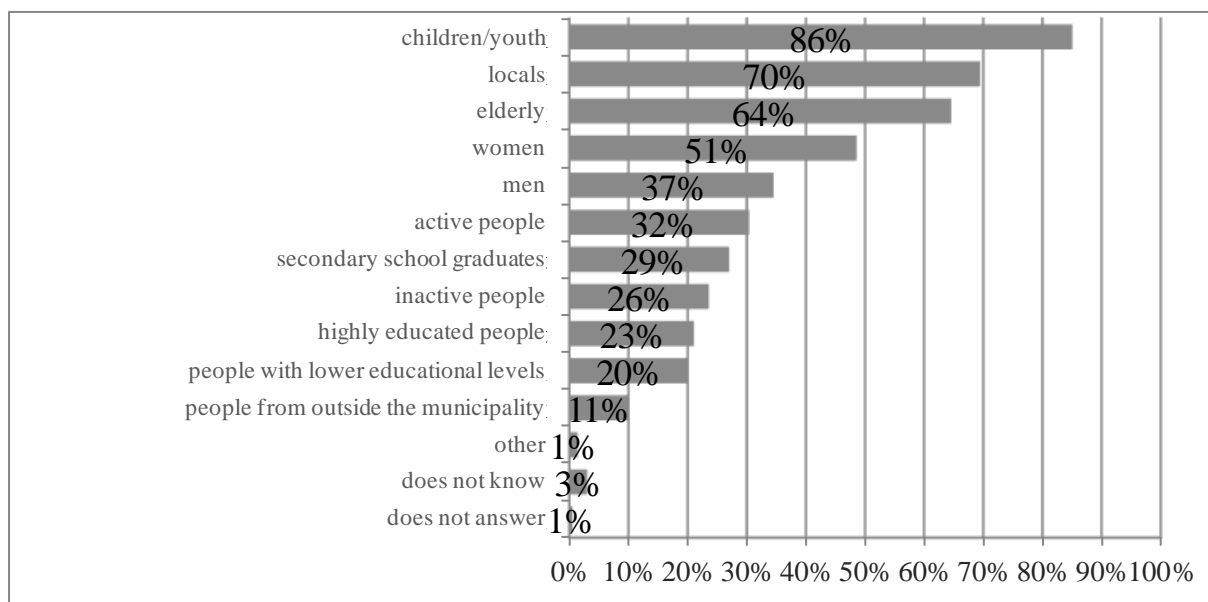
Figure 42: Typical library visitors according to the average of the three surveys

Quote from the municipality report of Szágy:

'Cultural institutions working in the municipality absolutely take the needs of locals into account. Naturally, there is no other way in such small rural settlements as eventual needs are immediately articulated. I would like to highlight the library as the centre of local community life: this is where lots of people go to, people talk with each other, exchange information and are happy to spend their time. The friendly, resolute librarian also immediately finds the way to people. The community centre hosts the usual programmes and events; however, there have been cases when they co-organised trainings and courses with the county's job centre and the application and participation was managed jointly from the community centre.'

Quote from the municipality report of Sajókeresztúr:

'The Community Centre, Library and School Library focus on the locals' needs both during daily functioning and in relation to the organisation of larger events. The institution cooperates with the local government, NGOs, self-organised communities and other local bodies to take on a decisive role in the organisation and carrying out of larger events and programmes (destruction of the "kiszebáb'", a straw puppet symbolising the winter, Challenge Day, Village Day, Advent, I Love Hungary, International Meeting of Municipalities Named Keresztúr, etc.). Regular programmes (e.g.: Moms' and Babies' Club) and services offered also root in local needs. An exemplary initiative of the library is that it expands its offer in line with the wish list of locals. The institution is the centre of cultural and community life. It also cooperates with the Sajókeresztúr Foundation and the 'Őszi Napsugár' Club of the Retired. Projects financed

from EU funds (Social Renewal Operational Programme, Human Resource Development Operating Program) also contribute to the strengthening of the municipality's cohesion.'

Public education institutions and community platforms

According to respondents, almost one-tenth (9%) of the municipalities do not have any local public education institution or community platform. On the other hand, in places where these were present, their significant role and involvement may be ascertained: In 62 percent of the cases, their involvement is considered rather active. What is even more important: only 8% of the responses suggested that the local public education institution remains passive in this field. According to the qualitative picture created by the interviews the relations between public education institutions and the population are good: the institutions are aware of the needs of locals. The serving of locals' needs is appraised and people also valued and found it important to have a permanent, designated person in the municipality who deals with the community, helps and pursues different tasks, administrative duties to be solved.

The evaluation of relations between local public education institutions and the population is dual. One-quarter of the respondents (24%) were neutral in relation to this question and 38 percent of them deemed the situation rather good, their opinion is that these institutions rather serve the needs well than not. However, it is typical that a total of 62 percent of interviewees were inclined to a mixed judgment, one-fifth (21%) of them choose the option 'absolutely good', one-tenth (8%) felt it is 'absolutely improper'. Although the final result is a rather good assessment in both the neutral and the absolute answers, this shift is yet to be improved.

As for public education institutions the organisation of events and the dissemination of information and knowledge are the most common types of activity (values between 89–67%). These are followed by a large share of exhibitions, cultural events and ad-hoc activities, whereas international cooperation and professional counselling have the smallest role which is likely due to the institutions' profile too (figures 43 and 44).
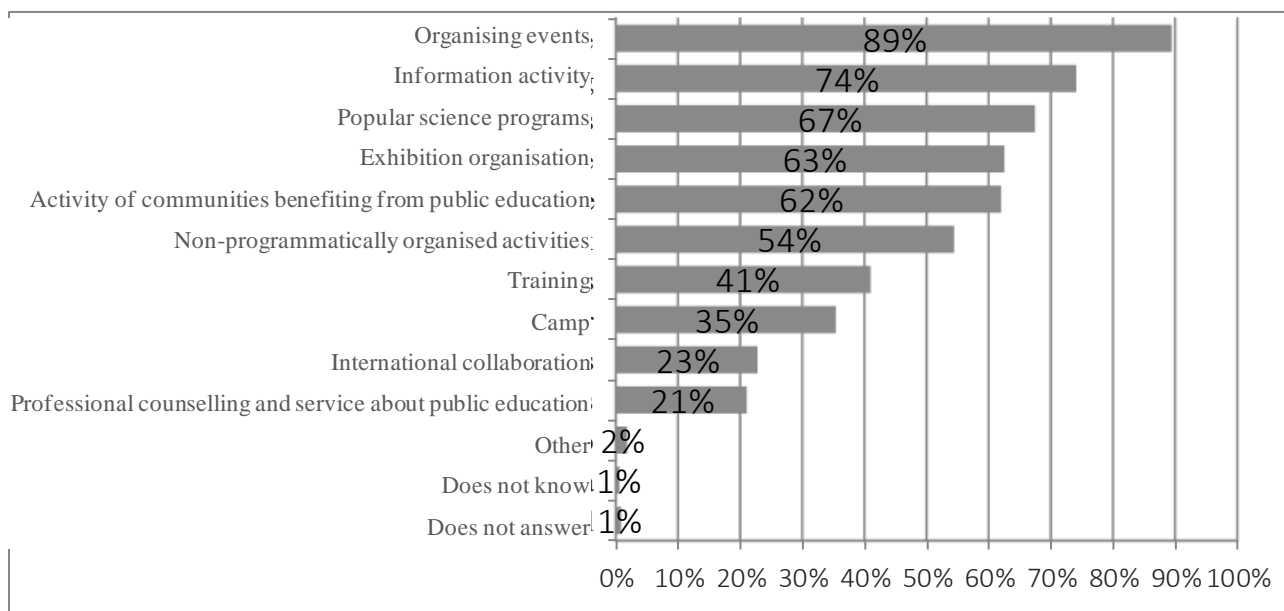
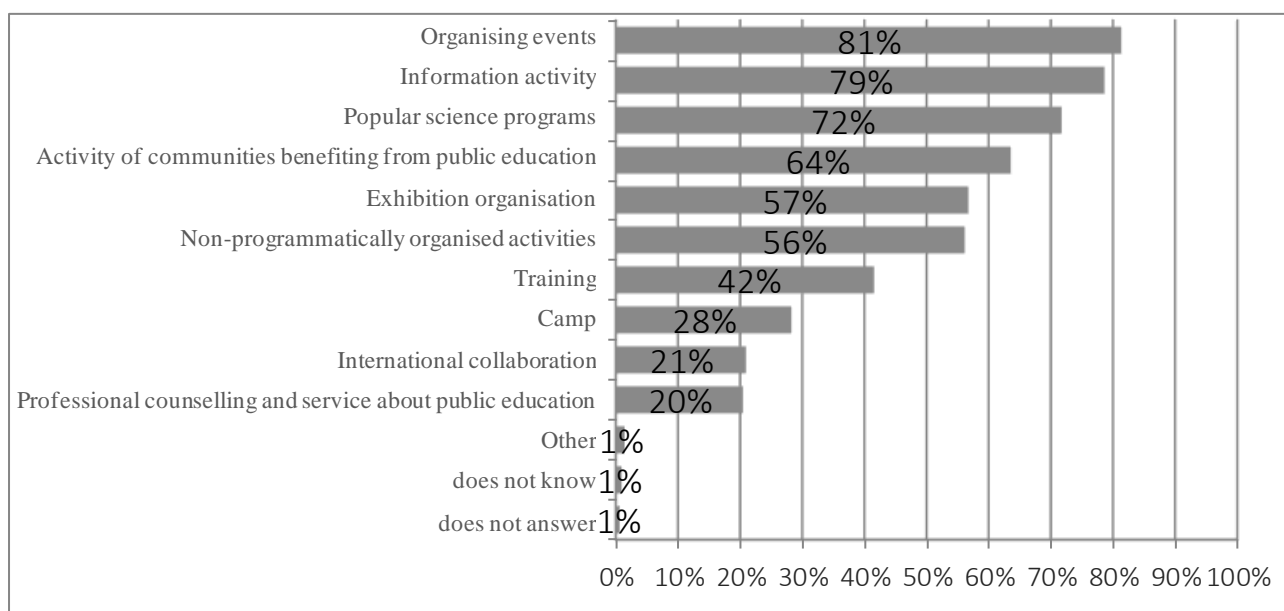*Figure 43: Tasks carried out by public education institutions in the summer of 2018*

Figure 44: Tasks carried out by public education institutions in the spring of 2019

The question 'Who are the typical visitors of public education institutions' was answered similarly in all three surveys, we only found minor differences. According to cumulated results, visitors are most typically children and youngsters (84%) and locals (80%). They were followed by the elderly (74%) and women (57%). According to interviewees, almost half of the visitors (44%) were men and there were nearly as many (41%) active people. One-third (29%) of the visitors were people with secondary school diploma and a similar share (27%) was given to inactive people and to people with low educational attainment (26%). One-quarter of the

visitors (23%) were made up of people with higher education, just as many as visitors coming from other municipalities (22%). We found that the typical visitors were the local elderly and families. We would like to point to the high share of inactive persons and to the fact that people with higher level of education participated in the various events in a larger share than their portion within the population (Figure 45).
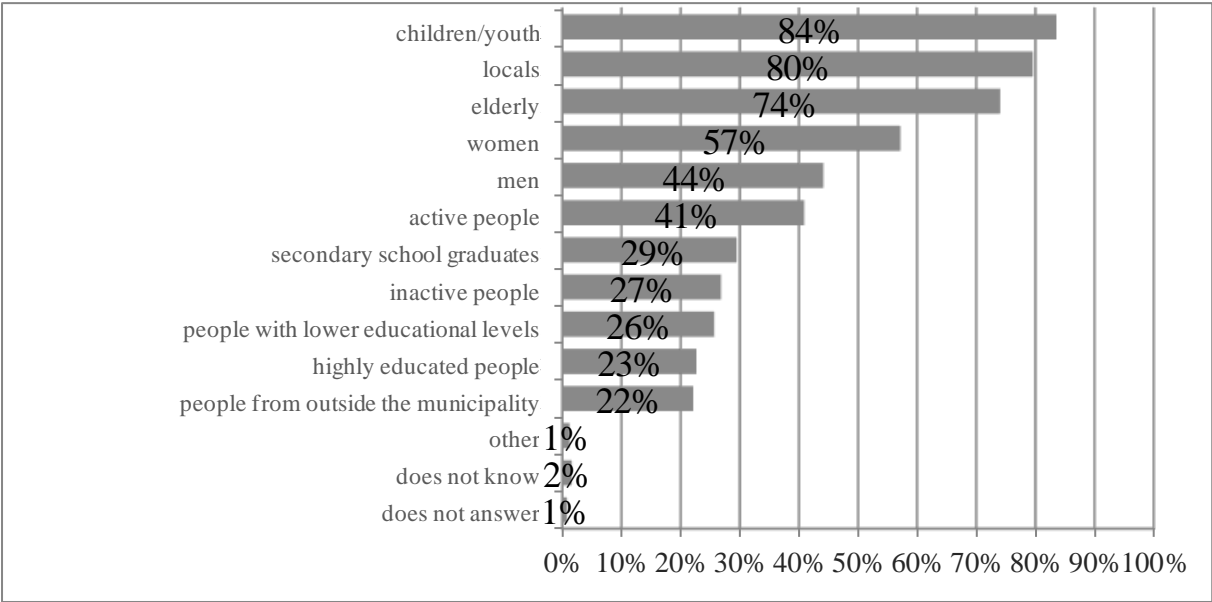
Figure 45: Typical visitors of the public education institutions according to average of the three surveys

Quote from the municipality report of Kunszentmárton:

'According to the interviewees, there is a significant change in cultural community life. I can see a clear improvement in the assessment of the work of public education institutions, as all respondents mentioned the variety and frequency of events which attract new visitors and encourage further community actions and organisations. When questioned about the visitors of public education institutions, I got the clear response that people with lower education do not tend to visit these institutions. Community platforms are an exception: these are used by people with low education just the same. When talking to the employees of the Kunszentmárton Community Centre, I have learned that in organising their programmes they consciously strive to involve the communities and form new ones. With the same aim, they attach great importance to preparation of tender applications and carrying out projects. As for community initiatives and community development processes, respondents mentioned community-based situation analysis. From the answers on present communities and residents of the municipality I conclude

that there is still space for development as far as community cohesion is concerned. (Although interviewees have not given low values when asked about the degree of cohesion.)'

Quote from the municipality report of Heresznye:
'Locals named the Community Centre as the most important public education institution in the municipality. Only 3–4 programmes are held here per year; however, this institution houses the local library, thus, these two are not separate in the public mindset. Programmes are linked to the festivities of the calendar year and they organise a Village Day every July. Organisation is taken care of by local volunteers, there are already set fields of responsibilities...'

Museum institutions

Results of our study show that many municipalities do not have a museum or museum institution at all (60% and 59%). However, in places with a museum, respondents thought that the number of visitors increased: in the first survey a growth of 30 percent was reported in the past five years, in the third survey an increase of 6 percent was indicated for the past half year. The largest share (41% and 69%) of local opinion-formers choose the option 'did not change'. (figures 46 and 47)
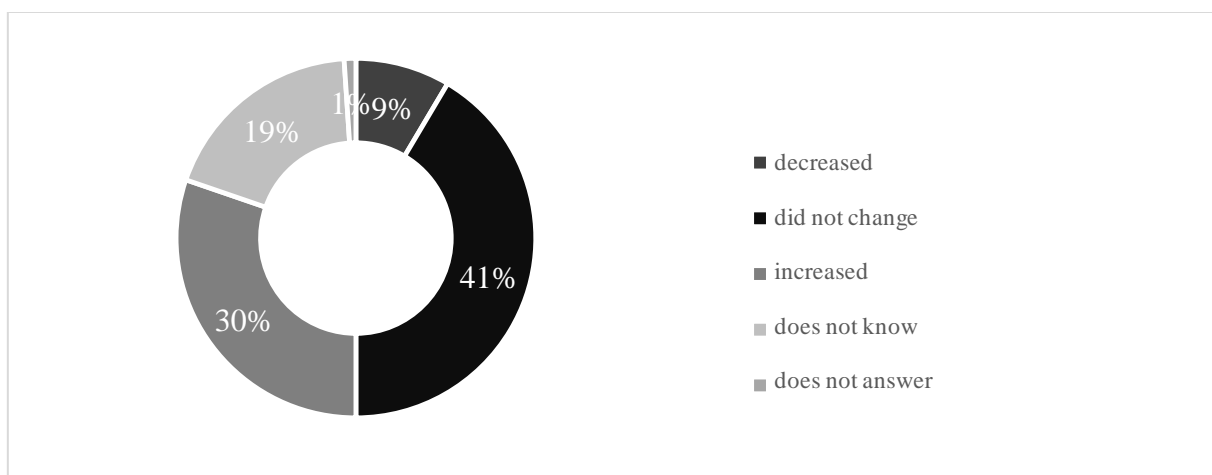

Figure 46: Change in the number of visitors of museum institutions in the past five years in summer 2018
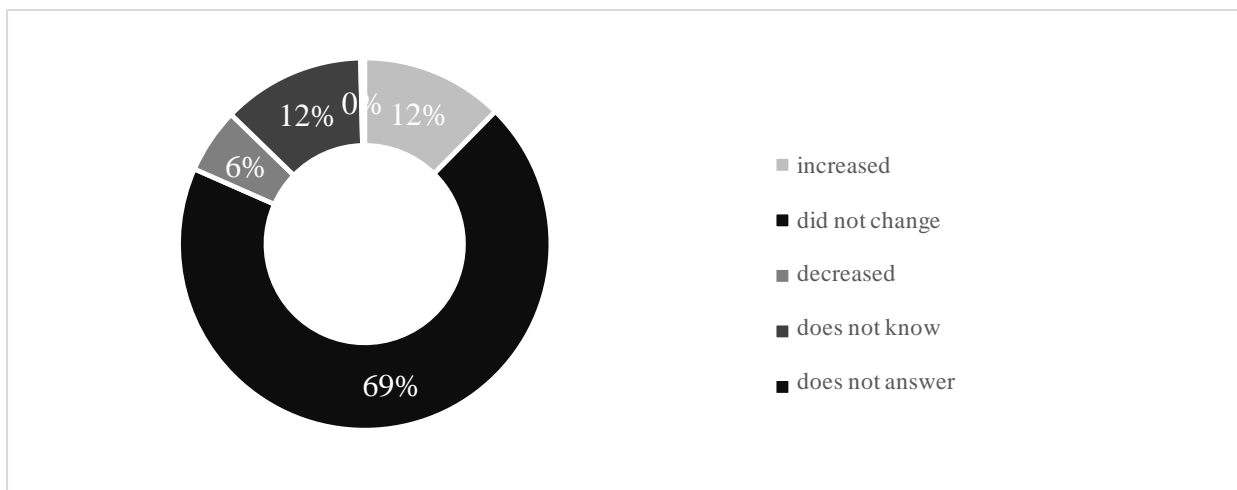
Figure 47: Change in the number of visitors of museum institutions in the past half year in spring 2019

According to local opinion-formers, museum institutions are rather not able to gain the attention of and engage the population; 15 percent think they rather serve the needs efficiently than not; however, nearly as many people (10%) believe that they are absolutely unable to reach the local population; in addition, the mean shows a similar deviation too (14%). Survey data reflects a very mixed judgement of the relation between museum institutions and locals: only one-third of the interviewees think museums can build relations, two-thirds believe the link is neutral or rather passive.

In many municipalities we have found exhibition on the local history, museum of local history, traditional rural exhibition houses (tájház) which did not have permanent working hours, they could only be visited upon request or keys must be asked for. Programmes are only held in these establishment infrequently, they are rarely visited, and the visitors are mostly smaller student or tourist groups, not locals. There was some exception; mainly museum pedagogy courses were mentioned in this respect.

Children and youngsters were considered the typical museum visitors (74%) and the third largest visitor group was of people from outside the municipality (65%). The elderly was mentioned in 65 percent of the responses (the second most common option), locals made up half (51%) of the visitors. As for gender balance, the share of women (43%) and men (38%) is close and active persons (32%) as well as people with high education attainment (29%) are represented in a high portion too. 27 percent of visitors are said to have secondary school

diploma, 23 percent of them are inactive. The least typical visitors of museum institutions were considered people with lower educational levels (19%).

Quote from the municipality report of Mezőkövesd:

'According to interviewees and my own experience, local cultural institutions and museums do excellent work. People can choose from a great number of programmes in the museums, the number of visitors is around 100–150 per week, i.e. ca. 600 persons per month. This figure is a good result for a municipality like this one. In the last half year, the number of visitors has dropped; however, according to the interviewees this is only due to the winter working hours.'

Quote from the municipality report of Karcsa:

'In Karcsa, the Nagy Géza Cultural Centre houses the Library, Information and Community Space. where free Internet connection and printing possibility is provided too. Public institutions have been fully renovated. Holiday-related sessions are frequently organised for children and youngsters. This building hosts a permanent wall carpet collection and a permanent exhibition of photos from the old times through which we can learn about the everyday life of locals. e.g. how manual harvesting was done, how people dressed for weddings and other occasions. These photos were gathered in the village and exhibited in uniform size, with sepia filter. The local Committee for Repository of Values is still almost obsessed with collecting handwoven carpets and furniture from the old rural houses. They gathered so many hand-embroidered fabric that they do not fit in the Folk house anymore. Woven fabrics related to the ecclesiastical ceremonies will be displayed in the Reformed Church built in the Árpád era. The heritage and library of Nagy Géza, ethnographer is exhibited in the renovated house where he lived. Accommodation and a kitchenette have also been set up here for researchers. Unfortunately, the local government cannot employ many people.'

Community development process

Relationship to the community development process

Data processing, analysing and the publication of results also suggest that the sample selection was successful. Subjects from the different fields of responsibilities are evenly distributed; every role is well presented. The largest group is that of the viewers (25–31%) and organisers (25–26%), but decision-makers (13–16%), leaders (4%), implementers (10–13%) and consultants (6–8%) were represented as well. (figures 48 and 49)
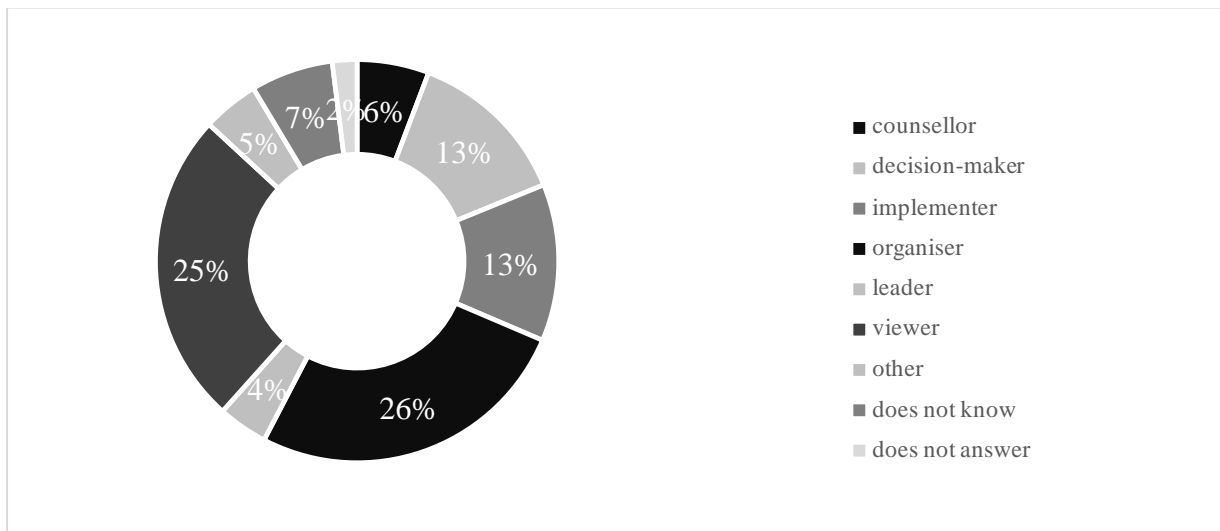
Figure 48: Relationship to the community development process in autumn 2018
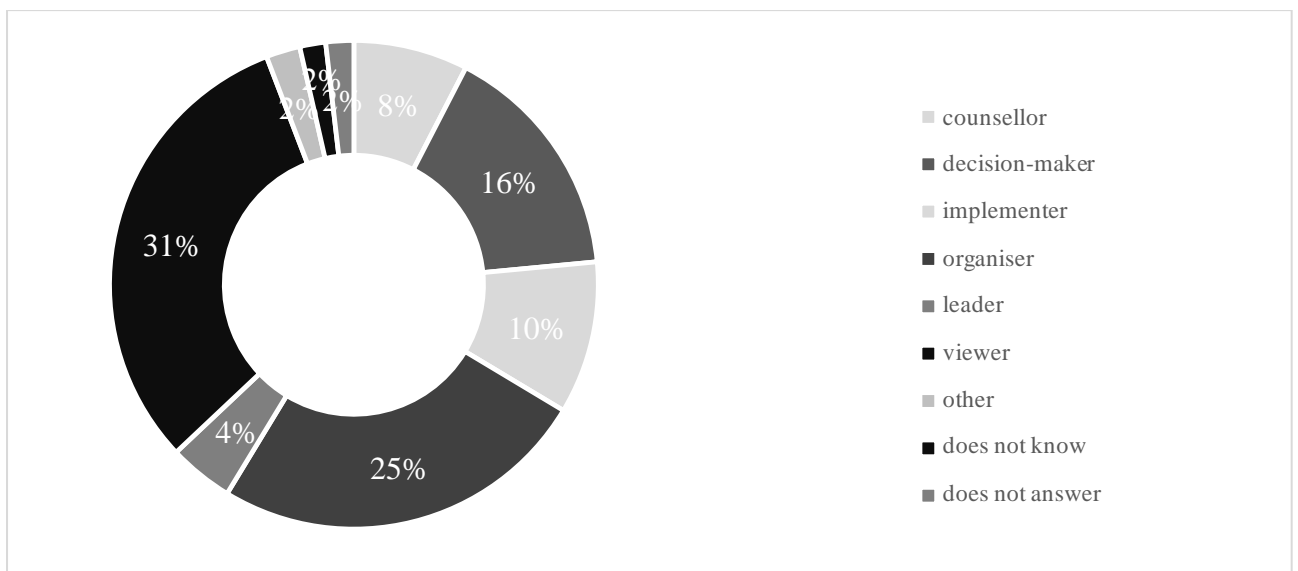

Figure 49: Relationship to the community development process in spring 2019

The development goals of entities involved in community development are mostly (61% and 63%) community-oriented, i.e. situation analysis is carried out by the community. According to 19 percent of the responses, development is community-oriented and supervised by and expert at the same time. The share of community development exclusively governed by an expert increased during the project (from 5% to 8%), and the share of the option 'I do not know' dropped, which is a positive outcome (figures 50 and 51).
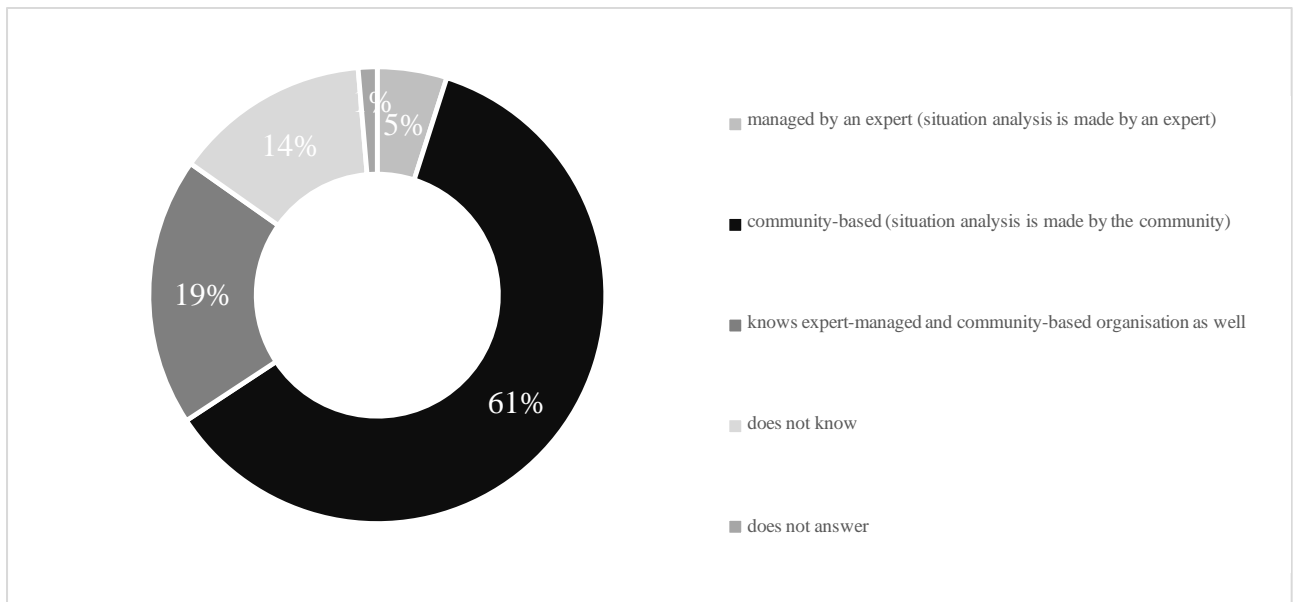
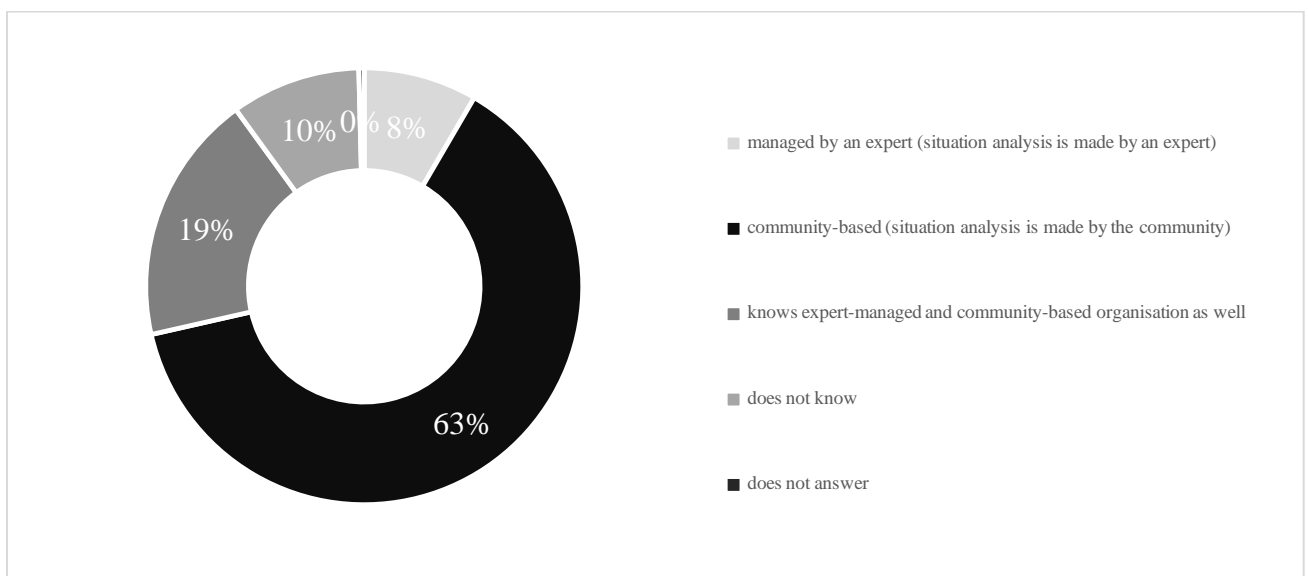*Figure 50: Development goals of entities involved in community development in autumn 2018*

Figure 51: Development goals of entities involved in community development in spring 2019

Regarding community development processes, the most important expectation of the respondents (with a deviation of 1–2% between the three surveys) is an increase in the number of participants in municipality events, the improvement of the relations between those living in the municipality, and an increase in the number of people involved in community life and community activities. The least significant expectation was the expansion of local public platforms, the improvement of their quality and the increase in their use (figures 52 and 53).
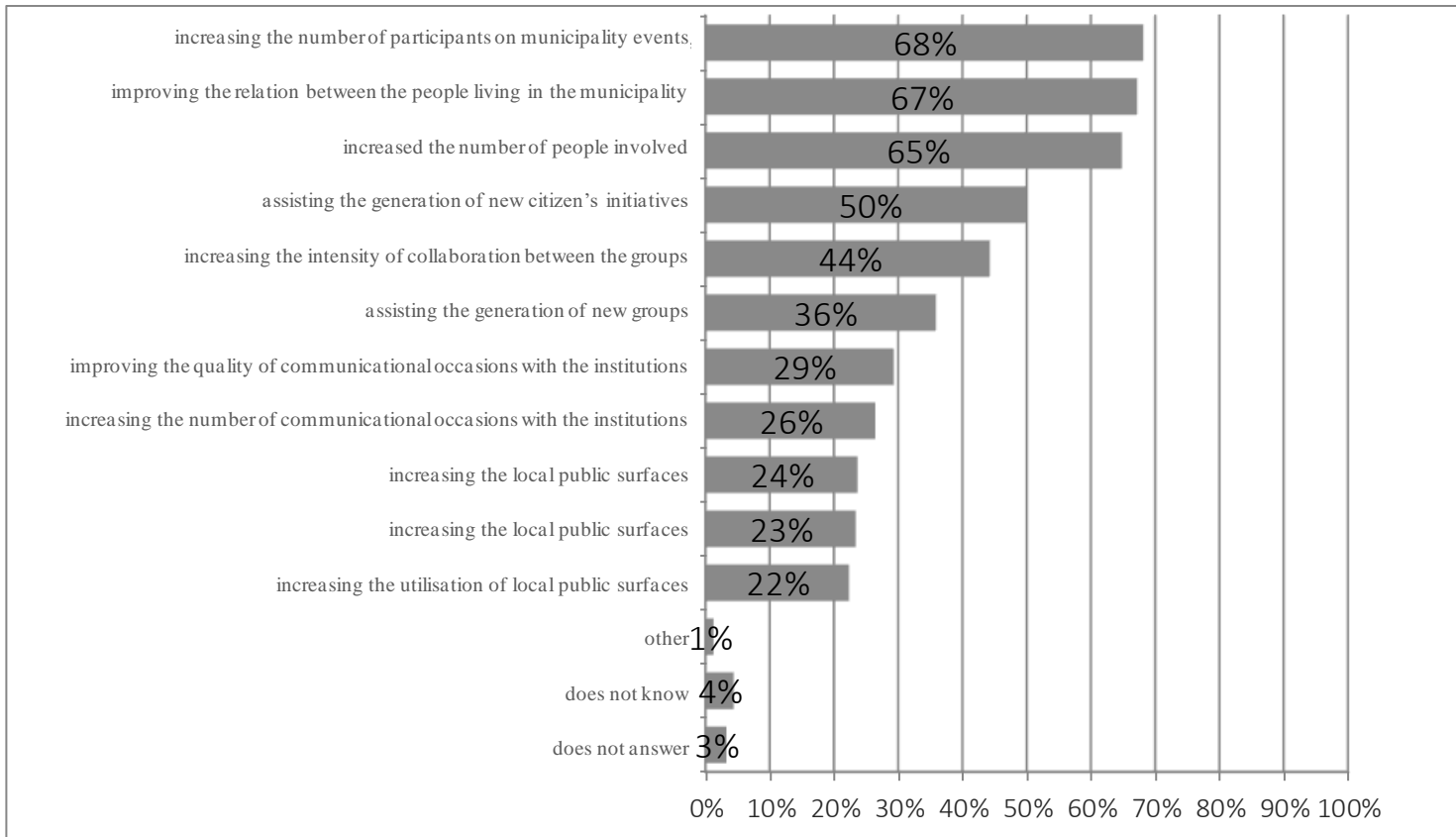
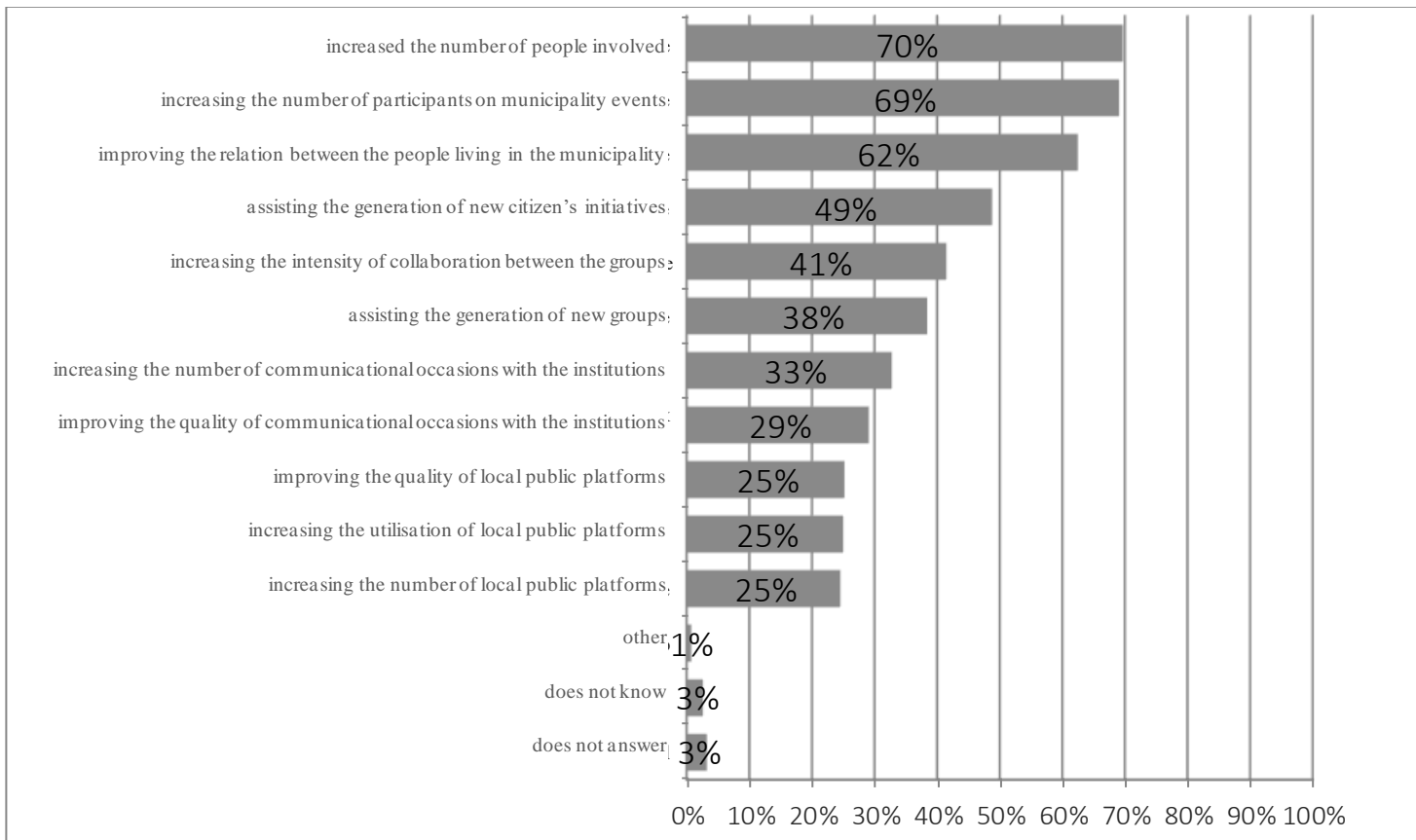*Figure 52: Expectations regarding community development processes in summer 2018*

Figure 53: Expectations regarding community development processes in spring 2019

Quote from the municipality report of Mozsgó:

'This is an orderly municipality with an engaged mayor who supports local civil initiatives. The Association for Mozsgó regularly organises events (tree-planting for newborns, Rooster Festival, Chapel Culture). The club for the retired binds together the elderly of the village; however, they are not very active. Initiators of programmes and events are the decision-makers and opinion-formers; NGOs are rather participants and implementers.'

Quote from the municipality report of Bárna:

'Bárna is one of the best developing municipalities among those I have examined in Nógrád county. A major positive change started in the community four years ago. This is due to the person of the mayor and his engagement. Locals are engaged as well, the community culture institutions and platforms are strengthening. The activity of the 4KŐ Cultural Association is decisive, it significantly contributes to the flourish of the municipality's community and cultural life. Active members (20–30 persons) are permanent and good programmes attract many local residents, thus more and more people join them. Communication is working well in the municipality's community life. Self-organisation is typical as well.'

Trends

The picture of local community development is unambiguously positive. The overwhelming majority of the questioned opinion-formers perceived a good, supportive atmosphere, nearly one-third of them was absolutely content with it. The portion of neutral interviewees is very high, those considering local community development negative or rejective make up only a tenth of all respondents. If those interviewees giving neutral answers moved towards a more positive judgement, it would result in what we can identify as an unambiguous trend and a common mindset.

The overall approach was clearly positive; however, opinions diverged to a high extent. Individual points of view were well shown by the qualitative methodology. The assessment of the overall way of thinking or of the situation largely depends on how the respondent is generally looking at the world and whether he/she has success in life. The above quantitative data help in interpreting qualitative information.

During the three-phased survey we processed almost five thousand case studies and highlighted the most typical ones. We do not recount these in the summary. Please note that the review of the case studies is inevitable for full understanding.

A general trend shows that respondents often list issues when assessing the overall situation; however, they articulate positive opinions when describing actual episodes (development, particular event or series of programmes). Interviewees have difficulties in evaluating the development of the community and the internal changes, the most tangible results are infrastructural developments and actual events, programmes and their success.

In the following we highlight those characteristic conclusions which appeared in all three surveys.

Important factors regarding the assessment of the community:

- Moving, migration: a general experience is that youngsters and working-age persons move out.
- Overwhelming portion of the elderly: regarding the elderly there are mixed considerations, although their involvement in community actions seemed difficult, in many municipalities it was their age group which was the most active and in some cases they were the only community in the village.
- Poverty: in many places, respondents mentioned that they are consumed by daily problems, there is no money for the renovation of buildings, the cultural centre buildings or other buildings which could serve as that are often in a poor condition.
- Passive youngsters or lack of young people: it is difficult to reach the youngsters. There is a lack of interest from the side of young people, thus, the maintenance (and enjoying the benefits thereof) of the community life is left to the older generations.
- Passive working-age population: working-age population typically commutes to another municipality to work. These people do not take part in local community development processes for it is difficult to engage them in their remaining free time.
- Success of the events: where events and programmes are organised, people usually attend these. Heritage preserving events and regular programmes (village days, festivals, etc.) exert a very good effect.
- Role of the local heroes: in many cases the organiser is an (often unqualified), agile person who serves as the driver of community development. Such persons are worth

highlighting and supporting. There is a general need for enthusiastic, good organisers who have lots of energy and who are keen on the – often not rewarding – task of coordinating the community. In places where such an actor is present it is usually he/she is the one guaranteeing success.

- Role of NGOs: in places where the community is perceived as cohesive different clubs and associations have an important role. The most common self-organising communities are sport, folk dance groups and different choruses.

- The role of heritage preservation: heritage preserving programmes and organisations are generally welcomed and successful.

- Minority issues: in places where the community is perceived as disparate the difficult-to-reach minority is often mentioned. The Gipsy community appears in a dual context: they are deemed to be a group which is difficult to involve in the programmes, and in some places, people complain that programmes and initiatives only target them, not the entire community.

- Expectations regarding community development processes: the three most important expectations are: increase of the number of participants in municipality events, the increase of the number of people involved and the improvement of the relations between those living in the municipality.

5.6. Bibliography

- Mária Arapovics - Ilona Vercseg (ed.) (2017): Közösségfejlesztés módszertani útmutató. (Community Development Methodological Guide.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library. Retrievable from: https://cselekvokozossegek.hu/tudastar/utmutatok/. Download date: 10.07.2019

- László Ponyi – Judit Kuthy-Megyesi – Barbara Sólyom (ed.) (2019): Települési közösségfejlesztési folyamatok vizsgálata Magyarországon. (Examination of Municipal Community Development Processes in Hungary.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library.

6. The effect measurement of cultural community development processes from the side of the population

Szilvia Hegóczki, János Bacher (GfK Hungaria Kft.)

6.1. Purpose and justification of the research[32]

The aim of the research is to measure the results of the community development process launched in the 454 later on, – after drop-outs – 430 municipalities involved in the EFOP-1.3.1-15-2016-00001 'Acting Communities – Active Community Involvement' project, by way of a population survey, in two rounds: prior to the development and at the end of the process.

Our study also served the monitoring of the professional methodological support carried out on the project sites. In line with the project consortium's decision, our sampling base was formed by the group of municipalities being granted support under the Territorial and Settlement Development Operational Programme (TOP) 5.3.1 and 6.9.2.; in total 430 municipalities as of 31.03.2018.

In the first phase of the research, we focused on the degree of community involvement of the population, on detecting development opportunities and on the assessment of the quality of relations between the municipality's institutions and residents. Results served experts engaged in the process, municipality leaders and decision-makers to plan, work out and manage community-building events.

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[32] The research summary was prepared on the basis of the following study: László Ponyi – Judit Kuthy-Megyesi (ed.) (2019): Települési közösségfejlesztési folyamatok vizsgálata Magyarországon. (Examination of Municipal Community Development Processes in Hungary.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library.
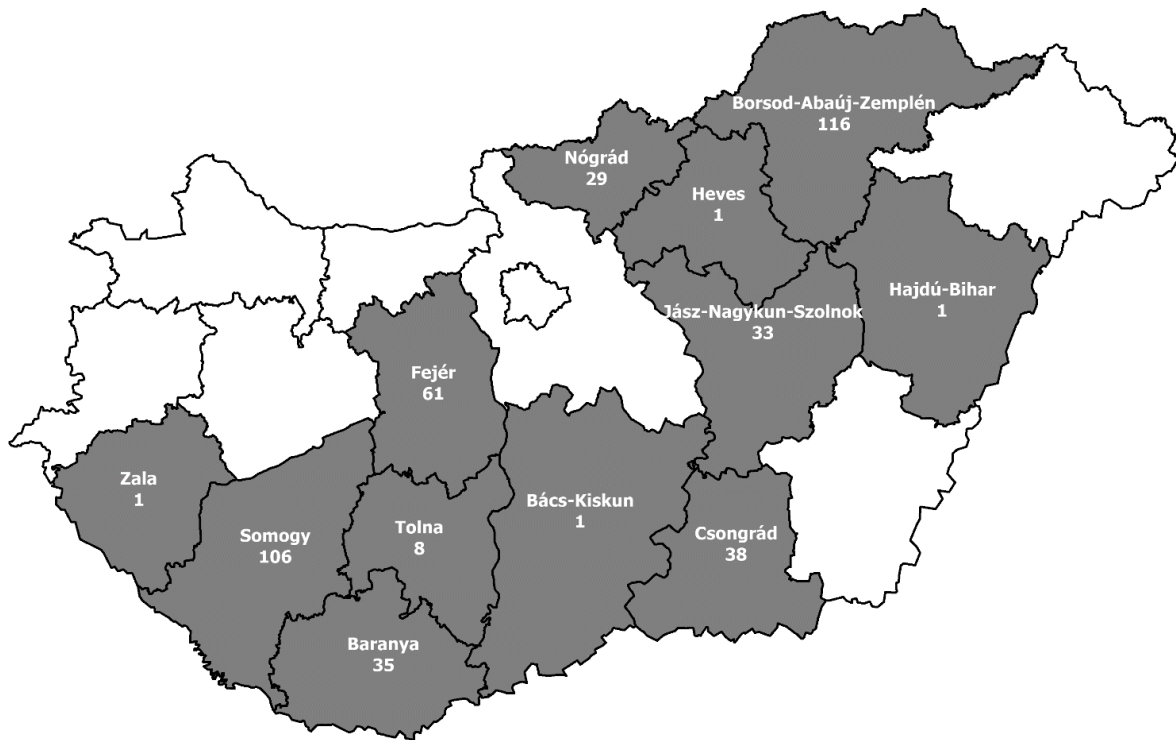
Figure 54: TOP-supported municipalities involved in the research in the first survey (430)

In the second round of the research we measured the results of changes started, their efficiency and their effect on the population. The second survey included only 423 municipalities due to some villages having dropped out. The survey of the second research phase was taken in the same municipalities as in the first round, although there were minor deviations. Questionnaires applied in the municipalities may have differed between the two research rounds. This insignificant modification did not influence the fundamental findings of the research.
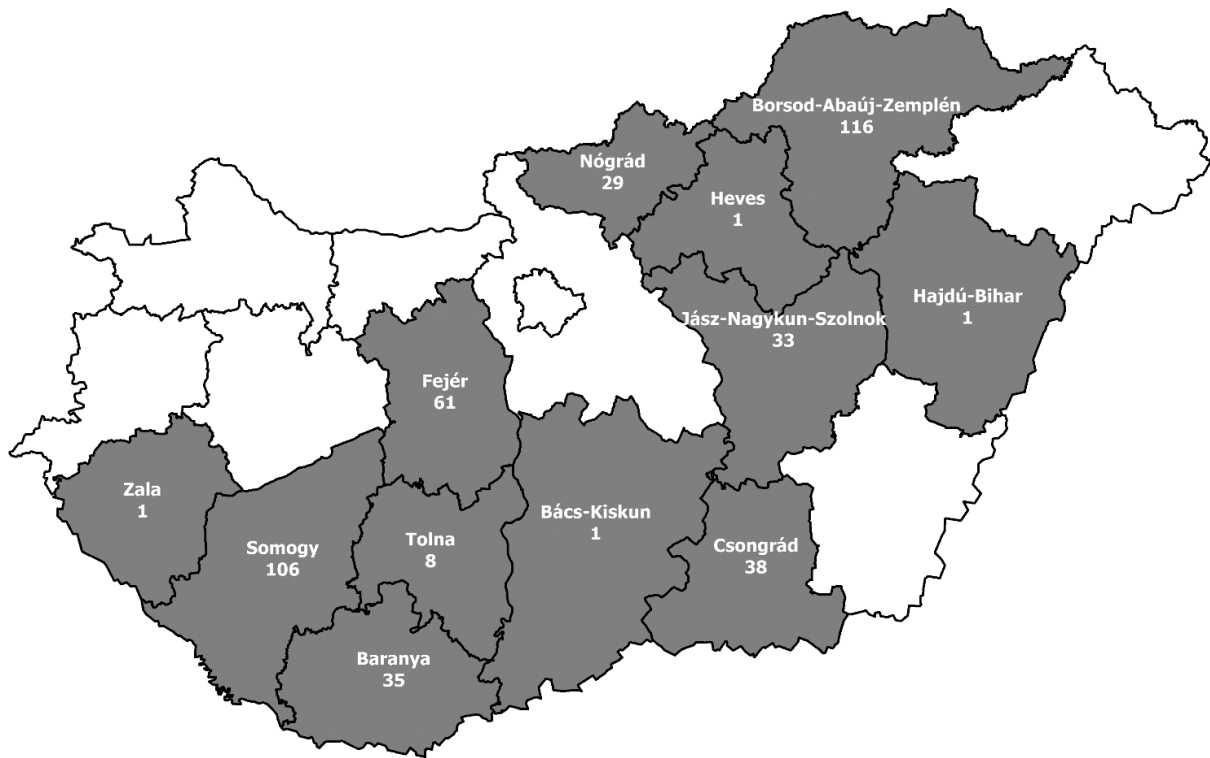
Figure 55: TOP-supported municipalities involved in the research in the second survey (426)

Similar to the Acting Communities project the tenders TOP-5.3.1-16 and TOP-6.9.2-16 launched in May 2017 granted aid for municipalities, parts thereof and areas to develop the communities' sense of initiative and acting ability. Those granted support under these tenders the Acting Communities – Active Community Involvement priority project also provided help to ensure the projects' efficiency and effectivity.

Our research consisted of the analysis of responses given in the questionnaires filled-in in the second quarter of 2018 and in the first quarter of 2019 by the population of municipalities involved in the Acting Communities project being granted support under the TOP tenders.

As the comparability of results of the two rounds was a very a important aspect already at the planning phase, we strived for full consistency in terms of distribution of samples among municipalities, the way of questioning, the questionnaire applied, weighting and method of assessment. However, there were some minor modifications in the sample: certain municipalities dropped out from the TOP project with time. On the other hand, in the second round the content of the questionnaire changed compared to that of the first round: in accordance with the manual Public Procurement specifications, some new questions were drawn up regarding means of measurement and response options for two questions were

modified. These methodological changes are insignificant and their effects are limited, thus they do not obstruct the comparison of results.

We had two assumptions during analysis: one of them is that changes occurring in the period examined are due to the participation in the Acting Communities project. The framework of our research did not enable us and we did not set the goal to examine what other factors outside of the project have influenced the attitudes analysed. and whether there have been any changes helping or obstructing desired results. This could have been assessed by involving a control sample, i.e. municipalities from outside the project; however, this was not included in the research methodology. The other assumption was related to the degree of completion of the programme: we assumed that in the case of a particular municipality, a TOP project being at a higher stage of completion must entail a larger change in situations studied than those changes to be measured in municipalities with a less completed project.

We assumed that the community development and social effect of the Acting Communities projects will improve with the progress of it, i.e. with the start of the TOP projects, e.g. more and more people become aware of the programmes or participates in them. (Given the research period of one year, this was a realistic assumption as within such a time span the project does not become obsolete and people do not forget about it.) With these two assumptions, the project is considered successful if the desired change is determinable upon comparison of results of the two surveys and the change occurs particularly at those sites where TOP projects have a high degree of completeness. One of the main methodology development activities of the Acting Communities project, carried out with the help of its cultural community development mentors, is to '*provide professional and methodological support primarily to municipalities receiving support under the community development tenders of the Territorial and Settlement Development Operational Programme (TOP) as well as to organisations and cultural institutions working in these municipalities through a community development mentoring network organised on a regional basis, made up of teams of 3-4 persons (with the exception of Pest county)'.* [33]

In the light of the foregoing, the question naturally arises whether the examination of the project's success may be expected to reveal any measurable and significant changes at all

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[33] Acting Communities (2019): About the project. Retrievable from: https://cselekvokozossegek.hu/rolunk/a-projektrol/. Download date: 05.07.2019

throughout the short research interval of one year. We expect to find minor measurable changes in the deep-rooted, intergenerational attitudes which are determined by historical and socio-geographical processes. However, there are indicators which must show a measurable effectivity, such as regarding the awareness of the project. As for the visibility of the project, the size of the municipalities is not a marginal factor: the same initiative may be more impressive in a smaller village than in a large city. However, we must note that the item number of our sample is high, thus even surprisingly small changes can prove statistically significant.

6.2. Research methodology

The definition and development of the methodology of the research was based on the 'Community Development Methodological Guide' published in the framework of the project.[34] For the effect measurement of cultural community development processes we employed a structured questionnaire. In the survey we applied the combination of two data collection methods in order to maximise participation of potential respondents by the flexibility of participation types offered. The primary method was the personal, paper-based data collection at various events, social gatherings where respondents filled in the questionnaires by themselves but we also provided an online questionnaire for those who preferred this option. The content of the online questionnaire was entirely identical with the paper-based one, except for some methodological adaptations which the nature of online questioning made necessary.

Personal surveys were conducted with residents participating in community events organised in the municipalities. Persons working on the survey (cultural community development mentors, consortium co-workers) handed out the questionnaires to the persons targeted and asked them to fill them out on selected events. Response options were indicated by the surveyed persons themselves. Those surveyed were asked to complete the questionnaire during the particular event at the end of which filled-in questionnaires were collected on-site.

If the respondent did not wish to complete the questionnaire during the event, they were offered the possibility to fill it in by themselves later on at an online platform. If this option was chosen, the person working on the survey handed over a printed sheet with the URL address of the

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[34] Mária Arapovics – Ilona Vercseg (ed.) (2017): Közösségfejlesztés módszertani útmutató. (Community Development Methodological Guide.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet NKft. – National Széchényi Library. Retrievable from: https://cselekvokozossegek.hu/wp-content/uploads/CSK_utmutato_kozossegfejlesztes_online_2017_0331.pdf. Download date: 10.07.2019

website and a password to enter and complete the questionnaire. It was ensured that with one password the questionnaire could only be filled in once.

The main reason for employing a dual data collection method was to increase the willingness to participate. According to empirical survey experiences, people with different attitude may prefer or reject distinct data collection methods. By employing more options, willingness to participate increased, which contributed to minimising the risk of the sample generating eventually systematic bias. If during the research period no event took place in the surveyed municipality at which the questionnaires could have been handed out, the appropriate number of questionnaires could be filled in in another place/another way based on the local knowledge of persons conducting the municipality assessment. The survey could be conducted in any community or public space or on any event where it was ensured that the questionnaires are only filled in by persons having a permanent residency in the municipality concerned.

The survey was conducted on two occasions:

- 1st occasion: cultural evaluation, situation analysis: January–June 2018
- 2nd occasion: at the end of the process, closing study: January–March 2019

The research was coordinated by the NMI Művelődési Intézet Nkft. and carried out by Gfk Hungária Kft. in cooperation with the Hungarian Open Air Museum – Museum Education and Methodology Centre and the National Széchényi Library in the framework of the Acting Communities project.

6.3. Research questions

Our research looked for answers to the questions below:

- What is the situation like at the moment in the municipalities (attitudes, community events and local history)?
- What are the development areas at the project sites (knowledge of the situation of community development, willingness to participate)?
- What is the degree of involvement? (Particularly in terms of the knowledge of potential community development initiatives, ways of personal contribution and quality of life.)
- How and from what platforms do residents of the municipalities acquire information?

- Does the municipality have deep roots? What are the characteristics of the relations, how does the social network function?

6.4. Description of the research sample

The sampling for the effect measurement of cultural community development processes from the side of the population was conducted deliberately, at the same time comprehensively, thus we cannot speak about representativeness in statistical terms. Nevertheless, we set the expectation of responses reflecting the opinion of residents of the particular municipality as best as possible as a goal. Therefore, we strived to ensure the below minimal requirements.

- One person could fill in the questionnaire only once,
- We avoided group surveys (e.g. the questionnaire was not meant for groups, school classes, workplace communities, sport teams, representative bodies, etc.).
- We strived for random selection when handing out the questionnaires.

The single surveys included the completion of nearly 15,000 questionnaires, i.e. 30,000 questionnaires in total. The first research round resulted in 15,0000, de second survey phase brought 14,770 evaluable, processable questionnaires.

Upon the analysis of the research results, in some cases highlighted during the examinations, variances among respondents of certain counties and regions were detected, which can be caused by the fact that the distribution of the municipalities involved in terms of size differs in some geographical areas. In some counties exclusively larger municipalities participated in the studied tenders, whereas in other counties it was quite the contrary: rather small villages dominated in the sample.

6.5. Presentation of major findings

Completeness of the TOP projects

In the first round of the research, 430 municipalities having been granted TOP support and involved in the EFOP-1.3.1-15-2016-00001 'Acting Communities - Active Community Involvement' project have been surveyed. The second survey was planned to be conducted in the same places included in the first data collection; however, in the end, 423 municipalities

made up the sample of the second phase, as in some cases contract conclusion required for the start of the TOP project failed or the consortium partners responsible for implementing the project locally terminated their partnership. This issue affected 5 municipalities surveyed during the first round and 2 other municipalities failed to send back any questionnaires fit for evaluation. Due to drop-outs caused by the above reasons, the data of seven municipalities have not been recorded in the database of the second research round, thus we were unable to compare their result with the previous one.

423 municipalities participating in the second survey have been classified based on preparedness the level of the local community development process supported by the TOP project in the first quarter of 2019. Classification has been performed by the cultural community development mentors of the Acting Communities project based on a four-grade scale. Grades of the scale were as follows:

1. The community development project is being actively implemented, the related events and programmes are already completed.

2. The community development project is being actively implemented, the related events and programmes are in progress.

3. The community development process is in a preliminary stage, preparations for related events and programmes are ongoing.

4. Neither the project nor the preparations have started yet, events and programmes to be carried out later on.

Out of the four values of the scale only three were actually used, as on-site mentors did not assigned any municipalities to the first category. This means that according to their feedback no village or town has concluded the TOP project at the time of the second research, in the first quarter of 2019. As opposed to this, there are municipalities where, although they plan the approaching development project, not even the preparation phase of the TOP project has been started. Most respondents came from municipalities grouped into the second category, i.e. they closed the preparation stage, and events organised under the TOP project(s) are ongoing.

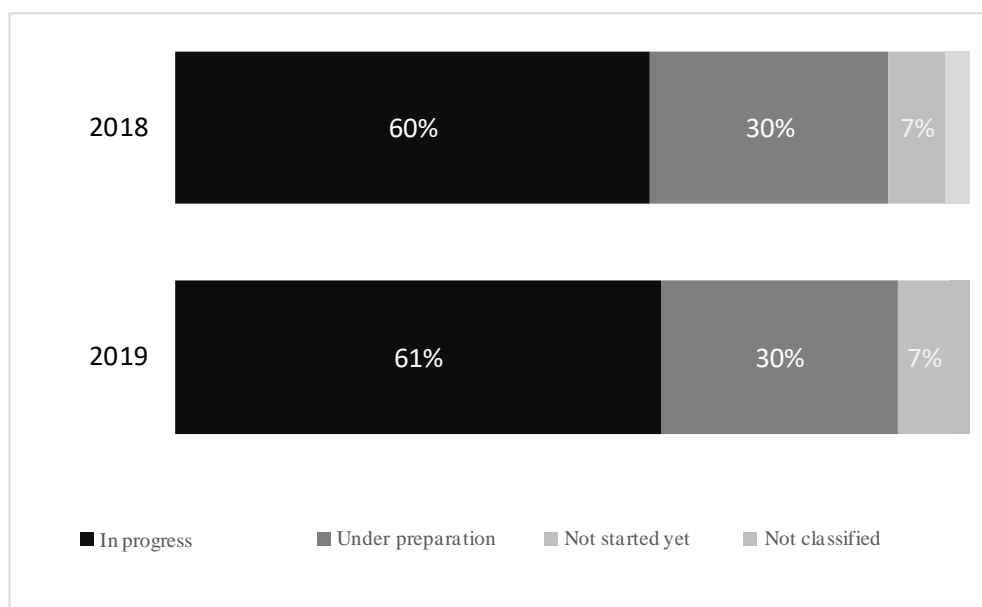| Completeness of the TOP projects in the first quarter of 2019		

Figure 56: Degree of completeness of TOP projects according to feedback from the cultural community development mentors performing classification (in proportion to the number of respondents)

Thus, based on the 2019 survey, 61 percent of the population of municipalities included in TOP projects live in a municipality where the events under the project are already ongoing. Further 30 percent live in places where, although no events have been completed yet, preparations are in progress. Based on the above, we may assume that if the programme was successful, community development processes and changes set as goals for the Acting Communities project must have already occurred in the time span examined. The TOP preparedness level varies significantly in terms of counties and, as there are counties from which only one municipality was included in the sample, answers from respondents of these counties are consistent as far as preparedness is concerned.

	IN PROGRESS	UNDER PREPARATION	NOT STARTED YET	NOT CLASSIFIED
Full sample 2019	61%	30%	7%	2%
Bács-Kiskun	0%	100%	0%	0%
Baranya	70%	25%	5%	0%
Borsod-Abaúj-Zemplén	33%	42%	25%	0%
Csongrád	59%	27%	0%	14%
Fejér	51%	49%	0%	0%
Hajdú-Bihar	100%	0%	0%	0%

Heves	100%	0%	0%	0%
Jász-Nagykun-Szolnok	95%	1%	0%	3%
Nógrád	13%	77%	11%	0%
Somogy	86%	12%	0%	2%
Tolna	100%	0%	0%	0%
Zala	100%	0%	0%	0%

Table 13: Degree of completeness of TOP projects according to feedback from the cultural community development mentors performing classification (county-by-county, in proportion to the number of respondents)

Looking at the degree of completeness in county breakdown it seems the start of the TOP projects and the organisation of events presents the biggest difficulties in Borsod-Abaúj-Zemplén and Nógrád counties as these counties show the lowest rate of programmes in progress and the highest rate of those not even in preparation phase. As opposed to this, in the municipalities of the counties Zala, Tolna, Hajdú-Bihar and Heves all of the development projects are already in progress.

Effects of the Acting Communities project in the light of the degree of completeness of TOP tenders

Awareness of the Acting Communities project

The first indicator assessed in determining whether the Acting Communities project was effective is the awareness of participation in the project. Particular events can be successful in terms of results without the community even being aware that events are happening as part of a project. Nevertheless, efficiency presumably increases when people are aware of the goals and frameworks of happenings, when the series of events has a name and when people talk about this daily.

In 2018, more than one-third of the population of the municipalities participating in the Acting Communities project were aware of that fact, in 2019, nearly half of them knew about the involvement. Increase of the awareness of the participation is clearly a significant and striking indicator of the programme's effect in the period analysed. However, it is only part of the picture: half of the residents questioned are not aware of their municipality participating in the Acting Communities project providing professional and methodological support even after the start of the TOP projects.
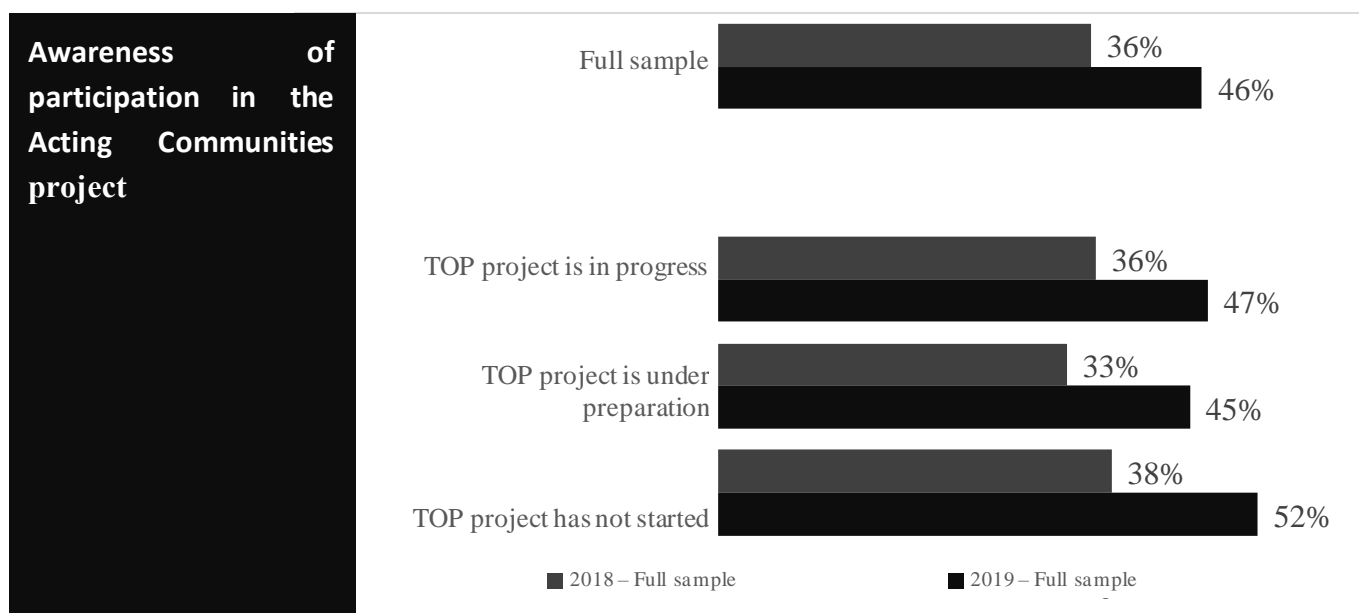
Awareness of participation in the Acting Communities project	

Full sample — 36% / 46%

TOP project is in progress — 36% / 47%

TOP project is under preparation — 33% / 45%

TOP project has not started — 38% / 52%

■ 2018 – Full sample   ■ 2019 – Full sample

Figure 57: Awareness of participation in the Acting Communities project in relation to the degree of completeness of the TOP projects

It is worthwhile to analyse the data on awareness of participation in the Acting Communities project in relation to the degree of completeness of the TOP projects. The relation is not as we would expect: awareness of the Acting Communities projects is not higher in municipalities where a higher degree of TOP project completeness is shown. Results are inexplicable based on the research data. An explanation, not examined thus not verifiable by the research, might be that maybe in these places the communication of the participation and the naming of the programme were stronger when they applied for the support or when they prepared the programmes than in the municipalities which had a more advanced programme.

Under the Acting Communities project different events and initiatives were born. We examined the awareness of a few of the cultural initiatives often employed by community development methodology[35] (e.g. heritage preserving group, local history collection). The presence of such activities and the awareness related to them assessed by the questionnaires can serve as appropriate indicators when analysing the efficiency of the project's community development processes. The cumulated awareness of the various initiatives gives an overall awareness

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[35] Mária Arapovics – Ilona Vercseg (ed.) (2017): Közösségfejlesztés módszertani útmutató. (Community Development Methodological Guide.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet NKft. – National Széchényi Library. Retrievable from: https://cselekvokozossegek.hu/wp-content/uploads/CSK_utmutato_kozossegfejlesztes_online_2017_0331.pdf. Download date: 10.07.2019

indicator which represents the intensity of community events and services available in the municipality.

	Full sample		TOP project is in progress		TOP project is under preparation		TOP project has not started	
	2018	2019	2018	2019	2018	2019	2018	2019
Heritage preserving group	68%	65%	69%	65%	65%	64%	65%	67%
Local history collection	61%	59%	59%	58%	62%	60%	61%	65%
Self-organised group with own activities	48%	46%	49%	45%	48%	47%	40%	46%
Local knowledge catalog	18%	18%	17%	16%	20%	22%	8%	21%
Learning group	28%	30%	28%	29%	31%	31%	16%	28%
Self-education group	32%	31%	32%	29%	34%	33%	20%	32%
Favour service	32%	31%	30%	29%	36%	35%	20%	28%
Number of mentions	2.9	2.8	2.8	2.7	3.0	2.9	2.3	2.9

Table 14: Awareness of initiatives in relation to the degree of completeness of the TOP projects

Out of the initiatives, only the awareness of the 'learning group' services increased within the examined period and only from 28 to 30 percent. The fact that initiatives either did not start or only few people became aware of them indicates the programme's diverging content. In a later phase of the analysis we will present a more significant increase in awareness relating to other initiatives.

Looking at the awareness of initiatives in relation to preparedness, surprisingly we find that these kinds of initiatives are remembered in those municipalities where the TOP projects have not even reached the preparation phase. People living in this municipality knew about an extremely low number of such services in the first research round; however, in the course of one year the intensity of the initiatives reached the average of the sample. We assume that in these municipalities, although the TOP development has not started yet, local community development goals are publicly talked about as facts.

In the questionnaire-based survey we asked about the frequency of community events. Adding up the ratio of people being satisfied with the frequency and those thinking programmes are too frequent, we examined whether the number and/or awareness of community events changed from the first survey to the second one.

	Full sample		TOP project is in progress		TOP project is under preparation		TOP project has not started	
	2018	2019	2018	2019	2018	2019	2018	2019
Programmes of communities benefiting from public education, clubs and groups	58%	57%	57%	58%	58%	56%	51%	43%

Popular science programmes	43%	42%	42%	43%	44%	41%	42%	30%
Camps	43%	44%	40%	43%	48%	47%	34%	21%
Exhibitions, art events	52%	51%	50%	51%	55%	51%	50%	37%
Entertainment events	53%	56%	52%	58%	53%	53%	52%	50%
Social events, festivals	70%	71%	69%	72%	72%	71%	67%	64%
Play days	41%	42%	40%	41%	43%	45%	36%	31%
Handicraft fairs, presentations	43%	45%	42%	46%	44%	44%	40%	30%
Sport events	53%	53%	52%	56%	56%	50%	49%	34%
Number of mentions	4.6	4.6	4.4	4.7	4.7	4.6	4.2	3.4

Table 15: The opinion regarding the number of community events (share of those who are satisfied with their number, %) - in light of the degree of completeness of TOP projects

Compared to 2018, in 2019 we found a statistically significant increase in the ratio of those thinking there are enough (or even too many) entertainment and social events, celebrations, handicraft fairs and presentations in their municipality. The difference is even more striking if we look at those municipalities where TOP projects have already been completed or are in progress. In these municipalities people told about several camps, entertainment and sport events. The largest increase might have occurred in the number of entertainment events: The share of people thinking that the number of such events is appropriate grew by 5 percent in the second year of the research in this municipalities.

Similarly to the initiatives analysed, the goals of the Acting Communities project included the visibility and media presence of community development processes, thus, indirectly, the development of local media. It seems that the project has reached its implied aim too: the actual or perceived offer of local media increased slightly.

	Full sample		TOP project is in progress		TOP project is under preparation		TOP project has not started	
	2018	2019	2018	2019	2018	2019	2018	2019
Municipality's website	89%	91%	88%	91%	91%	92%	88%	89%
Social media profile of the municipality	86%	89%	85%	90%	88%	88%	84%	86%
The municipality's newspaper	67%	71%	64%	72%	72%	73%	55%	50%
The municipality's radio station	36%	44%	37%	45%	35%	43%	26%	27%
The municipality's TV broadcast	45%	50%	43%	50%	48%	52%	42%	41%
Informational posts, bulletin boards	91%	90%	91%	91%	91%	89%	87%	87%
Loudspeaker	40%	46%	41%	46%	40%	48%	36%	31%
Library	47%	48%	95%	96%	94%	93%	91%	90%
Number of mentions	5.0	5.3	5.4	5.8	5.6	5.8	5.1	5.0

Table 16: Accessibility of local media channels in relation to the degree of completeness of the TOP projects

In the course of the year analysed, the accessibility of all media channels increased in the municipalities involved in the tenders except for bulletin boards and libraries, which were already available in a high share. The share of population which increased at the highest level consists of people reached by the local radio and television channel as well as loudspeaker. As for the TOP projects' preparedness level, we see results in line with the preliminary expectations: population of municipalities with projects of a higher level of completeness was more affected by the expansion of the offer of the local information channels. It is assumable that in most of the places no new radio station or TV broadcasting was launched, therefore the change is most likely due to the increase of awareness, i.e. locals are more aware of the accessibility of listed media channels in their municipality and they tend to use them more.

The activating effect of the Acting Communities project

The effectiveness of the Acting Communities project was not only examined in terms of awareness of its elements but also of its activating effect. Have habits of people living in the municipality changed? Do they pay more attention to local issues? Do they participate in the implementation of initiatives?

Earlier we have seen that, most likely in part due to the Acting Communities project and in part due to the effect of the TOP tenders, the accessibility of local media platforms increased: these local channels can reach more people. The question occurs whether the higher level of accessibility entails a higher level of use, i.e. whether people pay attention to the media featuring local issues.

	Full sample		TOP project is in progress		TOP project is under preparation		TOP project has not started	
	2018	2019	2018	2019	2018	2019	2018	2019
Municipality's website	40%	41%	40%	40%	41%	43%	40%	47%
Social media profile of the municipality	40%	41%	39%	41%	40%	41%	40%	41%
The municipality's newspaper	42%	41%	41%	42%	46%	42%	25%	22%
The municipality's radio station	12%	14%	14%	16%	9%	10%	2%	3%
The municipality's TV broadcast	18%	18%	18%	18%	17%	17%	13%	14%
Informational posts, bulletin boards	52%	50%	53%	51%	51%	49%	51%	54%
Loudspeaker	8%	6%	9%	5%	7%	6%	6%	3%
Library	47%	48%	48%	50%	46%	45%	39%	44%
Number of mentions	2.6	2.6	2.6	2.6	2.6	2.5	2.2	2.3

Table 17: Use of local media channels (in the past 6 months) in relation to the degree of completeness of the TOP projects

Whereas in terms of awareness we experienced a clear increase during the period examined which is the first step towards the development of local publicity, the attention of people changed less: only an increase of 1–2 percent was measured in the share of those listening to the local radio and following the website and the social media platform. All in all, we can say that the implied goal of local media development was reached partially: the awareness of accessible channels grew; however, the habits of the population (most likely in part due to reasons related to the short survey period) could not be changed yet and local media channels have not succeeded in raising the number of their audience significantly.

The precondition of reaching community goals is the appropriate social contacts between the community members and the direct communication through which goals can be articulated and interest may be raised to participate. Has the Acting Communities project caused improvement in communication between community members?
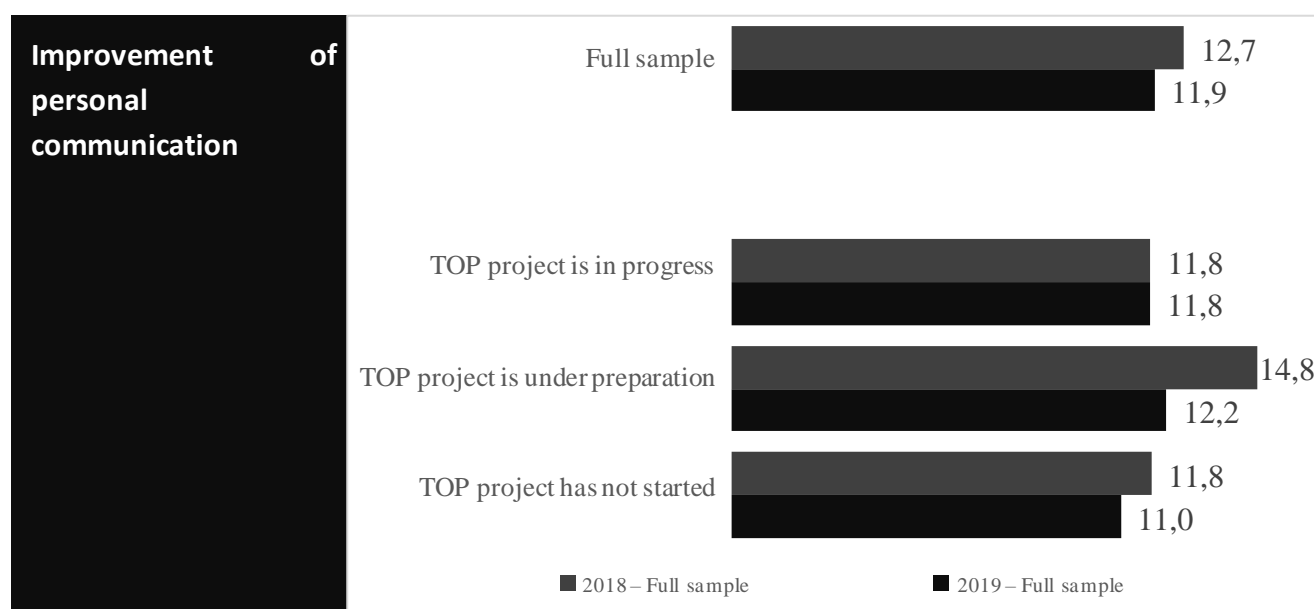
Figure 58: Number of people (average) the respondent talked to the previous day in the municipality in relation to the degree of completeness of the TOP projects

It is methodologically important to note that the 2018 and 2019 surveys were not taken in the same period of the year. In 2018, the survey was conducted between April and June, and in

2019, questionings took place between January and March. It is logical to assume that in the latter case, when the overwhelming part of the survey was conducted in the colder winter months, people are less inclined to stop in outdoor areas to talk, thus, in these periods the number of persons the respondent talked to per day might be less. Thus, our comparison of results is correct if we do not place much emphasis on the value dropping from 12.7 to 11.9 on average but if we examine differences in the community development processes (thus, in the TOP projects) of municipalities being in various phases of progress.

Such a comparison shows that whereas in the case of a municipality more advanced in its TOP process no difference occurs when a spring-summer quarter is set against a winter-spring quarter, in places where the TOP construction has not been launched yet this is not perceivable. We might assume that the already launched TOP projects restrained seasonal fallbacks.

During the research, we directly asked about participation intention, i.e. whether the respondent plans to contribute to the community development in any way. We assumed that the Acting Communities project and the TOP tenders effect an increase in the number of active residents who would become more willing to initiate events or to voluntarily help the work of other initiators with counselling.

	Full sample		TOP project is in progress		TOP project is under preparation		TOP project has not started	
	2018	2019	2018	2019	2018	2019	2018	2019
I would organise some free-time activity	25%	25%	24%	23%	26%	25%	24%	34%
I would help as volunteer in programmes organised by others	44%	46%	44%	46%	44%	46%	44%	49%
I would participate in planning workshops with suggestions and ideas	27%	26%	27%	25%	27%	26%	26%	31%
Number of mentions	1.0	1.0	0.9	0.9	1.0	1.0	0.9	1.1

Table 18: Planned contribution to the community's life in relation to the completeness of the TOP projects (multi-option)

In contrast, we experience that the share of people planning to take on active roles did not increase in the period concerned, i.e. projects have not awaken the mood for initiative or help in locals. In municipalities making up 91 percent of the sample, where at least the preparation of the programme has started, no significant change is observed in the level of participation intention reported by way of self-assessment. Surprisingly, compared to 2018, yet again we found an increasing mood for activity in the municipalities where the TOP development has not started and was only in preparation phase.

Effects of the Acting Communities project on community attitudes

Beyond assessing the awareness of the project, of its items and its direct activating effect, we also searched for the answer to the question whether peoples' relation to their own community changed, to what extent they feel familiar with it, how strongly they feel that they can work for it and what value does the community have in their lives.

The awareness of the municipality's and the community's past may strengthen the bond of members and facilitates joint acts, thus we deem knowledge level an important indicator.

The awareness of the municipal history has been analysed subjectively, by way of self-assessment of the people questioned. Respondents placed themselves on a five-grade scale, answers mostly varied mid-range. According to this, respondent typically thought that they know their municipality's past 'partially'. The average value was 3.18 In 2018 and 3.23 in 2019. However, due to the large sample size this small difference qualifies statistically for a significant increase. By consideration of the answers' subjective nature, we can establish that the change cannot be deemed material. The largest difference between the results of 2018 and 2019 was found in those municipalities where the stage of the TOP project was most advanced. As for the other two municipality groups, the change is insignificant.

Awareness of the municipal history

	2018	2019
Full sample	3,18	3,23
TOP project is in progress	3,17	3,24
TOP project is under preparation	3,20	3,22
TOP project has not started	3,24	3,21

■ 2018 – Full sample   ■ 2019 – Full sample
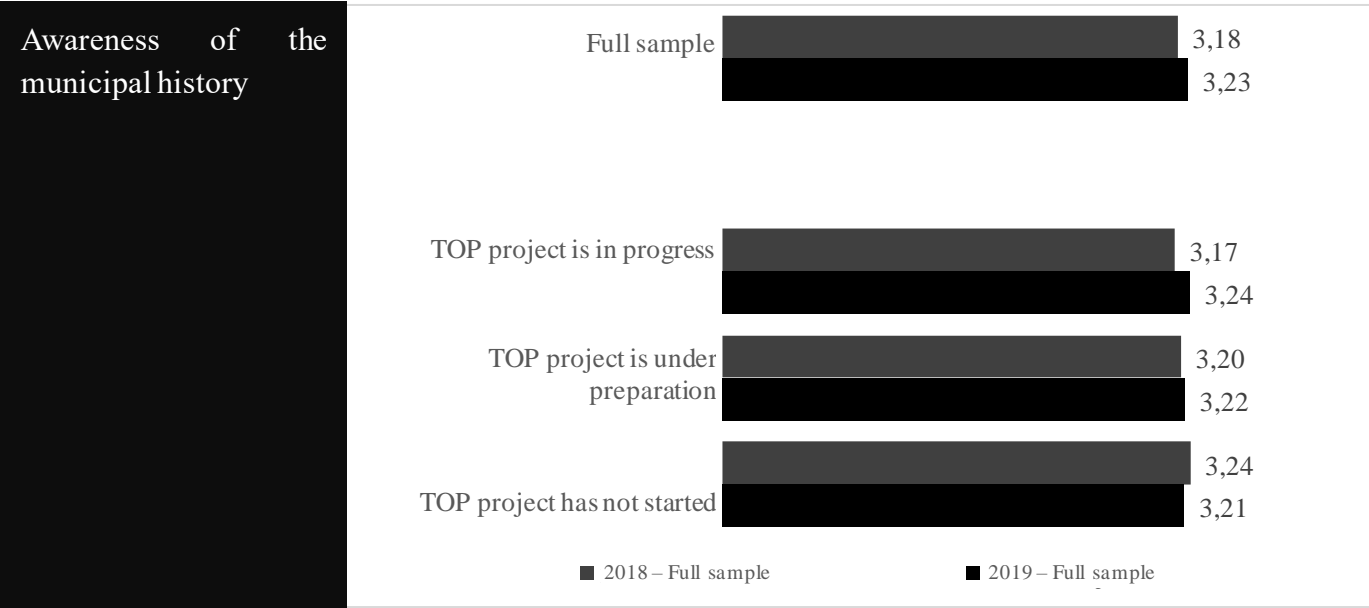
Figure 59: *Awareness of the municipal history: Average of the five-grade scale in relation to the completeness of the TOP projects*

We may assume that the community which feels able to work for its living area is more likely to start some constructive initiative than the one members of which do not trust in the effectivity of acting. To what extent do community members trust in potential actions? This was measured by whether the questioned agrees with the simple statement 'the quality of living environment can be improved best by those living there'.
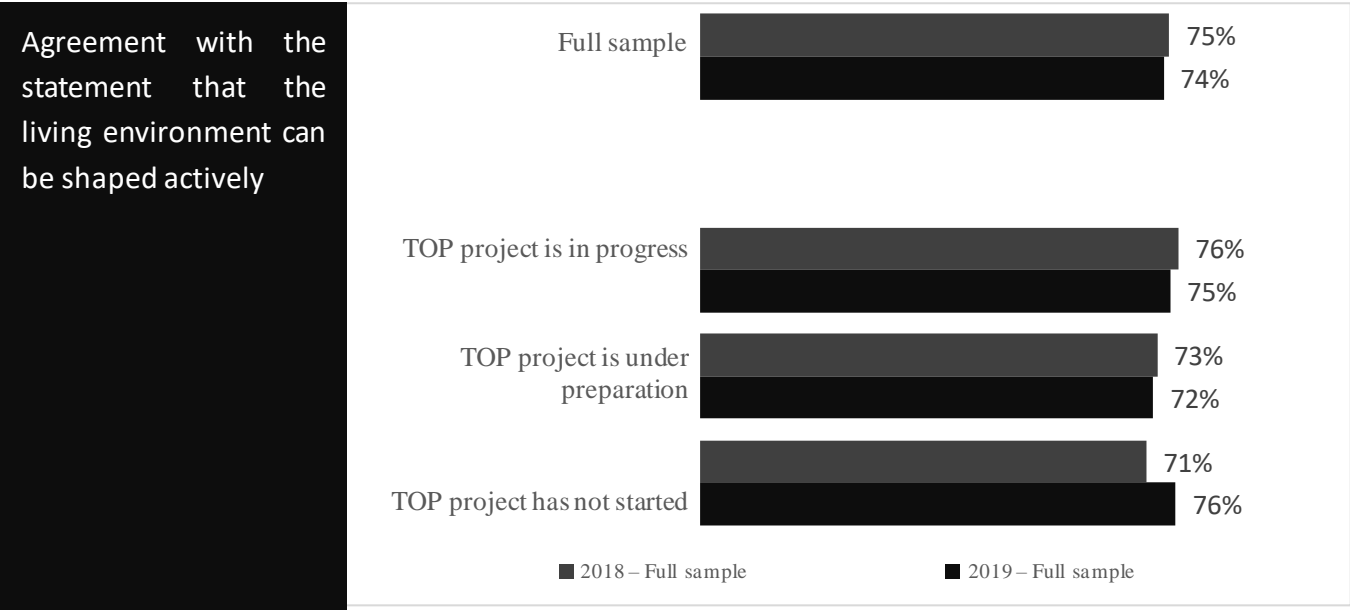

Figure 60: *Agreement the statement 'the quality of living environment can be improved best by those living there'.*

We found that the level of trust in local action is relatively high, three-quarter of the people think the community is able to manage itself and work for its living environment. This rate did not changed significantly during the periods examined.

In the research consisting of several statements, respondents assessed their municipality and its community by choosing a value from 1 to 5 indicating how strong they agree with the particular utterance. These statements related to the attachment to the municipality, to the cohesion of the community, to the members' level of engagement, i.e. each of them strived to map the acting ability of the community.

		I like living in this municipality	I know the dealings and issues in the municipality well	Residents know each other well	Residents stick together, they take care of each other	Residents actively work on the municipal development	Residents try to solve the municipal problems together	There are many community programmes in the municipality	If I had the opportunity, I would contribute to the municipal community's development more	If I had the opportunity to move, I would still remain in this municipality	I would recommend the municipality to others
Total	2018	4	3.6	3.6	3.2	3.1	3	3.4	3.7	3.6	3.6
	2019	4	3.5	3.6	3.2	3.1	3	3.5	3.7	3.6	3.6
TOP project in progress	2018	4	3.6	3.6	3.2	3.1	3	3.4	3.7	3.6	3.6
	2019	4	3.5	3.6	3.2	3.1	3	3.5	3.6	3.6	3.6
TOP project is under preparation	2018	4	3.6	3.6	3.1	3.1	3	3.4	3.7	3.5	3.5
	2019	4	3.6	3.6	3.2	3.1	3	3.4	3.7	3.6	3.6
TOP project has not started	2018	3.8	3.6	3.7	3.2	3	2.9	3.3	3.6	3.4	3.4
	2019	4	3.7	3.8	3.1	3	3	3.4	3.7	3.6	3.6

Table 19: Agreement with statements on the community, average of the five-grade scale in relation to the completeness of the TOP projects

All in all, we can say that people usually have a positive opinion on their own municipality; however, they tend to rate common acts and activity mediocre. Comparing the results of the two research rounds we cannot find striking differences. During the short period of one year, the launch of the TOP project could not change deep-rooted attitudes about community which have been formed and passed on throughout several years or even generations.

We analysed the effectiveness of the Acting Communities project in municipalities granted support under TOP tenders along three dimensions: (1) The awareness of the project, (2) its activating effect and (3) the impact of the project on the assessment of the community. Out of the three dimension we experienced the most measurable changes in the field of the awareness of the project, i.e. many people learned about the presence of such an initiative. However, these initiatives, not yet completed, could hardly achieve their goal to transform the municipal communities' life and their picture about themselves by joint efforts and involvement of many people.

The effect of the Acting Communities project in various geographical and demographical groups

So far we have examined how different those measurable changes were which the Acting Communities project effected in municipalities granted support under the TOP tenders in the light of the level of preparedness of the TOP project in the particular municipality.

In the following we will look at whether any typical change can be detected in terms of geographical units or demographical groups where/in which the implementation took place most efficiently.

The comparison was conducted in connection with those municipalities in which the TOP project was already in progress. We choose municipalities making up 61 percent of the sample, in terms of share of the respondent number, as we experienced significant effects in the indicators analysed so far in these places. There is a good chance that other municipalities will also reach implementation phase with their granted TOP projects, i.e. similar effects can be expected in all of the settlements examined; however, from the point of view of analysis it is justified to have a closer look at those geographical units where it is reasonable to count with impacts of the processes already begun.

In 2018, 8,958, in 2019, 9,008 questionnaires were completed in the municipalities involved in this research phase.

For the analyses we defined 4 indicators relating to several topics. With the help of these the differences between groups examined are easy to grasp.

- *Awareness of participation in the Acting Communities project.* The question read as follows: 'Have you heard about your municipality participating in the "Acting Communities – Active Community Involvement" project?'. The indicator is the percentage share of the 'yes' responses.
- *Subjective assessment of the frequency of local community events.* The question read as follows: 'We list some community events. Please let us know whether, in your opinion, the number of such events in your municipality is insufficient, sufficient or too many.' The indicator is the cumulated value of the number of 'sufficient' and 'too many' responses. (Meaning that it shows the expansion of the offer independent from the nature of the event.)

- *Offer of the local media.* The question read as follows: 'There are many ways of acquiring information about the municipal life. Which of the below means of information have you used during the past 6 months? Please indicate for each information channel whether you usually use it or not, or whether, to the best of your knowledge, there is no such channel in the municipality at all. (Please choose one response per row.)' The indicator is the cumulated amount of number of 'YES, I have used it' and 'NO, I have not used it' answers referring to local media channels (i.e. without those responding 'To the best of my knowledge there is no such channel in the municipality at all'. (This shows the expansion of the offer independent from the type of the media channel.)

- *Awareness of the municipal history.* The question read as follows: 'To what extent do you feel familiar with the municipal history?' The indicator consists of the average of the five-grade scale (where 5 equals the response 'I am fully familiar' and 1 equals the response 'I am not familiar at all').

The below table shows the value of the above-mentioned 4 indicators based on data collected during the surveys of 2018 and 2019 (in municipalities where the TOP project is in progress).

	AWARENESS OF PARTICIPATION IN ACTING COMMUNITIES	BEING INFORMED OF THE LOCAL COMMUNITY EVENTS	OFFER OF THE LOCAL MEDIA	AWARENESS OF THE MUNICIPAL HISTORY
2018	36%	4.3	5.2	3.17
2019	47%	4.6	5.7	3.24
CHANGE	11%	0.3	0.4	0.07

Table 20: Change of efficiency indicators in the municipalities where the TOP community development process has already begun

Out of the four indicators examined, the awareness of the municipality's participation in the project changed to the greatest extent. The share increased from 36 to 47 percent. The change of the remaining three indicators is less steep; however, due to the actual and large sample number, statistically it still qualifies as significant (examined with the help of a dual sample test).

Accessibility of the Acting Communities project – geographical breakdown

We compared the change of efficiency indicators by counties. Based on the extent of the change we determined the ranking of the counties.

The highest increase in terms of change of the awareness of participation in the Acting Communities project was measured in Somogy county: in 2019, the share of those aware of the project was by higher 20 percent than in 2018. Somogy is followed by Tolna county with an increase of awareness of 15 percent. Hajdú-Bihar county is at the bottom in this respect, as in Debrecen the awareness of the project among respondents has not increased but dropped by 5 percent.

	Awareness of participation in the Acting Communities project		Being informed of the local community events		Offer of the local media		Awareness of the municipal history		
	Change	Rank	Change	Rank	Change	Rank	Change	Rank	**Average of ranks**
Full sample where the realisation of TOP tenders are in progress	11%				0.4		0.07		
Tolna	15%	2		8	2.3	1	0.22	1	**3**
Fejér	-2%	10		1	0.8	3	0.13	3	**4.3**
Baranya	8%	7		6	0.5	4	0.14	2	**4.8**
Somogy	20%	1		4	0.2	9	0.06	5	**4.8**
Csongrád	12%	5		3	0.4	5	0.05	7	**5**
Borsod-Abaúj-Zemplén	14%	3		10	0.2	6	0.06	6	**6.3**
Heves	1%	9		5	1.1	2	0.01	9	**6.3**
Jász-Nagykun-Szolnok	7%	8		7	0.2	8	0.07	4	**6.8**
Hajdú-Bihar	-5%	11		2	0	10	-0.13	10	**8.3**
Zala	12%	6		9	0.2	7	-0.21	11	**8.3**
Nógrád	13%	4		11	-0.6	11	0.04	8	**8.5**

Table 21: Change of efficiency indicators by counties in the municipalities where the TOP community development process has already begun, and ranking of the counties

The cumulated indicator of the awareness of local community events shows of how many programme types the respondent thought there are enough (or even too many) in the municipality. According to this efficiency indicator, the project reached the greatest effect in

Fejér county where respondents mentioned 0.8 events more on average in 2019 than in 2018. Fejér county is followed by Hajdú-Bihar county with an increase of 0.5 event. The least favourable outcome was measures in Nógrád county where the perceived offer rather decreased. The media offer indicator represents the number of accessible local media channels. This indicator increased in the entire subsample, i.e. in municipalities where TOP projects are in progress, by 0.4. The highest increase was detected in Tolna county where the average number of accessible (known) local information channels rose from 4.9 to 7.2. This equals an increase of 2.3 pieces in the examined period. In Heves county the number of known and accessible media channels increased on average by 1.1. Nógrád stands on the other end of the list: respondents reported a decrease of 0.6 pieces.

During the period examined, the awareness of the municipal history grew on average by 0.07 on a five-grade scale. This might not be a huge change; however, it is worth to look at which counties showed the most significant development. Again, we perceived the greatest improvement, an average of 0.22, in Tolna county. This is followed by the neighbouring Baranya with a positive change of 0.14. In contrast, we measured a decrease of 0.21 in Zala county.

Counties were ranked based on the four efficiency indicators examined. By averaging these ranks, we can determine an absolute rank by the counties of those municipalities where TOP projects are already in progress. The first place is taken by Tolna county, which seemed the most advanced county in terms of local media offer and awareness of the municipal history, too. The second place is taken by Fejér county where we measured the highest positive change in the offer of local community events. The last place of the absolute list is taken by Nógrád county, where instead of the expected improvement in terms of events and local media offer responses reflected a decline in the period examined.

Looking at the efficiency indicators by geographical units, beside county averages we also have to examine differences by the size of the municipality.

AWARENESS OF PARTICIPATION IN ACTING COMMUNITIES	BEING INFORMED OF THE LOCAL COMMUNITY EVENTS	OFFER OF THE LOCAL MEDIA	AWARENESS OF THE MUNICIPAL HISTORY

	AWARENESS OF PARTICIPATION IN ACTING COMMUNITIES	BEING INFORMED OF THE LOCAL COMMUNITY EVENTS	OFFER OF THE LOCAL MEDIA	AWARENESS OF THE MUNICIPAL HISTORY
FULL SAMPLE WHERE THE REALISATION OF TOP TENDERS ARE IN PROGRESS	11%	0.3	0.4	0.07
UNDER 500 PERSONS	18%	0.4	0.6	0.18
BETWEEN 500 AND 2,999 PERSONS	11%	0.2	0.4	0.06
BETWEEN 3000 AND 9,999 PERSONS	8%	0.3	0.2	0.10
BETWEEN 10,000 AND 39,999 PERSONS	9%	0.3	0.4	0.01
BETWEEN 40,000 AND 99,999 PERSONS	8%	0.2	0.4	-0.08
ABOVE 100,000 PERSONS	6%	0.1	0.1	0.06

Table 22: Change of efficiency indicators by settlement size in the municipalities where the TOP community development process has already begun

Looking at the change of efficiency indicators, a clear picture emerges: the project goals were realised most efficiently in the municipalities with the smallest number of residents. All four indicators considered, the greatest change was perceived in the municipalities of under 500 residents, accomplished events and services transformed the everyday lives of the communities in these places to the highest extent. The relation of the remaining size categories and indicators is not as clear as that; however, we can state that even in municipalities of 40,000 residents and above indicators improved, though to an under average extent.

Accessibility of the Acting Communities project – demographical breakdown

What demographical features can we describe the people reached by the Acting Communities project? To answer this question we looked at changes in indicators examined in geographical breakdown in the light of different demographical variables. Firstly, the change of indicators has been analysed according to the respondents' gender and age.

	AWARENESS OF PARTICIPATION IN ACTING COMMUNITIES	BEING INFORMED OF THE LOCAL COMMUNITY EVENTS	OFFER OF THE LOCAL MEDIA	AWARENESS OF THE MUNICIPAL HISTORY
FULL SAMPLE WHERE THE REALISATION OF TOP TENDERS	11%	0.3	0.4	0.07

ARE IN PROGRESS				
MALE	12%	0.4	0.4	0.06
FEMALE	10%	0.2	0.4	0.09
AGED 15–19	12%	0.9	0.2	0.09
AGED 20–29	13%	0.1	0.5	0.03
AGED 30–39	13%	0.0	0.3	0.09
AGED 40–49	12%	0.2	0.4	0.13
AGED 50–59	12%	0.5	0.4	0.06
AGED 60–69	9%	0.4	0.6	0.04
AGED 70 AND OLDER	2%	0.3	0.8	0.05

Table 23: Change of efficiency indicators by gender and age in the municipalities where the TOP community development process has already begun

Between the two research occasions, the awareness of participation in the Acting Communities project significantly increased for both sexes. Age-wise, with the exception of the 70 years old or older, also a significant growth can be experienced. The level of change is higher than the average in case of the 20–39 years old age group.

When looking at being informed about the community activities, a significant increase could be experienced for both sexes; the change is greatest for men and for the youngest, 15–19 years old age group.

The availability of the local media shows significant growth for both sexes and for most age groups, but surprisingly the change of this indicator was the greatest for the oldest age group (70 years old and older), while younger people described the increase of offers as below average.

Being aware of the history of the municipality, the change is significant mostly in the 30–49 years old age group.

In summary, no clear conclusion can be drawn regarding which demographic group was affected the most by the projects realised until now. The picture is mixed, both when comparing the analyses age-wise or sex-wise.

Looking for further differences, we examined the change of these 4 indicators according to the educational attainment level and economic activity of the respondents. The question arises as to whether the project reached the higher status, active population or the population that is in a more difficult situation, and for whom the community could be more important to be able to overcome their disadvantages.

	AWARENESS OF PARTICIPATION IN ACTING COMMUNITIES	BEING INFORMED OF THE LOCAL COMMUNITY EVENTS	OFFER OF THE LOCAL MEDIA	AWARENESS OF THE MUNICIPAL HISTORY
FULL SAMPLE WHERE THE REALISATION OF TOP TENDERS ARE IN PROGRESS	11%	0.3	0.4	0.07
ELEMENTARY SCHOOL	10%	0.3	0.5	0.08
VOCATIONAL SCHOOL	14%	0.3	0.5	0.16
SECONDARY VOCATIONAL SCHOOL/SECONDARY GRAMMAR SCHOOL/TECHNICAL SCHOOL	12%	0.4	0.4	0.04
COLLEGE, UNIVERSITY	5%	0.1	0.2	0.01
WORKS FULL TIME	13%	0.3	0.3	0.05
WORKS PART TIME	4%	0.3	0.6	0.18
STUDENT	12%	0.7	0.3	0.23
JOBSEEKER	19%	-0.3	0.3	-0.04
RECEIVES CHILDCARE ALLOWANCE	12%	-0.2	0.3	0.09
RETIRED	5%	0.5	0.7	0.06
UNEMPLOYED FOR OTHER REASONS	3%	-0.4	0.5	0.10

Table 24: Change of efficiency indicators by respondent's educational attainment level and economic activity in the municipalities where the TOP community development process has already begun

When looking at the indicators, we examined the awareness of the Acting Communities project first. First of all, it can be stated that the growth of participation in the project was significant in all groups by educational attainment level, and it was highest in case of those who finished vocational school. Activity-wise only the part-time workers and the groups of people unemployed for other reasons did not show significant growth. Growth was highest in the group of jobseekers.

When looking at the awareness of local events, differences can be examined according to educational attainment level: significant growth can be seen in all groups, except for the people with higher education level. However, this is the group where access to the local events is highest, and this will not change as the change during the examined period affected this group the least. So, the project might have reduced the disadvantages of people with lower education level, but the advantage of people with higher education level remained the same. Significant differences can be seen in the area of economic activity as well: the offer of local events increased the most for students by the effect of the project, but some groups with disadvantages felt a decrease: the jobseekers, those staying at home, taking care of children and the people unemployed for other reasons.

The feeling of increase in the media offer was significant in all educational attainment levels and economic activity groups. It should be mentioned that retired people experienced these types of change the most.

Those describing change in the awareness of the history of the municipality are more characterised: we measured significant growth in the group of people with vocational education, and for the active employees and students.

It can be a sign related to status and opportunities for mobility (thinking of the smaller municipalities), whether the respondent leaves the municipality daily or not. More than one-third of those questioned belonged to this category.

	AWARENESS OF PARTICIPATION IN ACTING COMMUNITIES	BEING INFORMED OF THE LOCAL COMMUNITY EVENTS	OFFER OF THE LOCAL MEDIA	AWARENESS OF THE MUNICIPAL HISTORY
FULL SAMPLE WHERE THE REALISATION OF TOP TENDERS ARE IN PROGRESS	11%	0.3	0.4	0.07
REGULARLY LEAVES THE MUNICIPALITY	15%	0.2	0.3	0.14
DOES NOT LEAVE THE MUNICIPALITY REGULARLY	8%	0.3	0.5	0.04

Table 25: Change of efficiency indicators by mobility in the municipalities where the TOP community development process has already begun

The data shows that the increase of the four indicators was significant both among those regularly leaving for work or for school etc. and among those who are not leaving. The awareness of participation in the project and the awareness of the history of the municipality changed more among those who are leaving regularly in the examined period.

It can be summarised that the changes can be detected for those with lower or medium educational attainment level, and that some groups with disadvantages, such as the jobseekers or those staying at home to care for children induced measurable results.

We continued the analysis along such demographic indicators, which relate to integration into the local community. Such indicators are: since when the person lives in the municipality or how many relative of the person lives in the municipality. It could be assumed that those living in the municipality for a long time and those with a wide web of relatives are more active members of the local community, while the newer or more insulated inhabitants might need it more to get involved in the life of the community through certain events and initiatives.

	AWARENESS OF PARTICIPATION IN ACTING COMMUNITIES	BEING INFORMED OF THE LOCAL COMMUNITY EVENTS	OFFER OF THE LOCAL MEDIA	AWARENESS OF THE MUNICIPAL HISTORY
FULL SAMPLE WHERE THE REALISATION OF TOP TENDERS ARE IN PROGRESS	11%	0.3	0.4	0.07
LIVES THERE SINCE BIRTH	11%	0.3	0.5	0.10
LIVES THERE FOR MORE THAN 20 YEARS	11%	0.2	0.4	0.00
LIVES THERE FOR 10–20 YEARS	11%	0.4	0.5	0.02
LIVES THERE FOR LESS THAN 10 YEARS	8%	0.1	0.3	-0.01
NUMBER OF RELATIVES: 0	8%	0.3	0.7	0.28
NUMBER OF RELATIVES: 1–5	13%	0.4	0.5	0.06
NUMBER OF RELATIVES: 6–10	9%	0.3	0.3	0.12
NUMBER OF RELATIVES: 11–20	10%	0.2	0.5	0.07
NUMBER OF RELATIVES: 21–X	10%	0.4	0.3	0.02

Table 26: Change of efficiency indicators by mobility in the municipalities where the TOP community development process has already begun

The increase of awareness of participation in the project is significant in all groups. Perhaps a smaller, but still significant change can be experienced in the case of the newest inhabitants and the people without any relatives.

When looking at the awareness of local community events in general, a significant increase can be experienced. The people who moved there in less than 10 years were an exception to this rule.

Feeling an increase in the offers of the media was significant in all examined groups, although, again, the new inhabitants experienced increase in the offers the least.

It is interesting that on the area of learning more about the history of the community, we have found a significant increase only among the people born there.

When looking at the connection to the local community, it can be summarised that the changes indicated by the Acting Communities project can be felt the most among the local people who were born in the municipality and have been living there for a long time. The new inhabitants were less affected by the programme.

6.6. Bibliography

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  - Acting Communities (2019): About the project. Retrievable from: https://cselekvokozossegek.hu/rolunk/a-projektrol/. Download date: 05.07.2019
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7. Delphi future and trend research on the museum, library and public education areas

Péter Szabó, Gyöngyvér Hervainé Szabó, Dóra Mócz (Kodolányi János University of Applied Sciences)

7.1. Purpose and justification of the research[36]

It can be considered a problem regarding the professional field that currently there is no documented knowledge base from earlier, an even less a consensus of opinion between the experts of the fields of museums, libraries and public education about which are the key topics of the fields affected by the project that could give ideas on the higher decision-maker levels, about how could well operating cultural communities be established in the professional fields. To compensate for the lack of reliable information, we can choose from different methods to collect and process the expert opinions. The objectives and methods of the research were determined by the institutions of the consortium realising the Acting Communities project, the research team of the Hungarian Open Air Museum – Museum Education and Methodology Centre and the National Széchényi Library – with the coordination of NMI Művelődési Intézet Nkft. – and the research was carried out by the Kodolányi János University of Applied Sciences. We chose to use the Delphi method. This method allows for the above-mentioned communities of the professionally specific fields to deal with a problem together in a structured and externally controlled group communication process.[37]

Our goal was to contribute to the public education and to identify the expectable future trends in national and in wider European context for the communities connected to the libraries and museums with the tools of statistics and future research and by analysing the interviews made with the experts and key decision-makers.

7.2. Research methodology

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[36] The research summary was prepared based on the following study: László Ponyi (ed.) (2019): Delfi jövő- és trendkutatás a múzeumi, könyvtári és közművelődési területen. (Delphi future and trend research in the museum, library and public education fields.) Acting Communities, Szentendre – Budapest, Hungarian Open Air Museum – NMI Művelődési Intézet Nkft. – National Széchényi Library.

[37] Hasson, F., Keeney, S. & McKenna, H. (2000): Research guidelines for the Delphi survey technique. In: Journal of Advanced Nursing 32(4), 1008–1015.

One of the required characteristics of the chosen research method was to be suitable to forecast the probable formation of trends in the public education, museum and library professional fields.

During planning the project, the consortium decided to use the Delphi method (DM) to support the analysis.

This methodology was used in many different cases in the public sphere, mainly with the purpose of providing forecasts, to set the goals of strategic actions aimed at the public, to create budgets and to communicate the actions.[38] For the public sphere Delphi has become a usual method on the relevant research fields such as the areas of social policies, education, medicine, nursing science, tourism and sustainability sciences.[39] What distinguishes the Delphi method from a conventional query process is that feedback about the information collected from the groups is emphasised and the individuals have an opportunity to modify or refine their judgement based on their answers given regarding the collective views of the group.

For a qualitative research of this type, quality control and the definition of forecasts necessary for the planning of the research process have great significance. The conceptional frames of the research included the definition of the expert categories (7 pcs) and the most important frames of the study.

The factors	Definitions
Definition of the expert categories	• Decision-makers of the professional fields – head of department, state secretary level • Senior officers of museums, libraries community centres, heads of professional organisations • Mayors/representatives of towns included • Higher education teachers, public education, library, museum experts, scientific publicists • People included in the list of experts, participating in national and international projects, recognised experts of the professional field

[38] Adler, M and Ziglio, E. (1996) (ed.): Gazing into the oracle: The Delphi method and its application to social policy and public health. London, Jessica Kingsley Publishers.; Mária Arapovics (2011): A közösség tanulása. (Learning the community.) ELTE Az Élethosszig Tartó Tanulásért Alapítvány. (ELTE Lifelong Learning Foundation.) Budapest.

[39] Mukherjee, N., Hugé, J., Sutherland, W. J., McNeill, J., Van Opstal, M., Dahdouh-Guebas, F. and Koedam, N. (2015): The Delphi technique in ecology and biological conservation: applications and guidelines. In: Methods in Ecology and Evolution, 6: 1097–1109.; Éva Feketéné Szakos (2002): A felnőttek tanulása és oktatása – új felfogásban. (Learning and education of adults – a new approach.) Akadémiai kiadó (Academic Press), Budapest.

	• Professional representatives of foreign leading institutions/professional organisations • The list of experts included is provided by the three consortium partners
Qualification of experts	The expert matches at least one of the above criteria
Number of rounds	3
Feedback after the first round	Data from the primary research, second questionnaire
Feedback after the second round	Retrieval of the most relevant topics and comments
Feedback after the third round	Absolute differences 1/10
Measuring consensus	Feedback about the results of importance

Table 27: Conceptional frames of the research

The experts chosen from the public education, museum, library and community developer fields received a request to fill out the questionnaire by a formal assignment letter, and the link to the questionnaire was included in this assignment letter. Participation was partly anonymous, the names of the experts included in the research were shown on a list, but it was not public, whose opinions are the answers.

7.3.   Research questions

In the first round of the Delphi research we performed professional data collection, which was followed by the structuring of these data. Based on this, we defined the subject, the questions and the scope of the research.

The survey sought answers to the research questions below:
   • In your opinion, what are the values/strengths of public education/libraries/museums?

- What tendencies, development guidelines, trends do you experience on the public education/library/museum field?

- What do you consider a problem, what needs development in the public education/library/museum field?

- What developments would you consider necessary to support cultural collaborations?

- How would you like to see the public education institution/library/museum of your municipality in 10 years' time?

- What would you do to achieve this?

- How could the initiatives of the public education institution/library/museum be made more attractive?

- What theoretical and practical contents are important in the training and preparation of cultural experts?

- What sectoral (e.g. education, healthcare, employment) collaboration opportunities do you see that could increase the recognition and significance of the cultural sector?

We received altogether 62 fully completed questionnaires from Hungarian, and 33 fully completed questionnaires from foreign experts.

In the second round of the research, the questionnaire sent out included eight questions – out of which two were questions requiring an answer providing opinion, explanation, while six questions were from the priority list of the first round about choosing, rating the most important trends, values, strengths related to the cultural sector and to the three professional fields (library, museum, public education). The topic of making the community initiatives exploring the problem areas to be developed more attractive was included in the questions regarding all three professional fields. The interviewing and quasi-interviewing methods of the first round provide an opportunity for the respondent's own factors to prevail, but at the same time, the text analysis of these points out the relevant items. The questionnaire was created by abstracting these items, but with closed questions. This second round also included the process of understanding, which made it clear how the group of experts views the question.

In the third round of the research – according to the methodology of the Delphi researches – we sent out a summary which was made based on the results of the second round questionnaire as well as the questionnaire of the third round to each respondent. The questionnaire sent out

included eight questions – out of which one was a question requiring an answer providing opinion, explanation, while seven questions were about clarifying and rating the most important, characteristic trends from the priority list of the second round. We have asked the opinion of the experts in such important questions as network building, local cohesion, state involvement and the power of the communities. This is the final phase of the reflective feedback, in which only the items that could be defined as central based on the earlier results, i.e. proven important also earlier, were reanalysed. Just as with the earlier rounds, the respondents received the questionnaires online, and the answers also arrived online, which were recorded and processed. The most important role of this questionnaire survey round in the process of the research was that the questions were actually created by the respondents, although their phrasing and operationability was the task of the researcher. They received questions that listed the factors they considered important, but they provide an opportunity for them to be subtracted from the earlier topics and be measured by direct comparison.

7.4.   Description of the research sample

When planning the Acting Communities project it was essential to form the future trends of the cultural institutions by including international experts. According to this, we contacted 204 experts (142 Hungarian and 68 foreign). The original response rate was low: out of the 142 experts on the list only 75 received the questionnaire in the end. Besides this, 12 more Hungarian experts received it, whom were contacted independent of the consortium, by the Kodolányi János University of Applied Sciences. Out of the 68 foreign experts who were initially requested to fill out the questionnaire, altogether 13 answered. A further 41 experts received the questionnaire by the end of November, beginning of December 2017. Finally, we received altogether 62 fully completed questionnaires from Hungarian, and 33 fully completed questionnaires from foreign experts (see table 28).

Institution	Answers from Hungarian experts	Answers from foreign experts
Public education	22	12
Museum	20	10
Library	20	10
Total	**62**	**33**

Table 28: Proportion of answers by professional fields

The respondents of the research sample were categorised also by the circle of participants, which was important for the professional field analysis of the research.

7.5.   Presentation of major findings

First round

Results

In the following distribution, the sample includes the answers of the representatives of the three fields approximately in the same proportion (figure 61):
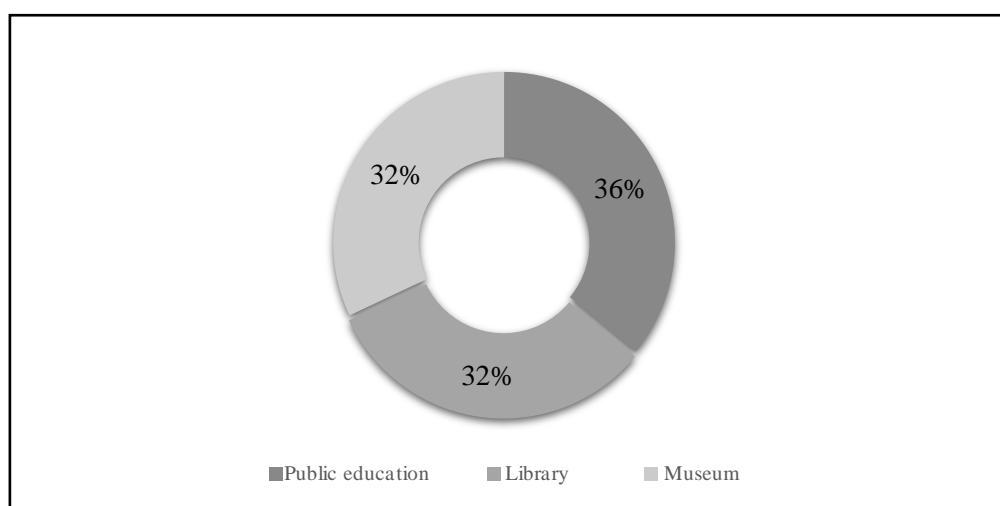
Figure 61: Distribution of respondents by professional fields

Due to their similar distribution, the three professional fields are represented in the same proportion in the common diagrams included in the present study of the three professional fields.

In general, it can be concluded that regarding the questions no. 1–3. and question no. 9, the Hungarian and foreign respondents pointed out similar priorities. With the rest of the answers, especially regarding the problems and areas to be developed, different approaches emerged in the Hungarian and foreign samples; therefore, for these questions we showed the categories individually in the case of the Hungarian and the foreign samples.

Values and strengths

What are the values/strengths of MUSEUMS/LIBRARIES/PUBLIC EDUCATION?

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

The common results of the three professional fields show the following distribution regarding the most important values of the cultural institutions (figure 62):
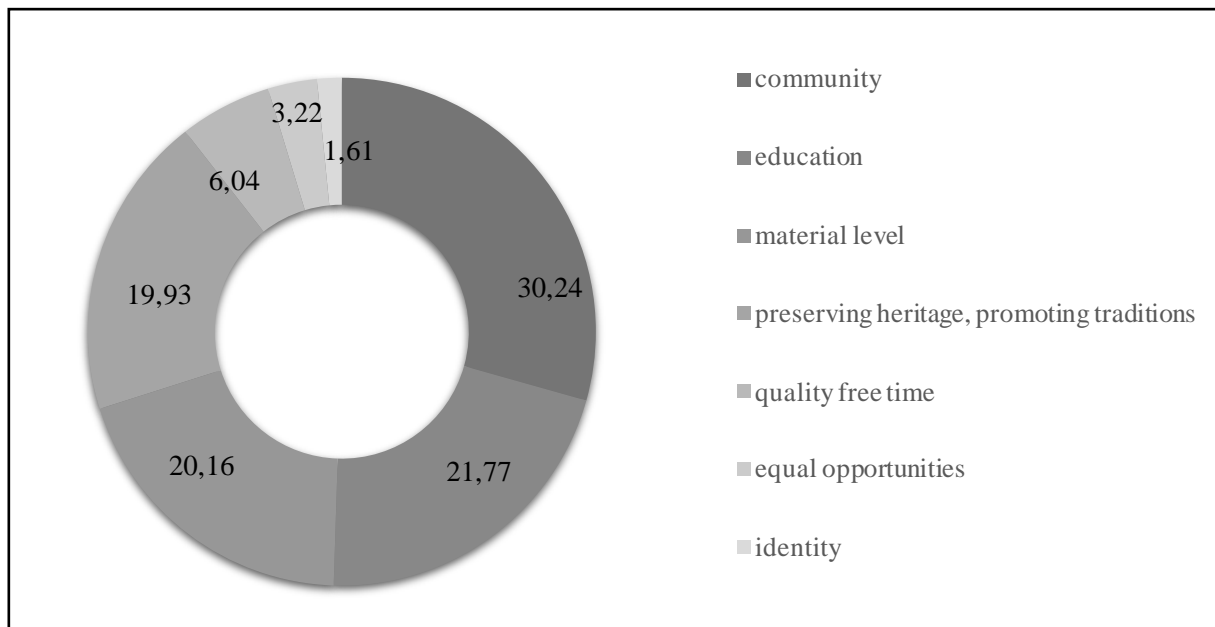
Figure 62: Value, strength

Distribution of the values, strengths compared to each other in percentage

The communal subcategory finished in first place, which covers almost one-third of all mentioned values and strengths in itself. The leaders identified education as the second most important value of cultural institutions, which was followed by the material level and preserving and passing on of traditions. These are followed after a big gap by the last three strengths from the most frequently mentioned ones, which are in order quality free time, equal opportunities and identity.

Based on the data, it can be concluded that the biggest role cultural institutions have is creating and building communities. Besides keeping and preserving their collections, their very important task is to present these, which can be manifested in the education and also in passing on the traditions.

The priority list of values and strengths shows a slight difference in the different fields. Mostly the sample of public education institutions is different from the fields of museums and libraries.

Based on the answers, the values of museums are the following (figure 63):
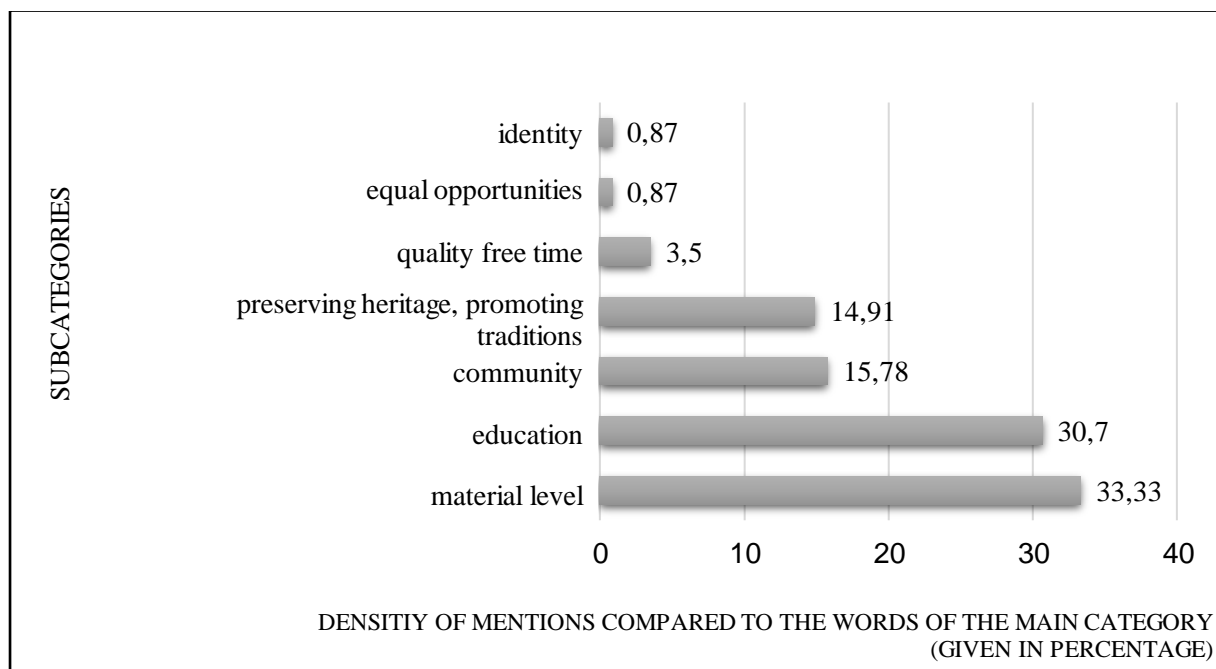
Figure 63: Values, strengths of museums

Respondents of museums placed first on the list the collection itself, the subcategory made for this covers one-third of the mentions. This is followed closely by education, then in half the proportion comes community building, which is right next to preserving traditions. Museum comes after a long pause in the line as the place to spend quality free time, followed by equal opportunities, i.e. the role of museums in social inclusion. The identity preserving function of the institution has almost the same significance as the latter.

The results of the foreign sample show a connection to the results of the Hungarian respondents. In summary, it can be concluded that the foreign respondents, the museums questioned consider preserving the local and regional treasures, collections and organising exhibitions and quality programmes to be a primary value. They also mention the cultural effect of the museum and the importance of communication with the communities. Exchange of experiences and obtaining new cultural experiences also play a role.

The answers clearly show that these fall in line with the basic tasks of the museums, which are described by the ICOM Code of Ethics for Museums, the Act on Culture and the articles of

association of the museums compiled based on it, and the Rules of Organisation and Operation.[40]

The main functions of libraries are different from those of the museums, although the last three places are taken by the same information: the library, as potential place to spend quality free time, the subcategory of equal opportunities and identity. The latter received higher percentage points here than in the case of museums, so compared to museums the identity preserving function is a more important aspect in the case of libraries (figure 64):
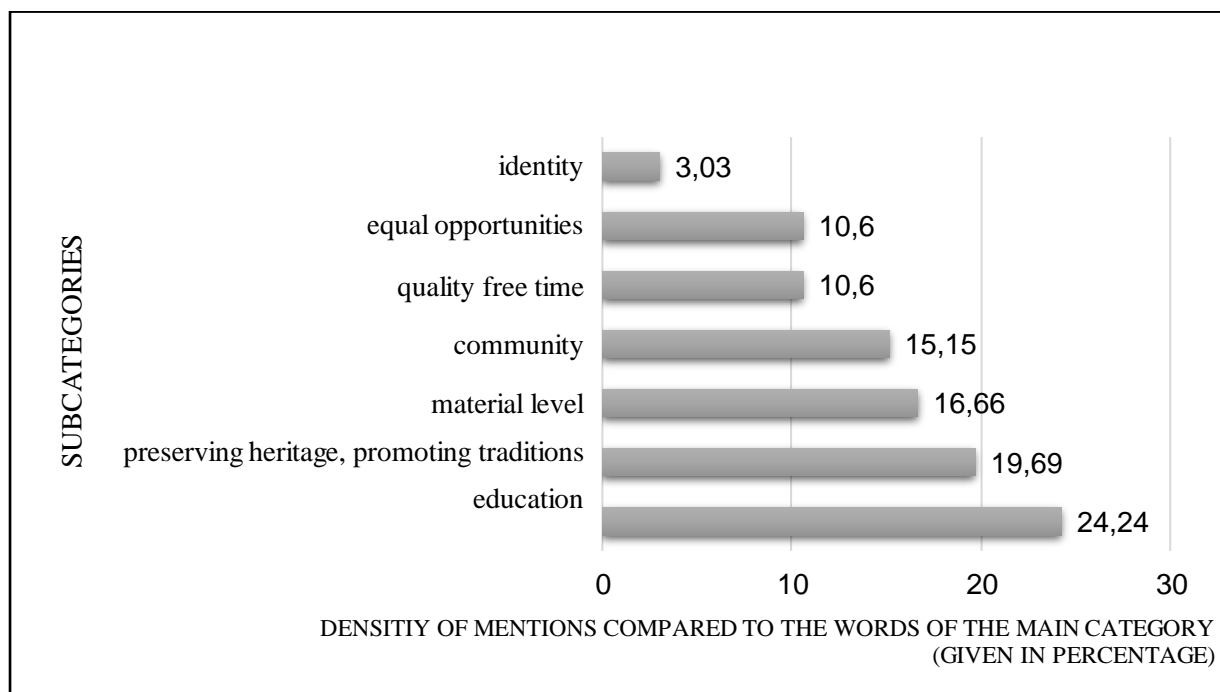
Figure 64: Values and strengths of libraries

The primary value of the library is not in its material treasures or documents anymore, but in its educational and training function. Its second most important role is to preserve and pass on traditions, its third strength is its collection itself, followed closely by its community building task.

On the international scale, most of the respondents placed community platform as strength of libraries in the foreground. They consider developing the society, giving and providing

[40] Mária Bezzeg (ed.) (2005): ICOM Múzeumok etikai kódexe. (ICOM Code of Ethics for Museums.) International Council of Museums. Múzeumi Közlemények (Museum Announcements) 2005/2. Budapest. ICOM Hungarian National Committee; Act CXL of 1997 on museum institutions, public library services and general culture, Annex No. 1 to Act CXL of 1997, Terms. Retrievable from: http://njt.hu/cgi_bin/njt_doc.cgi?docid=30818.315798. Download date: 10.07.2019

knowledge important. As the third important value, the collection of the library as well as its services were mentioned.

In contrast to the above, the sample of the public education institutions (figure 65) places the issues of the community itself in first place (almost 70 percent), which seems inevitable knowing its practical and active nature:
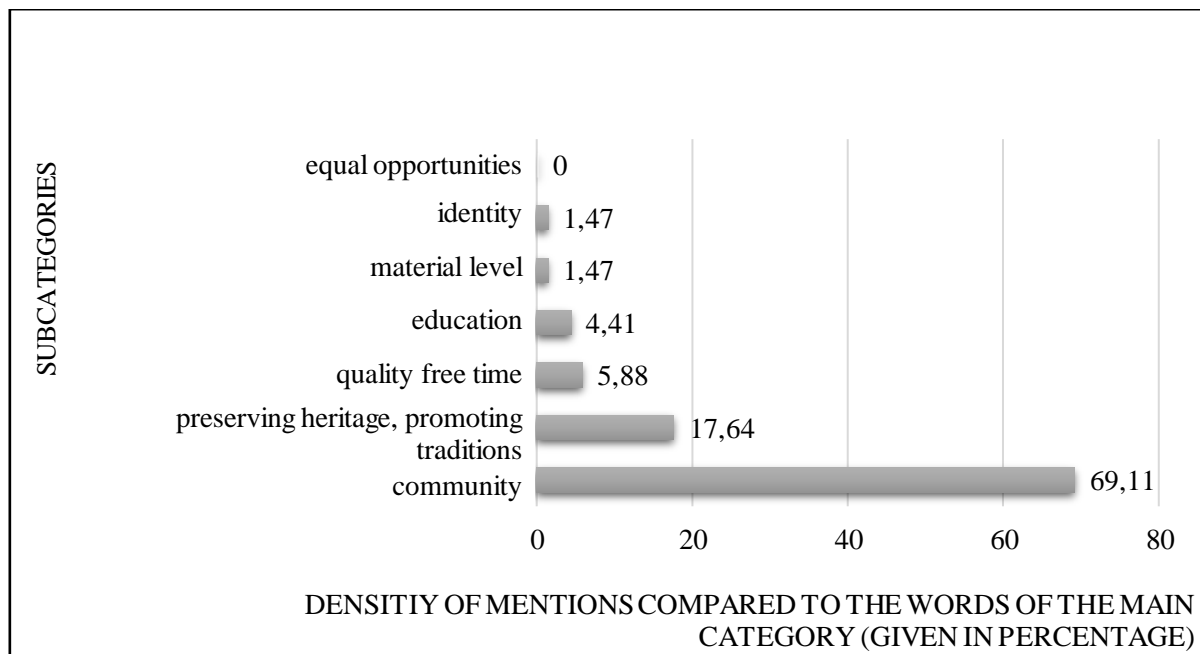
Figure 65: Values and strengths of public education institutions

It can be stated regarding the statements of the sample that the second most important mission of a public education institution is the preservation of traditions, especially the local ones, and it has to position itself better than a museum as the place to spend quality free time. The education function received the lowest percentage points here from the three fields, just as the material level, which could be due to the fact that the public education institutions did not collect a significant materialistic collection, as this is not their task.

So according to the respondents, the main task of a public education institution is to support community life, to build, to form and to keep the local community together.

The respondents clearly highlighted the development and service of the community as main task of the public education institutions also on the international level, including as many layers as possible, and the preservation and passing on of cultural values. Among the answers providing high level HR and technical background were also mentioned.

Trends

The original question:

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

Besides the trends forming an individual subcategory, the appearance of tourism (including the strengthening of cultural tourism) and public education factor could be observed along the development paths. The less direct references to the difficult financial state of the institutions also have to be highlighted, which were not direct enough to be included in the financing difficulties, but from the context they clearly indicate this. An example from an answer: 'Keeping their head above water is determinative.' Similar indications can be found also regarding the spreading of service centredness. In the other folders the strengthening of the presence of civilians and non-governmental organisations can be clearly observed as a trend.

The appearance of the subcategory in the foreign sample

In the foreign sample, adapting to the communities and institutions, organising quality programmes also appeared among the museum-related answers. Processing and presenting cultural heritage is also an important guideline. The participation in various projects, the strengthening of institutional network and the collaboration with the media also seem permanent. Regarding libraries, here many of the respondents mentioned the importance of digitalisation. Besides all this, they consider that measure as another important guideline, which helps libraries discover the situation and needs of the population. They try to support the local history, the researches about local knowledge, the culture and the local artists, and this way get more involved in the daily life of the community. Opening towards the community is important, even if the libraries had to step out of their comfort zone. In this field the development of IT infrastructure and the inclusion of the media were also mentioned.

The distribution of dominating trends in the field of cultural institutions can be seen on the following diagram (figure 66):
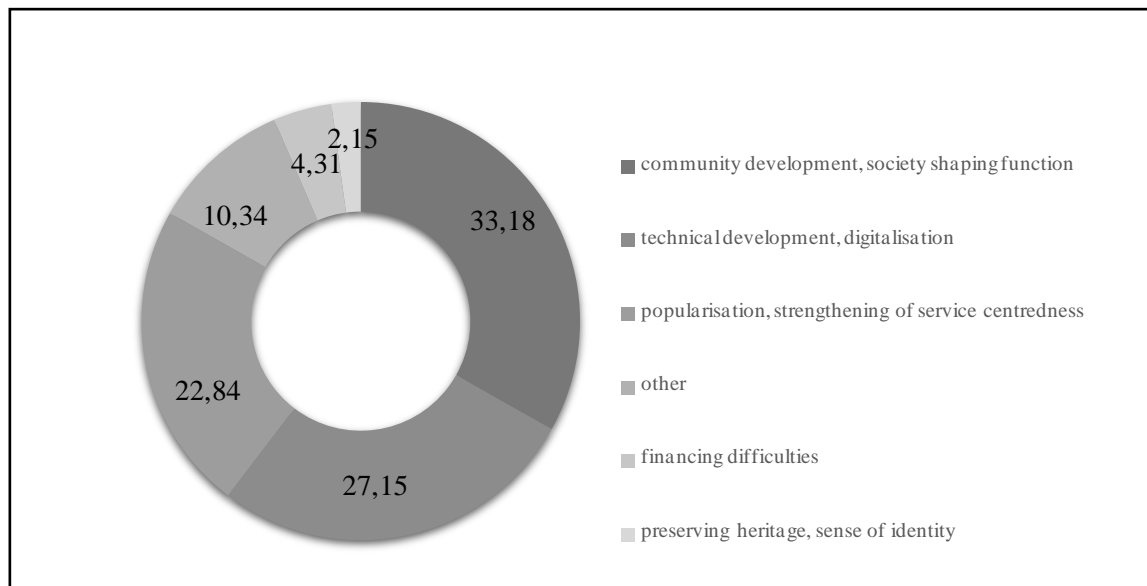
Figure 66: Distribution of dominating trends compared to each other in percentage

The number one trend is the strengthening of the community developer, social function, which covers one-third of the trend pie chart. In second place stands the accelerated process of technical development and digitalisation with 27.15 percent, which can be recognised as a global phenomenon, and is not very country-specific. This is followed by the spreading of the service provider approach, and after a long pause comes the 'others' subcategory, i.e. the collection place of the less significant trends with less mentions.

In the circle of Hungarian respondents financing difficulties also measurably appear in the area of trends, despite the question being aimed not at this area, but at professional guidelines, which represent the current state of the professions. Despite this fact, worries about the missing financial resources occur here as well, among which the problems of human resources (e.g. lack of professionals) played a great role.

The appearance of the subcategory in the foreign sample

In international comparison, mostly the strengthening of service centredness, community development and the social function subcategories are mentioned at the same time as preserving heritage. Besides these the digitalisation and technical development subcategories can be strongly recognised, and for the Hungarian respondents outside Hungary's borders the financing difficulties subcategory appeared as well.

Problems, areas to be developed in the Hungarian sample

The original questions:

Q4 What tendencies or issues do you think problematic and should be developed in the field of community development, community culture/community education, museology and librarianship?

Q5 What kind of development would be necessary to improve the cooperation of cultural institutions (community/cultural houses/centres, museums and libraries)?

The most urgent problems

The pattern of problems and areas to be developed looks like the following in the common analysis of the three fields (figure 67):
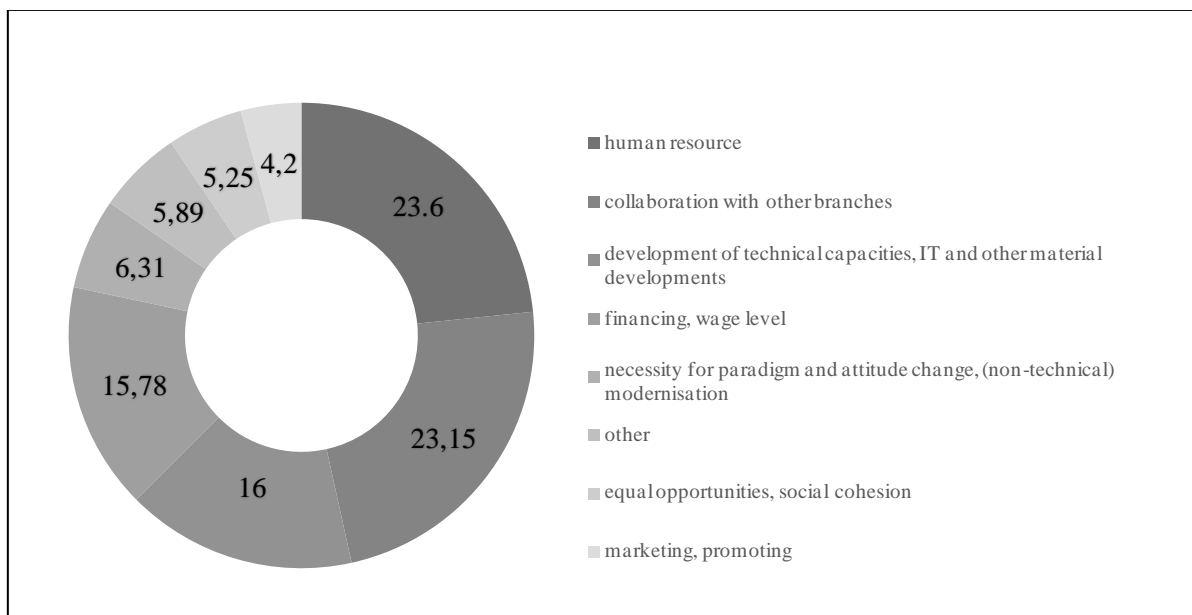
Figure 67: Problems, areas to be developed
Distribution compared to each other in percentage

Though the presence of collaboration is informative, when evaluating the results we have to consider that there was a specific question about this, this is why it has become over-represented in the sample. In the Hungarian sample, the most underdeveloped, most problematic area which was mentioned without a specific question, spontaneously is the area of human resources. According to the questionnaires of Hungarian respondents, the institutions battle with severe lack of professionals, and this does not apply only for the institutions, but for the profession

itself. On the one hand, many are missing from the institutions, from various fields of profession, on the other hand, the supply itself does not seem solved either. The respondents also mentioned people leaving the profession, while besides the cultural professionals, also the lack of technical staff means huge and impossible-to-solve challenges. The cause of the problem is considered to be the lack of finances – the wage of the people employed in the field and the limited support creates a degrading situation, and with these conditions it is not possible to employ the necessary number of employees, nor the human resource of the required quality.

The second spontaneously mentioned, most problematic area in the Hungarian sample is the area of technical equipment and the state of the buildings. According to the answers, basic IT and technical equipment are missing from the cultural institutions. The equipment of many institutions are decades behind modern technique, and without these the colleagues cannot make the necessary steps to meet the requirements of the era even with the best intentions. This way the institutions lose their competitiveness in the 'battle' for visitors. Huge-scale technical renewal and the personnel required for that would be needed, but the cultural institutions are unable to finance these from the support currently available.

In summary, it can be said that the problems of the technical equipment category can be traced back to the lack of finances, just as the two basic subpoints of human resources, the lack of professionals and the lack of material and other type of appreciation.

The third spontaneously mentioned group among the Hungarian respondents is the subcategory of financing and wage levels itself, which – with 15.78 percent – is not very much behind the technical group before it, which received 16 percent in the percentage breakdown.

It is important to note that the direct mentions to lack of resources make up 42 percent, that is almost half of the rated words/phrases of the main category from the side of the Hungarian respondents. If we only evaluate the spontaneous mentions, so we deduct the answers received to the direct question (the area of collaboration), we get an even higher percent: more than half of the answers, 54 percent. This means that when the leaders of cultural institutions mention problems, half of their words relate directly, spontaneously to the lack of financial support and sustainment problems.

Other important problems

The area of problems suggesting re-evaluating the distribution of resources are followed after a big gap by the other, apparently less severe problems in a much smaller degree.

In order:

- the necessity for change of approach and paradigm, mental modernisation

- the Other subcategory

- equal opportunities and social cohesion

- shortcomings in the area of marketing and promoting.

From the answers it can be deducted that the Hungarian cultural sphere would require a radical transformation to ensure operability, both on the areas of financing from the proprietors – thus modernisation of technical equipment and personnel – and on the area of non-financial type modernisation. Without these the existence of cultural institution could be in danger.

The significance of educating professionals is a highlighted area also in the case of the foreign answers.

Second round

Descriptive statistical analysis

The first (pending) question about content was about the values of the scale.

I.   Based on the received answers please put the values, strengths of <u>cultural institutions</u> in order! (1 = most important, 8 = least important) (Write the number in the square!)

According to the summarised opinions of the professionals the biggest strength of cultural institutions is 'Community – community building – preservation'. This received the lowest average value, and is rated first the most frequently. The three least relevant strengths, or weakest characteristics are 'Equal opportunities', followed by 'Material level – the collection itself' and 'Quality free time'. The two ends of the spectrum were the community and equal opportunities both based on the averages of the scale ratings and frequencies of the Thurstone scale. According to this approach, the lack of equal opportunities is expressed more clearly in content, as discrimination can not only mean technical shortcomings, but also discrimination by the community.

Although the community is the biggest strength in both respondent groups, tradition and education were rated higher by the foreign experts, while quality free time was rated lower as a strength of cultural institutions. The Hungarian experts consider quality free time of secondary importance in case of cultural institutions, and 'Identity – preserving and keeping of identity' represents a significant force for both groups. Institution and identity are not far from each other, especially domestically. This result can not only be related to historical symbolisms, rather to the power of linguistic-cultural cohesion.

The strengths of the cultural institutions made up a varying picture by the fields of profession. Although, in summary, equal opportunities was the weakest area here as well, for the librarians the collection and quality free time are the two least strong characteristics in the institutions. Respondent behaviour showed characteristic differences when we divided each of the professional fields. As long as they answered together in general about cultural institutions, their own preferences overwrote the direct experiences. At the same time, the ranking of own institutions showed much larger distances with regard to the strengths.

I.A) Please put the values and strengths of <u>museums</u> in order! (1 = most important, 8 = least important) (Write the number in the square!)

In case of the strengths of museums, the collection received emphasised importance and much larger support from the respondent experts, just as it generally appeared when judging the state of cultural institutions. As it could be seen from the answers given to the other questions, the expert respondents of museums almost divided the characteristics of their institutions by the typically positive and missing negative characteristics.

The foreign respondents set an entirely different order of importance when judging the strengths. For them 'Preserving the traditions and supporting the protection of heritage' is the greatest strength represented by the museums.

I.B) Please put the values and strengths of <u>libraries</u> in order! (1 = most important, 8 = least important) (Write the number in the square!)

The library experts also considered the material stock to be their greatest strength, but besides this education was pointed out with almost the same value. The original goal of libraries falls

closer to education, and besides the numerous libraries in higher education institutions the public libraries and the large national collections clearly play an important role in education as well. However, the digital tools and resources are continuously changing the educational scenery, raise questions connected to multimodality and digital literacy, and from this aspect libraries must be considered institutions with high priority or could become such.

It is not a coincidence that the foreign expert respondents deemed education as the greatest strength of libraries, while for the Hungarian respondents this was the collection, although – as we summarised above – the distance of the two is not significant from each other. Hungarian experts considered the preservation of heritage the least typical strength with regard to libraries, while the foreign respondents thought similar about quality free time. From this aspect, the distance between the museums and libraries is remarkable.

I.C) Please put the values and strengths of <u>community education</u> in order! (1 = most important, 8 = least important) (Write the number in the square!)

On the area of community education 'Community – community building – preservation' is a clear strength for both respondent groups, and as an actual material collection practically does not exist, that is the least typical characteristic of these institutions. We deemed more important than the characteristics discovered in the answers that the Hungarian professional opinions consider equal opportunities, while the foreign respondents consider spending quality free time as weakness.

II. Based on the expert opinions please underline the three most dominant trends which you consider to be the direction for development of cultural institutions. (Write the number in the square!)
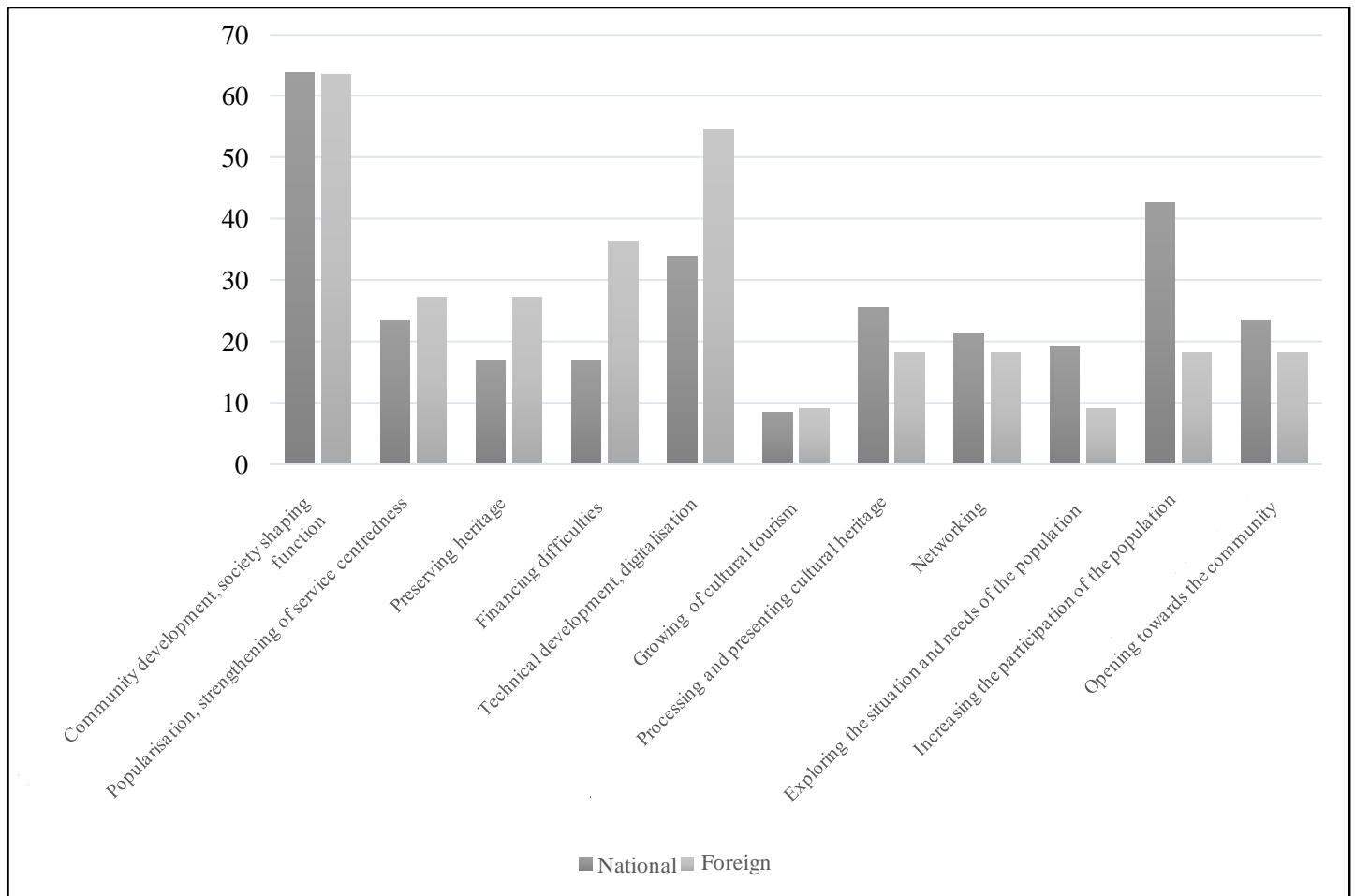
Figure 68: The three most dominant trends which you consider to be the direction for development of cultural institutions, weight of the selections

'Community development, society transformation function' received 30 Hungarian and 7 foreign underlinings, i.e. selections, so this was clearly identified as the most important trend by the experts.

II.A) Please underline the three most dominant trends which you consider as the guideline for development of museums.

'Networking' is the trend that was chosen most often by both the Hungarian and the foreign museology experts. The above opinion matches with the exception of the general thoughts of the experts about the development guidelines of museums.

II.B) Please underline the three most dominant trends which you consider to be the guideline for development of libraries.

'Preservation of heritage' and the 'Growing of cultural tourism' are the two characteristics which are considered to be the development guideline for libraries by most of the Hungarian and foreign librarians. A problem can arise partly from the fact that the original conception blurs together institution types very different from each other. University, academic, public and national libraries have entirely different functions and spectra.

Although iconic trademarks of libraries are books, silence and printed words, in reality librarians work in a rapidly changing environment today. Digital information, new pedagogical practices, the requirements of those with a digital mother tongue (e.g. students) and the requirements corresponding to the changes that happened in scientific communication were integrated into their services, and this happened due to the changes of technology and out of the desire for increased openness.[41]

II.C) Please underline the three most dominant trends which you consider to be the guideline for development of community education.

In the area of community education the experts deemed outstandingly important from the aspect of future development the 'Community development, society transformation function' and the 'Increase of participation of the population'. Both values clearly come from the basic characteristics of the institutions, the only aspect being questioned is whether the community is understood as a local or virtual group. Networking received only 4 Hungarian votes in this area, which suggests that the experts consider that as irreconcilable opposites with personal participation. At the same time, already in the sixties, community integration started to turn from local towards virtual, which does not mean exclusion from involvement.

The experts described such aspects in the open questions, which showed a picture different from this: think tanks, equipped institution, improvement of living conditions of the population, modernisation and collaboration between the branches. Therefore, the desired and the actual development are hard to match. It is important to note that involving the population also means higher participation. But when we are discussing being more active and participating more, we might not think about the local communities, rather the local culture. To this effect it becomes

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[41] Gwyer, Roisin (2015): Identifying and Exploring Future Trends Impacting on Academic Libraries: A Mixed Methodology Using Journal Content Analysis, Focus Groups, and Trend Reports, In: New Review of Academic Librarianship, 21:3, 269-285.

possible to talk about collaboration between branches and even sharing of functions (as libraries also organise exhibitions and museums traditionally have collections of books).

III. Based on the expert opinions please put the problematic areas to be developed concerning <u>cultural institutions</u>, where the first means the most severe area/problem to be developed! (1 = most important, 13 = least important) (Write the number in the square!)
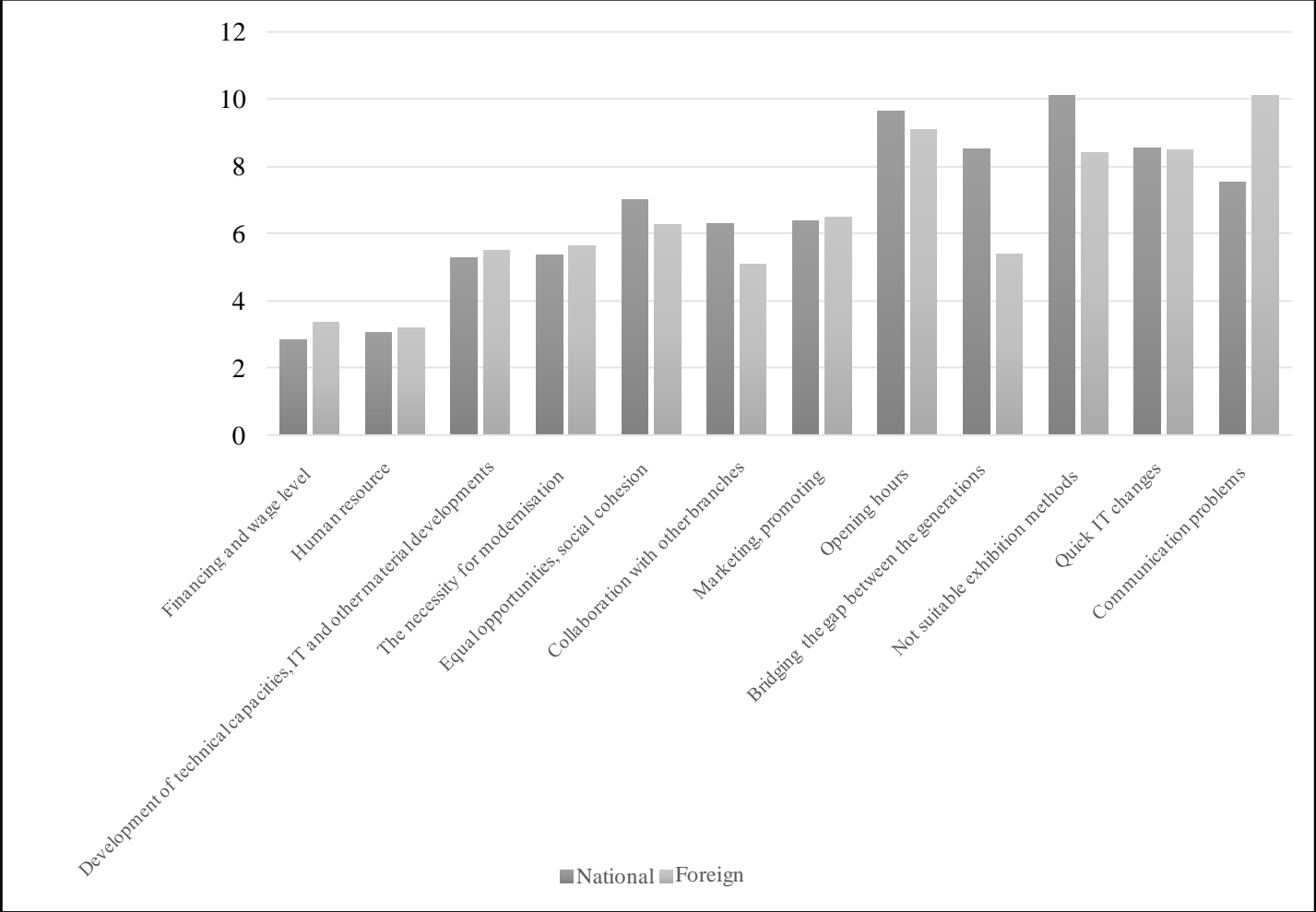
Figure 69: Scale values of problematic areas to be developed regarding cultural institutions according to the division of the Hungarian and foreign experts

Based on the above scales, 'Financing and wage level' is clearly the area to be developed the most, which is followed by 'Human resource', moreover, based on the opinion of foreign experts, this is slightly more important. Both variables received very low values on the rating scale consisting of twelve scales, which suggests that no divisive factors are behind it. The

financing, wage and human resource problems are clearly connected in all fields of the profession.

However, the development problems of financial type include access as well. Without financial support, all cultural institutions have to adapt to the market conditions, which, on the one hand, is a risk to their existence – as in most cases there are no optimised prices that would create a stable market mechanism–, and on the other hand, even if these conditions would be settled, that would mean that the given institution had to adapt to the consumer markets, and generated strong exclusive mechanisms by doing so.

III.A) Based on the expert opinions please put the problematic areas to be developed concerning <u>museums</u>, where the first means the most severe area/problem to be developed! (1 = most important, 13 = least important) (Write the number in the square!)

The Hungarian museologists deem financing and wage level the most important area to be developed based on their answers, while abroad 'Not appropriate exhibition methods' lead as area to be developed, and this was followed by 'Equal opportunities, social cohesion' and 'Collaboration with other branches'. The museum experts recommend the introduction of a career model and normative financing.

III.B) Based on the expert opinions please put the problematic areas to be developed concerning <u>libraries</u>, where the first means the most severe area/problem to be developed! (1 = most important, 13 = least important) (Write the number in the square!)

Librarians would develop wages the most both on the Hungarian and on the international level. Unlike them, on the area of community education, at least on the international level the criteria of 'Development of technical capacities, IT and other material developments' could be considered an important task as well.

III.C) Based on the expert opinions please put the problematic areas to be developed concerning <u>public education institutions</u>, where the first means the most severe area/problem to be developed! (1 = most important, 13 = least important) (Write the number in the square!)

While for the experts working in the area of community education also the problem of wages is a high priority, both the national and the foreign professionals consider human resources as the most important area for development. Therefore, here the emphasis is elsewhere, and the system of problems is more complex. The need for aids that are deductible from the corporate taxes was mentioned in more answers and plays a big role in naming the possible resources of the institutional developments, but the respondents usually consider the normative form of state subsidies to be the simplest and most desirable solution to the problems. Among the items identified to be developed the establishment of network based, interbranch systems, moreover, the development of human capital and digital competences.

Besides setting the order, the textual answers received from the field of profession appointed the following areas to be developed: compensating for the lack of foreign language skills (5 mentions), ability to react to the needs of the users (4 mentions), lifelong learning (1).

Analysis of textual questions

IV. In your opinion, how could the financing of cultural institutions be improved? V. If you have a comment about the guidelines set based on the received opinions regarding the ideal state of cultural institutions to be achieved in ten years, please describe it here.

Most of the respondents (37%) proposed the raise of budgetary aids as a solution to the funding of cultural institutions. However, the respondents envisage this in parallel with an increase in the autonomy of the cultural institutions, with a higher level of performance and supervision of the specialised tasks, in possession of a broader public awareness and social responsibility.

In connection with the budgetary aids, 22 percent of the respondents mentioned the question of settling the wages, which appeared at the same time as higher level professional competence as requirement.

Another 22 percent of the respondents emphasised the requirement for the inclusion of private capital or other resources, i.e. the importance of market approach. Inside the subcategory, several respondents emphasised the problem area of utilising the TAO aid.

Knowing the current financing situation, 10 percent of the respondents do not consider using tender opportunities as background for institution support a solution, drawing attention to the inequalities in the allocation of tender resources.

Besides the above, 9 percent of the respondents see an opportunity for improving the financing of institutions in the realisation of quality assurance, measurable performance and better collaboration between the institutions.
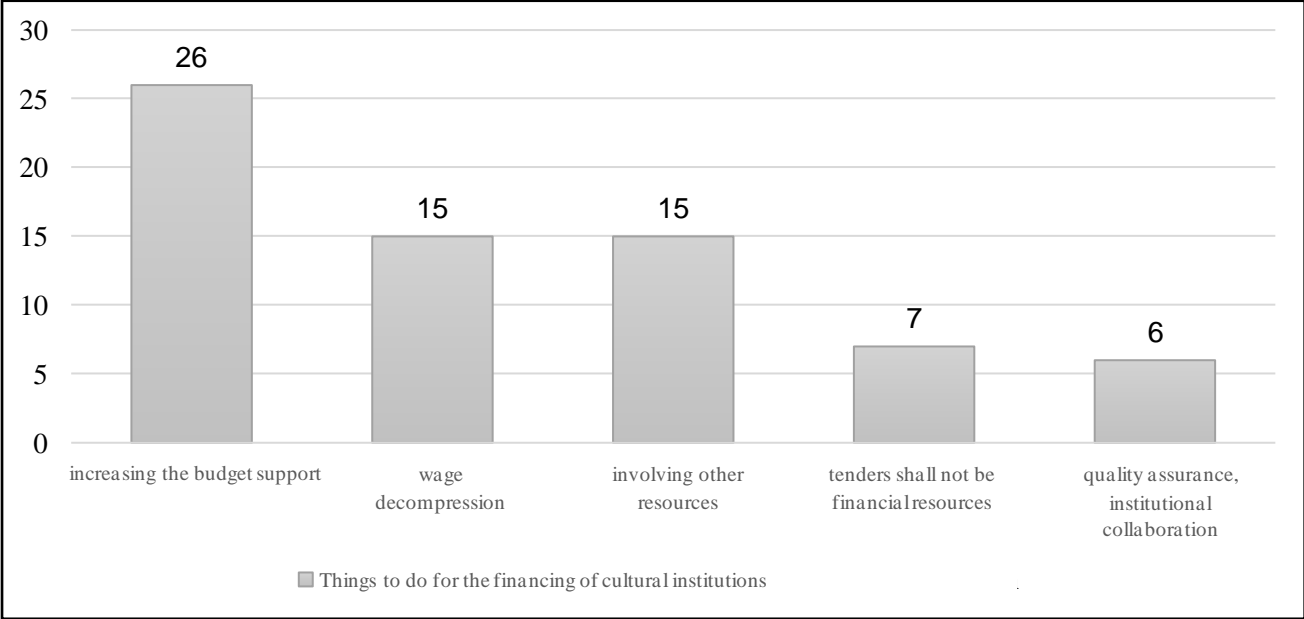
Figure 70: Things to do for the financing of cultural institutions

V. If you have a comment about the guidelines set based on the received opinions regarding the ideal state of cultural institutions to be achieved in ten years, please describe it here.

Envisioning a change in the institution system of cultural services, most of the respondents (33%) prognosed the increase of the community developer function of the institution system as most important item. The growth of the social role and the integration of the institution system (27%) and the strengthening of the bond between the institutions and the growing of network building (23%) are closely connected to this.

This cannot be imagined without the improvement of the infrastructural conditions of the institutions, of which the appearance of digital high-tech technology inside the institution system is a central part – at least according to the opinion of 17 percent of the respondents.
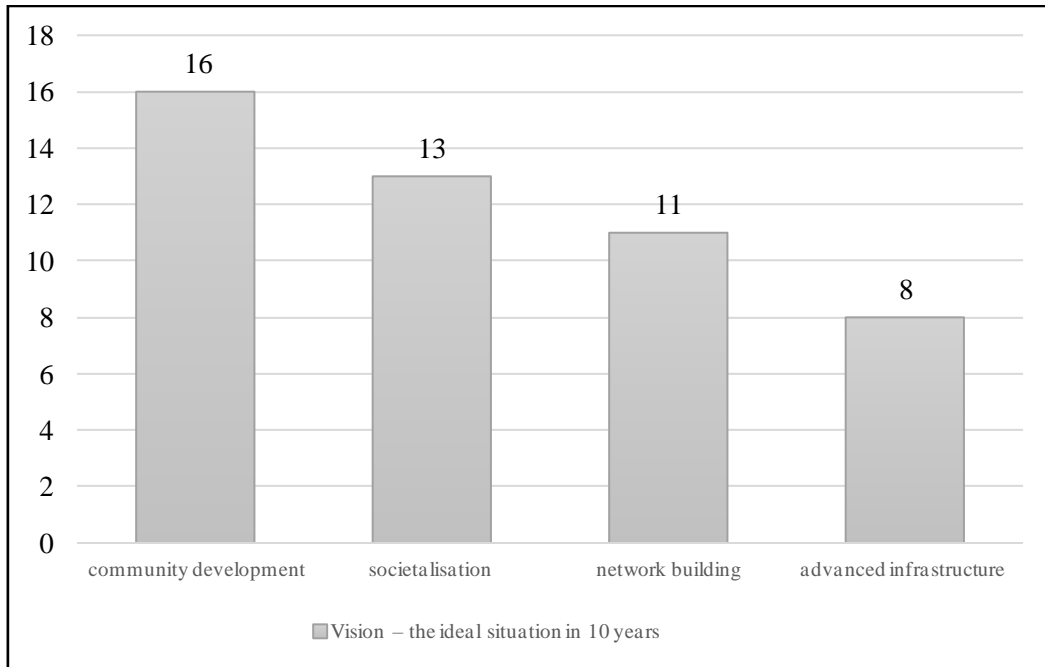
Figure 71: Vision – the ideal situation in ten years

VI. Based on the summary of the expert opinions please name the three methods you consider the most effective to make the community initiatives more attractive! (Underline your selection!)
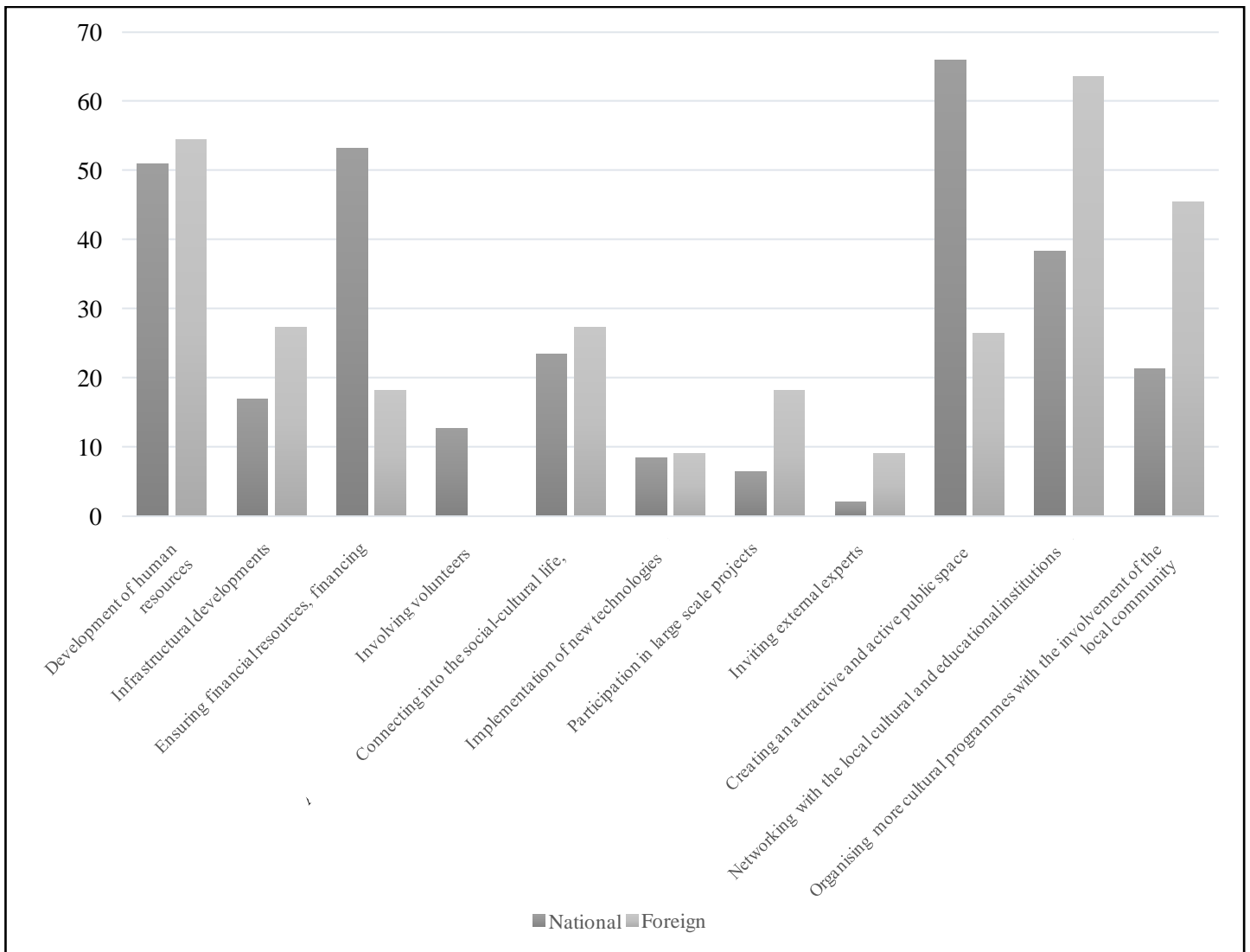
Figure 72: The weight of the three methods considered to be the most effective to make the community initiatives more attractive inside the group

By the question no. VI, all of the three underlined selection choices gave the same weight to the variables, but from the eleven answer choices, we got clearly separable characteristics. 'Creation of an attractive and active public space' received most of the votes, 35 respondents marked this as a possible method to make the community initiatives attractive. But from the foreign experts, the 'Networking with local cultural and education institutions' answer choice was marked by most of the respondents, and 'Development of human resource' almost received the same number of votes. The latter is one of the most effective methods also according to the opinion of the Hungarian experts.

All of this matches the answers given to the problem areas earlier. An active public space means a busy but somehow attractive place. This is not something that is easiest to achieve with physical items, but services and image building are both areas to be developed. All of this is connected to community development, and clearly means visioning it in physical space. The role of networking is also clear: the physical space does not mean a certain building only, but a physically usable set of tools to operate the community created from the virtual web of connections.

The three sectors have many characteristics in common. Many museum and library experts pointed out that the branch divisions are less sensitive from the aspect of headcount, location (town, country or suburb), connection with other local institutions and the other elements of the institution infrastructure or attitudes. The institutions also have an effect on the communities they serve in various ways. Despite their diversity, museums and libraries include many opportunities in themselves that provide them a favourable position: they are incorporated into the local communities and they have a public service orientation.

Human resources and an active public space are the methods considered most important by the community education institution experts, and networking can support development in this direction.

VII. Please rank the most important tools for cultural institutions to make community initiatives more attractive! (1 = most important, 10 = least important) (Write the number in the square!)
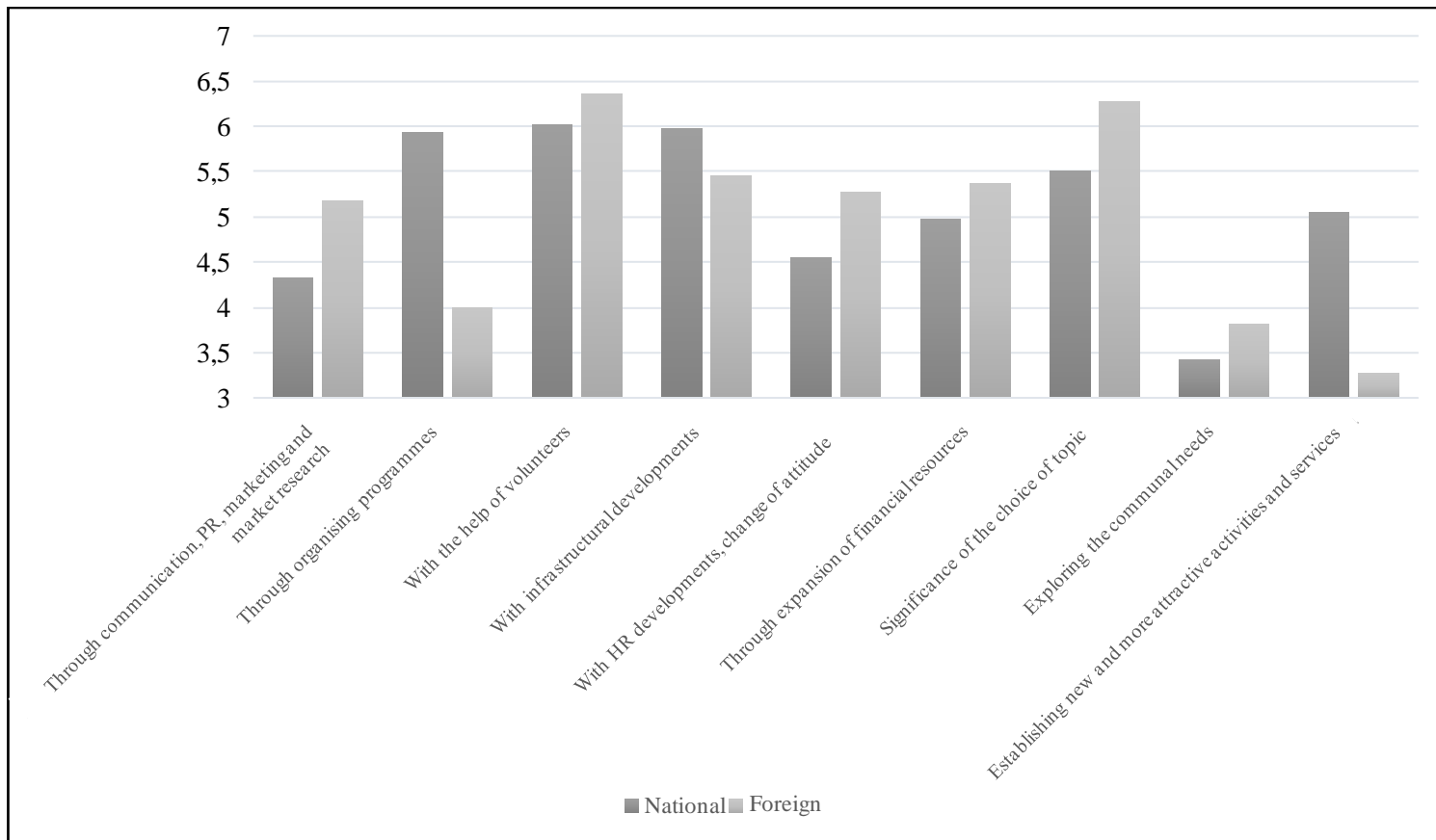
Figure 73: The most important assets for cultural institutions to make community initiatives more attractive. Scale values based on the opinion of the Hungarian and foreign experts

For the 'Please rank the most important tools for cultural institutions to make community initiatives more attractive!' question, we received significantly less divisive opinions. Among the most important tools of cultural institutions 'Exploration of community needs' is of high priority, and the foreign group of experts considers 'Creation of new and more attractive activities and services' even more important. Practically the set of tools for the inclusion and integration of the community is echoed behind both aspects. Such a real and/or virtual space has to be created that attracts the consumers and keeps them there, and who form a community this way and at the same time also create value. All of this can be returned back for the institution and through the institution to the community-society.

Among the other answers the celebration of cultural diversity, the inclusion of the audience and lifelong learning were mentioned by some respondents.
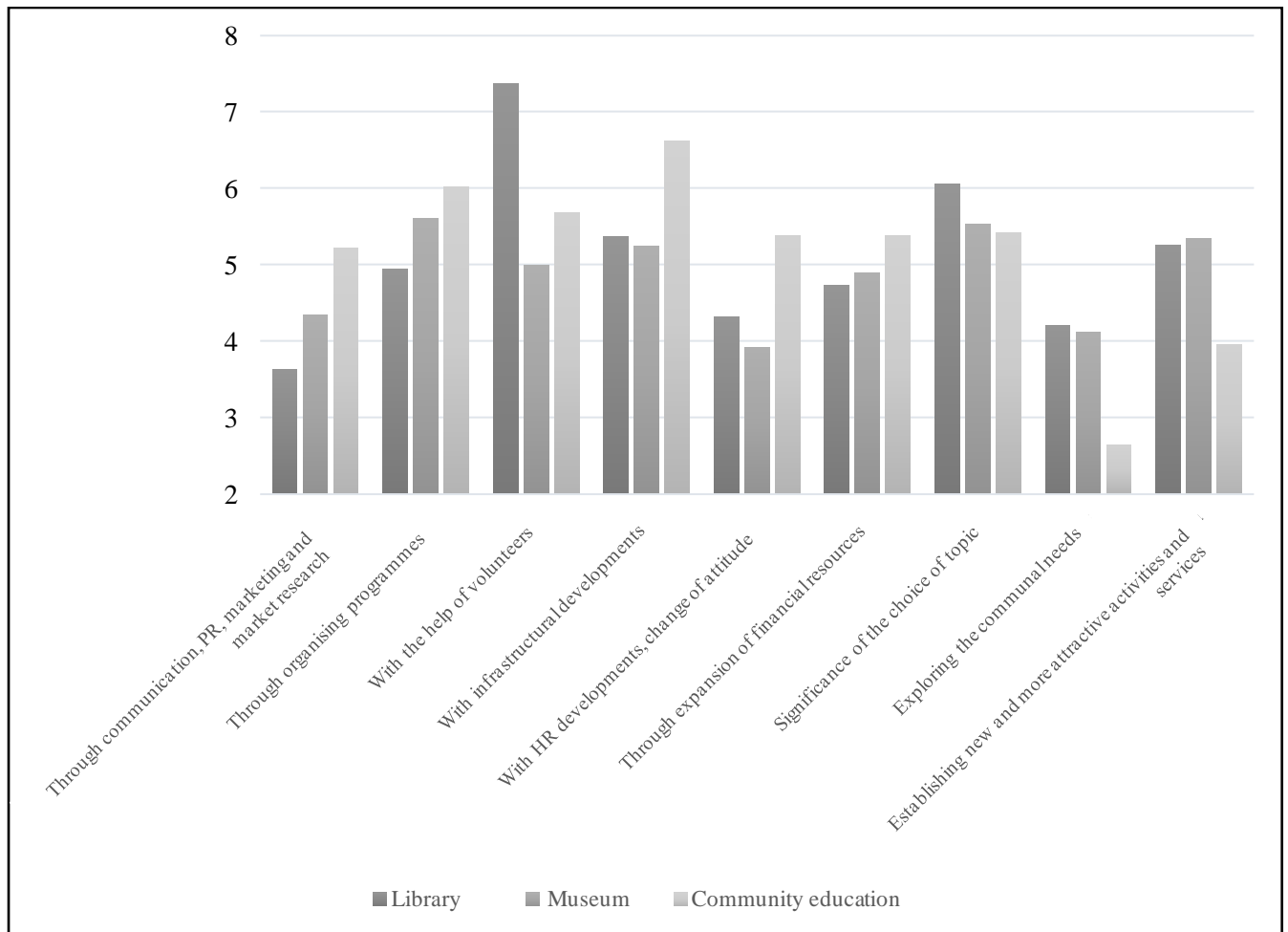
Figure 74: The most important assets for cultural institutions to make community initiatives more attractive. Scale values based on the opinions of the experts of the professional fields

For the librarians 'Communication, PR, marketing and (using) market research' are the tools to make community initiatives more attractive, while most of the museologists chose 'HR developments, change of attitude' and the experts of community education selected 'Exploration of community needs'. All of the opinions presumed and considered desirable market tools to operate the community building development of the institution.

The user community of sciences are online users for a long time now. The use of online marketing and PR is a fairly relevant tool for today's librarians. Besides this, not only the promotion of the current library service is important, but also the question of what new services and possibilities are supported by the new medium. The question is not simply about using an existing marketing mix, but also about exploring the relevant opportunities to improve or change the picture, approach and state of the organisation.[42]

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[42] Ashcroft, Linda – Clive Hoey (2001): PR, marketing and the Internet: implications for information professionals. In: Library Management, Vol. 22 Issue: 1/2, pp. 68-74.

All libraries, museum and community education institutions have a website, or even online initiatives, but few use these effectively. These mistakes are not limited to the cultural institutions: the variety of websites and online services provided by the commercial organisations and governments are also limited with regard to promotion.

VIII. What are the three competences to be developed, that are considered the most necessary to form the approach of cultural experts? (Please underline your selection!)

According to the cultural experts the most important competence to be developed is the 'Exchange of professional experiences, learning best practices and new trends'. The opinions of the Hungarian and foreign experts match in this case. 'Communication competences', 'Strategic planning' and 'Ability to cooperate' are not much behind. The latter is the variable chosen by most of the foreign experts.

The outstanding role of the exchange of professional experiences matched the results of international researches. This could be a general professional competence in any professional field to be developed, because for this a set of tools and an infrastructure has to be provided.

The need for improving communicative competences also matches the international results, but it is interesting that while museums and libraries consider this a highlighted area, in the field of community education this was a basic condition at the time of its creation, so its improvement and development is a less important task. Strategic planning is basically an institutional and not a collegial competence, although its personal regards apparently appear by those participating in the realisation as well. The skill for collaboration is different from the communicative skills – this is proven by the fact that its development is just as significant in the area of community education than in case of museums, but the library experts consider it less important, who rather voted for the activation methods.

The following mentions arrived as other answers from the three professional fields:
- Public education:
  - Humility and devotion towards the profession
  - Development of innovative thinking
- Library:
  - Celebration of cultural diversity
  - Financial appreciation

- Museum:
    - Social responsibility
    - Lifelong learning.

The questions of the third and last round were determined by the answers and results of the second round.

Third round

In the third round of the research, we sent out a summary of the results of the second round questionnaire, and the questionnaire of the third round to all the respondents. The sent-out questionnaire included eight questions – out of which one was a question requiring an answer providing opinion, explanation, while seven questions about clarifying and rating the most important, characteristic trends from the priority list of the second round.

Question groups and questions

Answers for the first question group

The first question of the first question group was seeking answer to how much the respondent agrees with the statement that narrower professional community building is the greatest strength of cultural institutions. Based on the answers of museums and community education experts, community building as the most important institutional strength received higher scale value than the average, while the library experts rated it lower.

Of course, professional community building is important for every existing profession, but defining it as most important strength is a different issue altogether. This is why we have phrased the question this way – to make this duality clear, and basically, although the answers slightly vary, and one respondent marked the higher value, also the frequency shows that everyone places the importance of this to the middle area described earlier. It was important to clarify this, because in the previous evaluation the answers suggested the greatest importance of community building compared to the other functions from other aspects in the field of cultural institutions, but it was not clear exactly which aspect they mean.

Of course, professional community building is not an area that can be neglected. The ability of the professional organisation regarding community building is greatly affected by the relationship between the individuals (generally volunteers) who represent the organisation and

the individuals (members and also non-members) who participate in the activities of the organisation and utilise the advantages offered by the organisation.

In summary, the museum experts want the organisations to provide them the necessary network connections and informational resources required for their work. The strategy that brings the community closer to the members and not vice versa is probably the best method to urge the individuals to accept roles more actively in the professional organisations.

The second aspect of community building was the social role, the social responsibility, which – due to its nature – is questionably considered a traditional function of museums and libraries, but is clearly one for the community education. If one would like to paint a picture of the social role of the single institutions, then the appearance of the public library function would certainly move the widening spectrum towards this direction from the traditional culture preserving and professional, scientific tasks, and the museums were/are going through a similar historical transformation still today. We have tried to receive an answer to this by the judgement of the following statement: *'Community building (social) in a broader sense is the greatest strength of cultural institutions'.*

The judgement of this aspect of community building matches the earlier opinions about community development much better. It is clear that on the area of community education this was considered a primary, i.e. the greatest strength according to the question, but the other two institutional areas gave higher scale values than to the aspect of professional community building.

The 'community building in a broader sense' phrased in the question relates to those suggested and sometimes explicitly phrased in the earlier rounds by the respondents themselves. According to this there is a quasi side effect of what roles the institutions serve, however wide the spectrum is. This social role is not a direct goal of the basic functions, i.e. it is not a community platform, organised community programmes, etc., but it is formed by itself, somewhat spontaneously, for example in a rental service, museum coffee shop, etc.

It can be clearly seen from the division of the answers that 'pulling towards the middle' is less apparent here. This can be general insensitivity, but it mostly shows that the question is not significant. As it is not typical, it cannot be placed by the third, middle value. No one gave the lowest score, which can also be a rejection, but it generally means that the given statement is typical and to a certain degree at least surely acceptable by everybody: here it means that social community building is the most important characteristic or function.

The third question of the question group was directed also at community building. The respondents had to describe the degree of their agreement with the '*The greatest strength of cultural institutions is their social mediator, building role'* statement.

All three expert groups gave the highest values and expressed their maximum consensus regarding this aspect. It is important to highlight that passing on culture was not in the question, only latently referred to it with the goal to ask more shadowy about the side effect that was paired with passing on culture by the experts.

It is important to highlight, that despite all this the library experts hardly have higher values compared to 'wider community building', which can still be due to the two blending into each other, but at least partly can be put down to the stronger need for the division of cultural and social intersections – the rest of the questions shed some light on the latter. This contradiction is shown well by the fact that when in the open question we opened the connection of cultural institutions and community building completely wide, we received answers contradicting each other and emphasising entirely different aspects of the area again. All of this makes the concept stronger that was mentioned when we described the topic in detail, and started analysing its different aspects one by one. Education, access, fairness, inclusion, devotion and the existence of public libraries already make the communities we live in stronger.

Answers to the second question group

In the second question group we focused on the topic of networking. This was the trend that was chosen most often by the Hungarian and foreign experts in the second round, when they were asked about the future of their institution. It also appeared often among the open answers, many times in different context, such as in connection with the development of interbranch relations. It was especially emphasised by the foreign experts, which can be partly understood as the future of the situation of the Hungarian institutions, if that follows the international trends. According to the role of networking, the physical space does not mean a certain building only, but a physically usable set of tools that operates the community created from the virtual web of connections. From this aspect the question is connected to community involvement.

The question raised in the third round did not prove the opinions forming earlier wrong in this regard. Network building was considered important in the future in all three areas, although in many cases, especially the museum experts still keep their traditional approach.

The second question in this group was focused also on social involvement. In the third round, we received such answers for the open questions that the research was focused too much on this topic, but the reason for this was the fact that the thoughts of the experts led us here in

connection with almost all of the topics in the earlier rounds. This is why we included its social projection in connection with the networking topic among the questions.

It was difficult to divide the elements, also when looking at it from the operational point of view and when trying to shed light on the connotations of institution processes as independent social phenomena. When discussing technology development, its most important point of connection is the forming of networks, i.e. its functional motivation and consequence. When taking the professional tasks as starting point, then there is a side effect which brings along the non-professional networking of the audience. The strengthening of user communities serves institutional goals and also wider social integration.

The medium values show for all three expert groups that they do not see such an expressed connection between network building and social responsibility. Our statement was phrased like this exactly: *'Network building serves the decreasing of social distances the most'*.

Most of the votes are fours or fives in all groups, meaning 'agrees' or 'very much agrees'. It is true that the differences are not significant, but if we also consider that there was no full rejection of the connection at all, we have to assume that this sheds a different light on the strength of the relation: it is obviously not primary; it is also clear that network building is not mainly serving the solving of social problems, which is not an original goal of it. But the connection exists even when it is reversed this way. The complexity described above makes polarising respondent attitudes difficult: it is hard to answer absolutely not in one case, while for a very similar question the answer that the given connection very much exists. A research with focus groups could provide closer answers to these differences.

We received the most divided answers from the museum experts, and the topic raised most of the disputes and resistances between them in this aspect also for other questions. The usage of community web services allows for richer and personal relationships.

Answers for the third question group

The contradiction of the highlighted topic in the second round appears here as well. Before examining the further aspects of the question, let us look at one very important aspect of state involvement, which usually appears also on international platforms, but it has an especially large role besides the relatively moderate financial condition system of Hungary. In the third question group, we returned to the topic mentioned often in the previous rounds: wages. Many times the topic of existential limits is reflected indirectly, among the answers to very different questions.

Roughly almost everyone agrees with the '*Without wage settling development/sustainability cannot be imagined in the cultural institutions'* statement, agreement is especially strong from the side of the library experts. The difference in the judgement of the Hungarian and foreign respondents can be clearly seen, which points out the situation of the Hungarian conditions needing development.

The question of state involvement and providing a financial condition system was arranged many times around sustainment/support. The experts participating in the research referred to the problem may times that the institutions are not able to provide for themselves, and they think state subsidies are the only framework with which operation is guaranteed in the long term.

The differences match the earlier results: the situation of libraries is much more unfavourable than the museums'. What is new regarding the question is the latent content. It is unquestionable that subsidies are needed, but that the only possible form of this is state related is not. When thinking about the Hungarian structure, events and tenders show the most typical practice leading out from the one-poled state interdependence, regarding which stability and permanence can be questioned, its effect on harmonised operation and image is partly fixed. There are also different market tendencies, but it is a question of whether the Hungarian market conditions are similar or not, whether they include tendencies of this orientation.

The criticism phrased against the proprietors demonstrated that more state subsidies would be necessary, but in the current context, permanent multi-poled sponsoring could be the way out from the difficult financial situation. Changing the other side is also possible: it can be made attractive without increasing (or promising to increase) the state subsidies, by establishing a hybrid support system for them. The phrasing of the question opens the possibility of wider market analysis, which was known before and caused heated disputes, especially because of the (presumably) negative consequences of market expansion, but under the current conditions the questions could be viewed from a completely different aspect, and of course there is not only one type of market supporter role possible with regard to the above.

Answers to the fourth question group

When we slightly rephrased the community/local question, the results unexpectedly showed a high level of agreement, almost maximum support. *'Cultural institutions can realise strong local cohesion with the necessary developments and involvement'* – this was the statement the experts had to agree or disagree with.

Here the question was not about the local cohesion being a primary task or greatest strength of cultural institutions, rather about whether the cultural institutions have a key role in it or not. When looking at it from the point of view of locality, we can see that the experts of all three professional fields rated their social tasks very high.

This is where the research aspect has to acknowledge it partiality, with other words the existence of such a latent concept that could have made the participants feel that '*There is some natural partiality behind the question*.' Cultural institutions are not only 'valuable' from marketing aspect as direct participants, but also for the given municipality, and through this also for the local community.

Answers to the fifth question group

In the fifth question group we looked at society/community building as a task, then after community involvement we examined the dimension related to the professional mission with the help of the experts. The respondents could rethink their earlier statements from the aspects of passing on culture, consumer experience and professional programmes and connections, and they could shape it with a unified scale.

The differences still turned out to be similar, although the higher level agreement of the representatives of the most significant, community education field could have been expected. The higher than expected scale value from the librarians shows that they truly accept their task when rethinking it this way, if the emphasis is more on the passing on of culture. However, the museum did not value any of the elements 'too' high, which, in our opinion – due to the aspects described earlier – does not point in the same direction as the international trends.

The evaluation of consumer experience shows an entirely different picture. The significance of this is highly underrated by the experts, despite the movement towards a market role, the representation of high culture, they associated connotations of commercialisation with this.

It looks like the statement '*A basic task of cultural institutions is creating consumer experience*' suggested that the needs of the consumer are more important than the value the collections, the material and intangible relics represent. This could cover strong worries, which could match rejecting the possible market supports besides the state subsidies.

The newest tendencies of the marketing managements of museums show that from passive consumer platform they move towards much more pleasant, attractive and transformable areas.

Analysis deals with the public attitudes of postmodern consumer society today.[43] Many researches followed the research change of the nineties, the current approach towards the museum consumer habits.[44] In the area of museums and marketing management dealing with preservation of heritage, the results developed gradually, contemporary thinking underwent a continuous transformation.

The participants of the research were positive regarding the significance of professional connections, but some differences came up here as well. With the question about the degree of agreement regarding the statement '*The professional exchange of connections has to be increased (including mobility, professional programme and the tools of continuous contact keeping)*' we tried to cover a relatively large area, which tried to ask for a unified point of view regarding the opinions formed around the exchange of professional experiences between the institutions. Although the rating of importance is mainly positive, but this is also true for the other aspects, thereby when comparing it with those, only an insignificant change can be experienced compared to the opinions formed in the earlier rounds.

Answers to the sixth question group

In this part of the questionnaire, we asked the experts to match their opinion with such statements, which were all connected to IT technology, virtual communities and social media. As it could be expected, this development direction is the most supported in all areas, even the opinions of librarian – which mostly presented lower values – presented a scale value of 4.31, which is outstanding compared to their other answers.

The digital or online expansion is clearly connected to the phenomenon that is not connected directly to the institutions, but is still affecting them, the rapidly increased role of social media. Our second question in this question group was about this topic, and also as a summary of the previous rounds, we phrased the following statement, with which the experts could agree with or disagree with. '*The role of virtual communities and social media are more and more*

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[43] Mclean, F. (1995): A marketing revolution in museums? In: Journal of Marketing Management, 11(6): 601–616.; Goulding, C. (1999): Contemporary museum culture and consumer behavior. In: Journal of Marketing Management, 15, 647-671.

[44] Bennett, R., Kerrigan, F., & O'Reilly, D. (2010): New horizons in nonprofit, arts and heritage marketing. In: Journal of Marketing Management, 26(7–8): 589–592.; Jafari, A., Taheri, B., & Vom Lehn, D. (2013): Cultural consumption, interactive sociality, and the museum. In: Journal of Marketing Management, 29(15–16): 1729–1752.; Taheri, Jafari, & O'Gorman (2014): Keeping your audience: Presenting a visitor engagement scale. Tourism Management, 42, 321-329.; Wells, Gregory-Smith, Taheri, Manika, McCowlen (2016): An exploration of CSR development in heritage tourism. In: Annals of Tourism Research, 58, 1-17.; Wu, Kai-Lin, Holmes, Kirsten, & Tribe, John (2010): 'Where do you want to go today?' An analysis of family group decisions to visit museums. In: Journal of Marketing Management, 26(7–8): 706–726.

important in the life of cultural institutions' statement does not include exclusivity, therefore it was relatively simple to rate.

As it could be expected, the differences of opinions which were not phrased or expressed earlier showed in this question. For the experts of community education institutions, the value of virtual communities is lower than the personal encounters. Their use in a complementary role could be inevitable, or could be the continuation of their self-perpetuating development tendencies, but in the answers an evaluation aspect could be experienced, even though the statement is declarative and did not include such elements. From the side of museums and libraries – as continuation of the earlier context – virtual social media is a significant contribution to their activities.

Answers to the seventh question group

By the end of the questionnaire, we returned to the topic of state involvement. We have phrased questions in three ways, on the one hand, dividing direct (normative, tax support) aids and normative role, on the other hand, we asked about the presence of combination of the two. With this we have tried to make clear the aspects that could be observed in the previous rounds, and we have asked the experts to re-evaluate with it.

Normative aids are necessary, but they have a lower significance in case of museums than according to the opinions of library and community education institution experts. They mostly agreed with the '*State involvement should primarily mean direct (normative, tax support) aid'*, but the situation is different regarding the supervisory function of the state.

This role would be rated more as the reduction of autonomy by any of the affected institutions. Stable conditions in the long term could be envisioned safely only with a multipole proprietor-supporter system, in which state has to operate as a type of guarantee.

The phrasing of the topic with regard to the existing aids and supervision received positive ratings. *'State involvement means normative aids and quality assurance'* statement was supported by almost everyone.

It is clear that the state is proprietor, sponsor and also supervisor in most cases, even it is not direct. This means safety and dependency at the same time. In the one-pole proprietor system, due to the lack of competition flexibility and adapting to the market conditions could receive serous limitations also in the short term, even by such a simple fact that the raising of wages is lower or missing. This is why a two-pole system could mean development.

Answers to the eighth answer group

The questionnaire included one descriptive question.

8. Please share your opinion about the role of cultural institutions in the area of local community building!

Community and institution – belonging together

It can be declared that 82 percent of the respondents of all institution types and countries agreed with the fact that cultural institutions are organic parts of the local community, and they have to support the local cultural and social groups with their activities, adapting to their needs, culture and traditions. Most of the respondents understand the role of cultural institutions as a public space. The respondents emphasised that a cultural institution should be a 'third place' besides their workplace and their home in the life of people that provides programmes fitting their interests and functions as a spontaneous public space.

Networking – collaboration

The opportunities for institutional and other collaboration are included in this category. The role of collaboration between the institutions was highlighted by 43 percent of the respondents. According to the answers, a multifunctional social degree public space could be created as the result of collaboration, the quality of services could improve.

From the side of the museums, the opinion came up that as the result of collaboration the museum institutions could open more dynamically towards the activities of market-based operation.

Municipality sizes – differences

This subcategory included the answers which defined the role of cultural institutions in local community building not in a unified way, but depending on the size of the municipalities. The respondents referred to the fact that the role of cultural institutions in local community building is significant when we can talk about a smaller municipality or few institutions, but at the same in case of larger municipalities these functions could be specialised.

Financing

Such comments are included in this subcategory which are connected to financing and wages. The respondents emphasised that sometimes not the programmes and events representing true value receive financial support, and they repeatedly emphasised the appropriate wages for the

experts of the branch. This thought also appears among the foreign answers as background of sustainability.

Functions of cultural institutions

This subcategory summarises the answers that were related to the functions of the cultural institutions. Besides describing their other opinion, 98 percent of the respondents wrote about the definition of cultural institution functions and the role of the types of institutions.

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8. Monitoring the operation of the mentoring network

Róbert Lévai, Szabolcs Fodor (Eruditio Oktatási Zrt.)

8.1. Purpose and justification of the research

The Acting Communities – Active Community Involvement priority project is realised as a consortium type collaboration (members of the consortium: Hungarian Open Air Museum – Museum Education and Methodology Centre, NMI Művelődési Intézet Közhasznú Kft. and National Széchényi Library), which established a network of cultural community development mentors consisting of 80 people to realise its goals. The training of community development mentors was realised at the beginning of the project. After this the mentors received the task to support the community development processes of the municipalities participating in the project with the professional knowledge.

The primary goal of the survey was to monitor the activities and achieved results of the mentors. The area of connection building was an additional goal in the first round of the research, as the cultural community development mentor system was started in 2017 on site. In the second round the, activities performed in the municipality and their effects were in the focus.

8.2. Research methodology

The research was conducted for the Acting Communities by Eruditio Oktatási Zrt. Data collection was preformed using the online questionnaire method in both cases. In the scope of the survey, those questioned received customised links, which was necessary to have them fill out the questionnaire with for the appointed mentor, and this should happen this way even when someone does not remember the name of the mentor exactly. Despite using a password, filling out was anonymous, the data and the target person cannot be connected, and the data are processed only in summarised form.

Data collection in 2017

Data collection was conducted in two rounds, the first stage was realised in November 2017, the second stage of the survey took place in December 2017. In case of the first survey, the questionnaire had to be filled out in three weeks, in the second round the survey lasted two and a half weeks. The two stages of the survey were necessary, because the mentors' work in the

field also started in two larger stages, and this way also the activities of the mentors in the second stage could be evaluated.

Data collection in 2018

Data collection was conducted in November 2018, the questionnaires had to be completed in 3 weeks. During the survey period, three times, a letter was sent out asking to fill out the questionnaire, for the purpose of reminding the questioned people more times of the opportunity to fill out the questionnaire.

After the questionnaire was sent out, the problems and questions could be discussed and the difficulties occurring during filling out could be handled over the phone and in email, which was utilised by the persons involved in the survey. After sending them out, the surveys sent back due to incorrect contact data were corrected and sent out again.

The data protection regulation (GDPR) implemented in the meantime meant a significant change compared to the 2017 survey, because of which the questioned people could 'declare their approval' with the selection choice of yes/no regarding data protection, data storage and the usage of personal data, and many chose the 'no' option because of this, and the questionnaire could not be filled out professionally. This factor reduced the number of filled out, (professionally) valid questionnaires.

The data collection of 2018 was made more difficult by the fact that another questionnaire-based research was conducted as well in connection with the Acting Communities – Active Community Involvement project. Based on the feedbacks, the target groups of the two surveys overlapped each other, and many connected the questionnaire surveys and felt that by completing one of the questionnaires their questionnaire filling task was 'done'.

8.3. Research questions

The questionnaires used in the researches were similar, as the questionnaire used in the 2018 survey was put together based on the 2017 research. Based on the experiences of the 2017 survey, in case of the second survey the number of obligatory questions was reduced, as many times they resulted in abandoning the questionnaire. Therefore, obligatory answers were set only for the questions containing logical jumps.

The questions of the questionnaire were made of selection choice questions (closed questions), where decision-making (yes – no), selections (choosing one from characteristics), and rating on a Likert scale with 5 options have to be performed by the respondents. The number of open questions was low.

As we mentioned earlier, there were differences in the case of the questionnaire for the two surveys, which were partly due to the experiences of the first years, partly due to the different focus. The questionnaire used for the 2017 survey can be divided into three larger blocks, while in the 2018 questionnaire, four blocks can be distinguished. A significant difference between the two questionnaires is that while in 2018 the emphasis was on the benefits of the mentoring work and the monitoring of activities (which meant a reduction in the number of professional and general abilities examined, and also the area of communication received less questions), the 2017 survey was centred around connection building, communication and the introduction of the Acting Communities – Active Community Involvement project.

In case of both surveys, the Territorial and Settlement Development Operational Programme (TOP) related activities of mentors were examined in a similar way (number and type of questions) (collaborations happened or not, if yes, how satisfied they were with it). The last part measured the "demographic" variable, covering territorial location and institutional background, which was similar in both questionnaires.

8.4. Description of the research sample

Sample of 2017

In 2017, the questionnaire survey was conducted in two rounds. The sample was made based on the contact persons appointed in the work reports of the mentors. The target persons included in the sample were employees of different cultural, educational, local government and programme-related organisations. The monitoring was conducted in two rounds, between 1 September and 31 December 2017, and 1 September and 31 December 2018 in the municipalities concerned by the activity of the mentoring network. In the case of the 2017 survey we can talk about 237 valid fillouts; the proportion of answers was high, 53 percent (450 people received the link of the questionnaire).

Sample of 2018

The second time the sample was put together based on the work reports and visit logs of the mentors. The evaluable database consisted of 316 people in 2018. This year the proportion of answers was lower, 21.3 percent (the letter of inquiry containing the link of the questionnaire was sent out to 1,482 addresses). In the case of the researches using online questionnaire methods, the market and society research field considers 15 percent or more an appropriate proportion of answers. The monitoring was conducted between 1 September 2018 and 31 December in the municipalities concerned by the activity of the mentoring network.

8.5. Presentation of major findings

Number of evaluations regarding the mentors and their distribution by counties

In the framework of the 2018 survey, the highest number questionnaires answered for 1 mentor was 16, while in 2017 this number was 5 (partly due to the different organisational aspect). In the earlier survey, 78 mentors received at least 1 completed questionnaire, while in 2018, the number of such mentors was 61. In case of both surveys, the most completed questionnaires arrived from Csongrád county (table 29).

county	number people filling out the questionnaire	
	Study of 2017	Study of 2018
Csongrád county	20	56
Zala county	18	5
Békés county	17	10
Borsod-Abaúj-Zemplén county	16	28
Hajdú-Bihar county	16	6
Somogy county	15	48
Bács-Kiskun county	14	16
Nógrád county	13	8
Szabolcs-Szatmár-Bereg county	13	8
Baranya county	12	23
Heves county	12	15
Komárom-Esztergom county	12	not included

Tolna county	12	8
Veszprém county	11	not included
Fejér county	10	44
Vas county	10	5
Győr-Moson-Sopron county	8	not included
Jász-Nagykun-Szolnok county	8	36

Table 29: Distribution of received questionnaires by counties

Institutional distribution

It is clear from the distribution of respondents by institutions that in case of the second survey the employees of the local government participated in the sample in a much higher proportion than in 2017. When conducting the 2018 survey, due to a technical issue, selecting the type of institution was not an obligatory answer for a while, so part of the respondents did not fill out this part, and some of those who completed the questionnaire earlier, but were included in the analysis pattern did not get to this question. Due to the above, 72 respondents did not mark the type of their institution, and because of this we did not include this background variant in the factors of analysis. The higher proportion of local government employees can be explained by the fact that the mentors perform the actual community development interventions and their activities related to this topic with local government employees in higher proportion than with the employees of other institutional, civil or private organisations or institutions (figure 75).
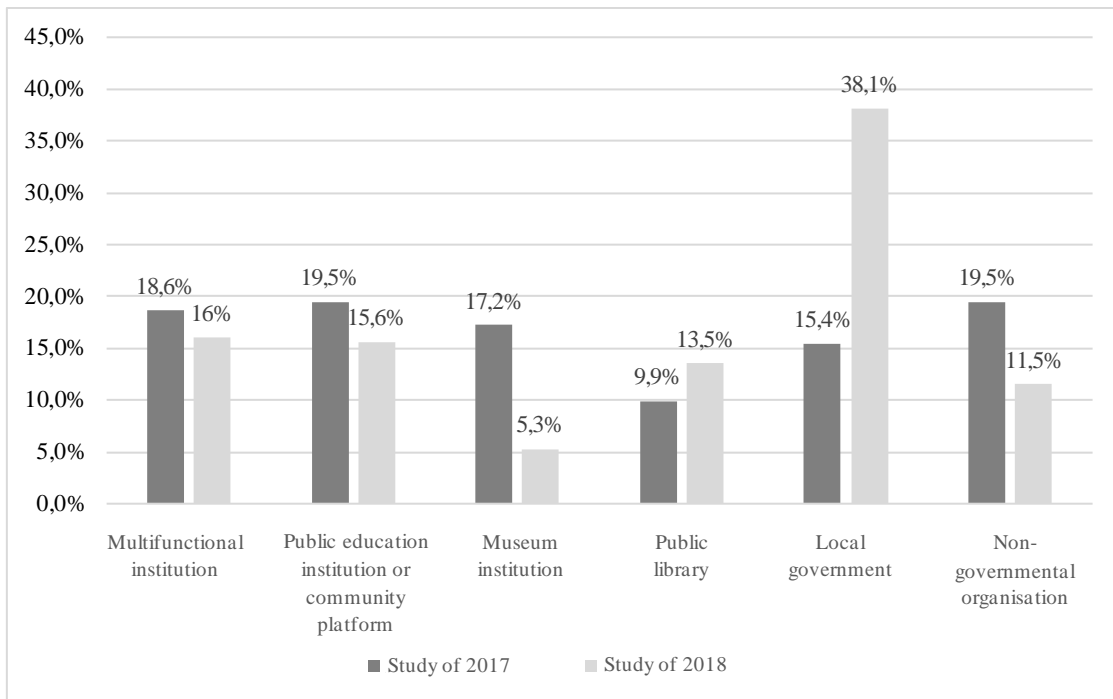
Figure 75: Distribution of respondents sending back the questionnaire by institution types (%)

Demographic distribution (age, sex)

The gender distribution is exactly the same for both surveys, 28 percent of the people filling out the questionnaire were male and 72 percent were female. Similar to gender distribution, the distribution of respondents by age was almost the same in the two surveys (figure 76 and 77).
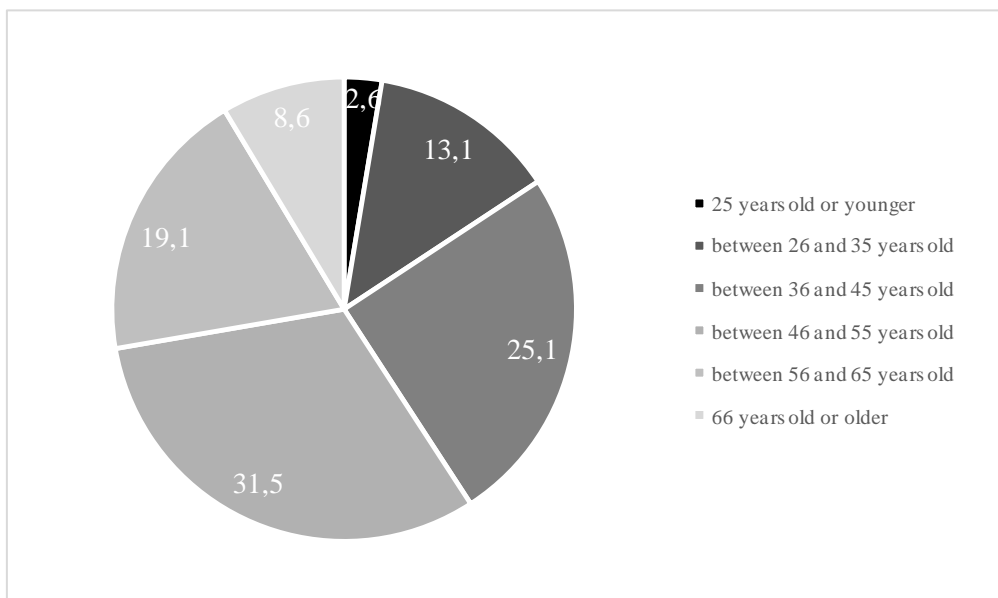
Figure 76: Distribution of respondents by age in 2018 (%)
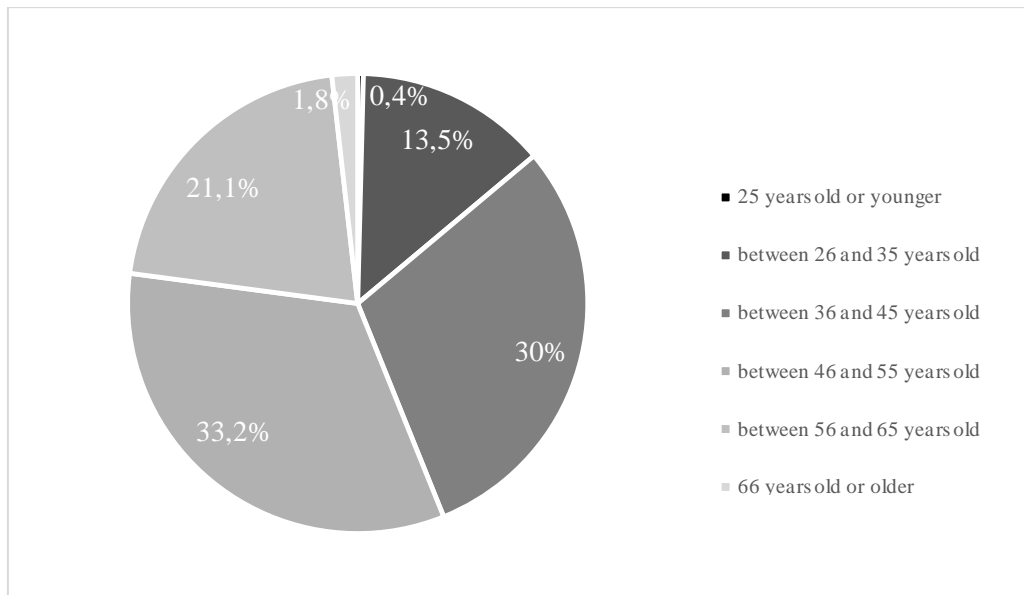
Figure 77: Distribution of respondents by age in 2017 (%)

Evaluation of the Acting Communities – Active Community Involvement project

In the scope of the study, among the questions related to the Acting Communities – Active Community Involvement project, the awareness, judgement and the evaluation of the programme was included as well, and questions about the effects of the activities realised as part of the project, and questions related to the development of the community and cultural life of the municipality.

Awareness and judgement of the programme

The two research rounds examined the awareness of the Acting Communities project with different scale questions, but the results were similar, because the proportion of positive answers regarding awareness was 81 percent in 2017, while in 2018 it was 85 percent (figure 78).
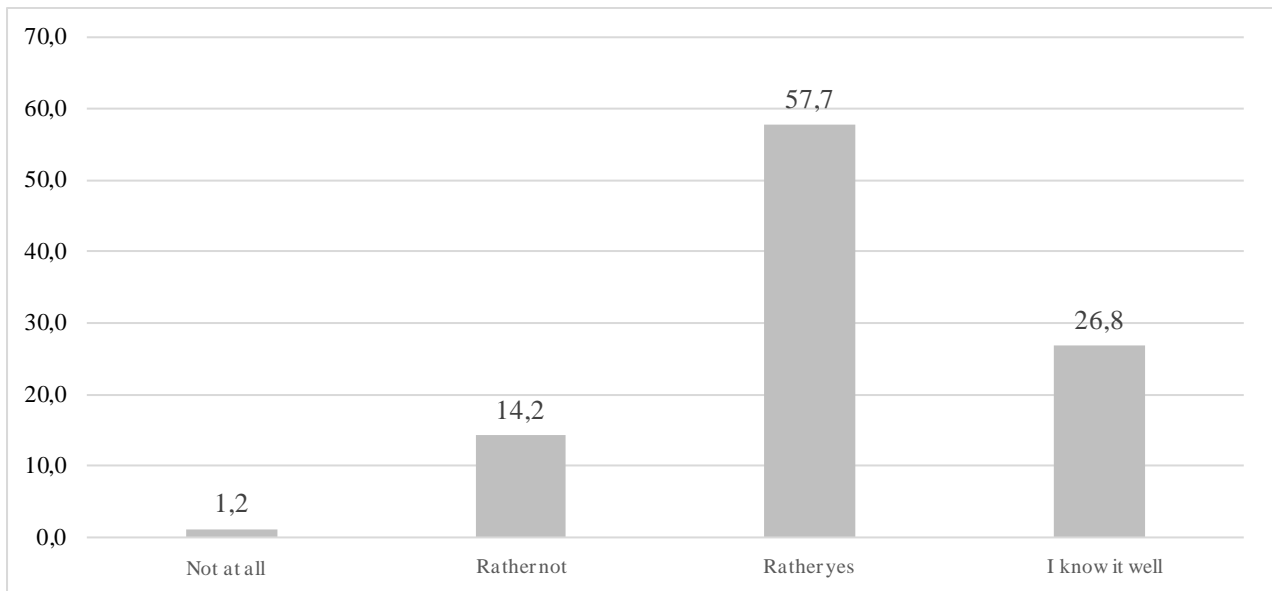
Figure 78: Awareness of respondents about the Acting Communities – Active Community Involvement project in 2018 (%)

In the municipalities included in the Acting Communities project, the awareness of people about the project was high, as 92 percent of the respondents thought that their municipality participates in the project. This question was not included in the 2017 study (figure 79).
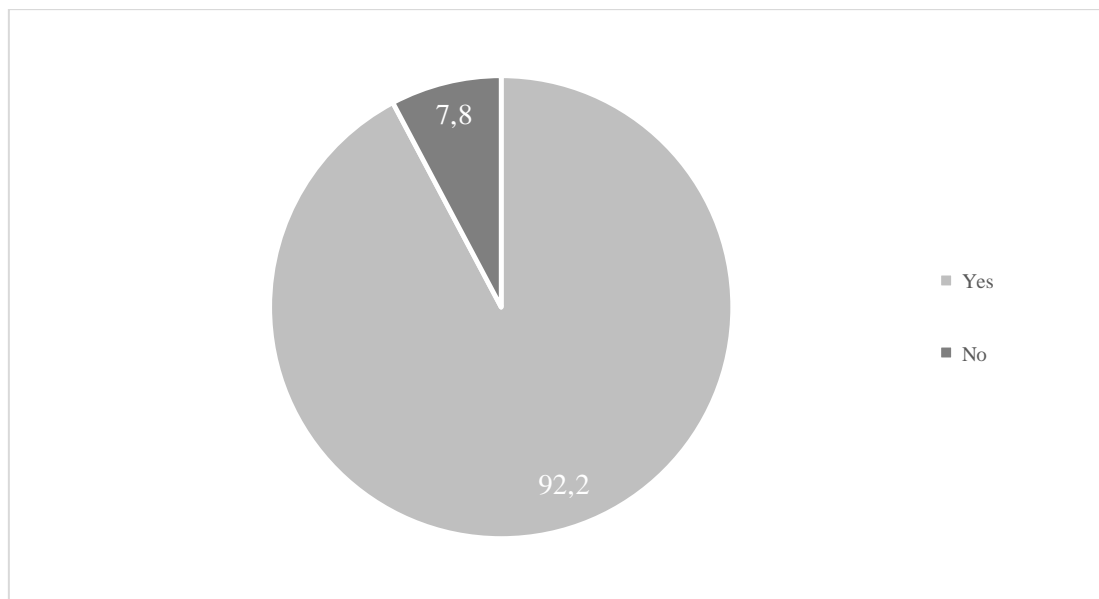
Figure 79: Awareness of respondents about municipality participation in the Acting Communities – Active Community Involvement project in 2018 (%)

Evaluation of the activities of the Acting Communities – Active Community Involvement project

The people questioned could rate on a 5-point Likert scale whether the different activities, opportunities realised as part of the project are beneficial for the municipality or for the institution/organisation of the respondent. This block of questions was included in the questionnaire in both years.

The average values associated with the answers are very high here, too, and there is no significant difference between the statements or the results of the two years (a smaller difference is recognisable only regarding the statement about civil self-organisations). These results can only suggest that the people involved consider the Acting Communities project beneficial, and they think it serves the development of the local community and cultural life and organisational and institutional frames supporting that. It is true that the respondents consider the profitability of their own institution the least probable (table 30).

Statements regarding the Acting Communities project	Average values	
	2017	2018
The Acting Communities project is beneficial from the aspect of the development of municipal communities	4.43	4.27
The Acting Communities project is beneficial from the aspect of museum and public education area development	4.37	4.36
Civilian initiatives, self-organised communities are getting stronger as a result of the Acting Communities project	4.31	4.07
The goals of the Acting Communities project are clear to me	4.26	4.28
The Acting Communities project is very beneficial for my institution, organisation or project	3.8	3.92

Table 30: Evaluation of developments, activities realised in the scope of the Acting Communities project

Judging the benefits regarding their own institution, organisation or project is the least favourable based on the average values, but even in this case the proportion of positive answers is above 60 percent (figure 80).
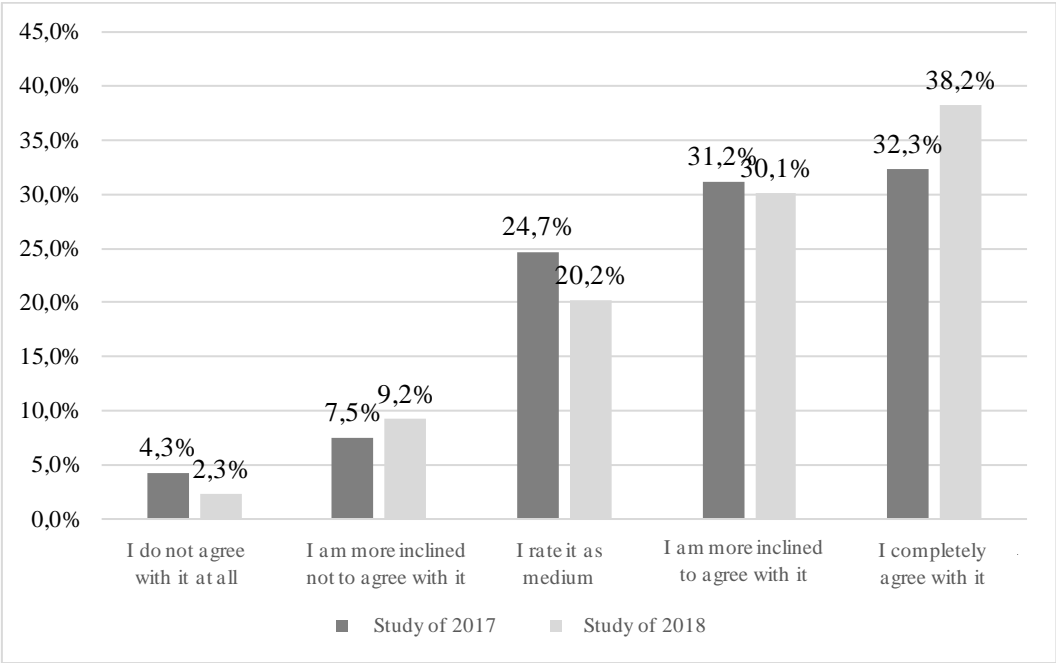
Figure 80: Effects of the Acting Communities project: it was very beneficial for my institution, organisation or project

The distribution of answers received for the two surveys also shows very similar results regarding the statement about the benefits of the projects (figure 81).

Possible effects for the development of the culture, community of the municipality

The goal of the programme and the activities performed for the development of the community and cultural life in the scope of the project is to develop, strengthen the community and cultural life of the municipality. The respondents could rate the various (main) activities in both surveys. The values received did not show significant difference in this case either, but in summary it can be declared that the 2018 results are less favourable – which is proven also by the summarised average value, as while in 2017 the summarised average was 4.09, in 2018 this value was 'only' 3.86 (table 31).

Activities	Average values	
	2017	2018
Promoting collaboration between cultural institutions	4.24	4.09
Establishing and operating a cultural community developer mentoring network	4.22	3.94
Organising study trips, professional workshops	4.21	4.01
Preparing the cultural institutions for the socialisation of their operation	4.16	3.86
Realising methodological developments	4.1	3.77
Performing communication and dissemination type activities	4.05	3.91
Sensitising the representatives of the municipalities concerned	3.86	3.78
Developing an online application built on the principle of gamification	3.86	3.54

Table 31: Evaluation of the activities of the Acting Communities project (average values)

In the scope of the Acting Communities – Active Community Involvement project different organisation opportunities are provided as well, about which both questionnaires included questions. In case of the first and the second round, the results showed that the people questioned were aware of the existence of the cultural community development mentoring

network, but they do not prefer contacting them personally. This could be due to them being satisfied with the contact keeping with the mentors and they provide appropriate professional support for them.

A positive feedback for the Acting Communities project is that a significant part of the respondents (77%) thought that the work and activities of the community development mentor are needed for the development of the community. This question was included only in the 2018 survey (figure 82).
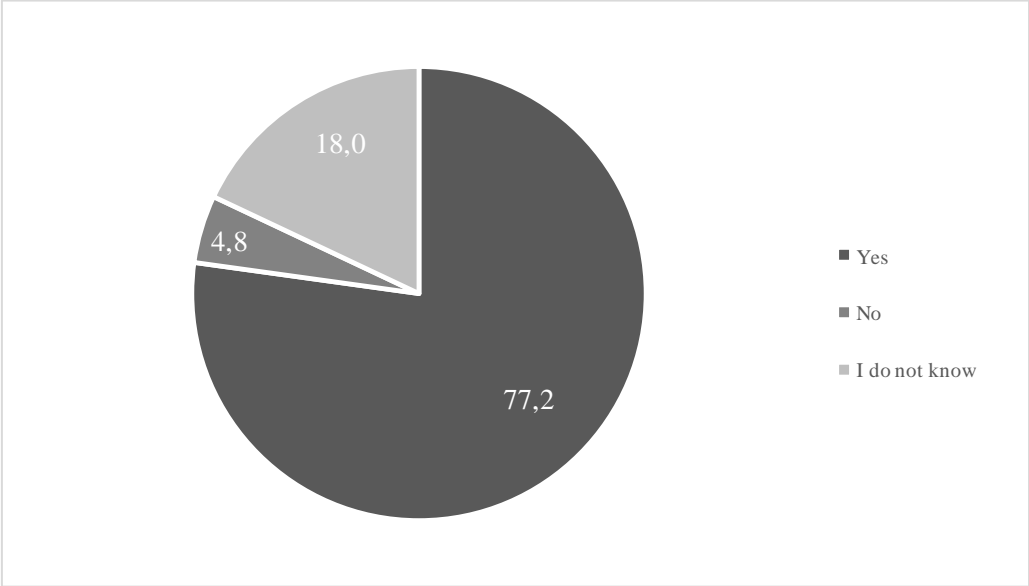
Figure 82: *Necessity of involving a community development mentor for the development of the community in 2018 (%)*

The above-mentioned positive assessment applies not only to the mentors, but also to the mentoring network, even if this is less supported (65.3%) than that of the mentors. This question was also included only in the 2018 survey (figure 83).
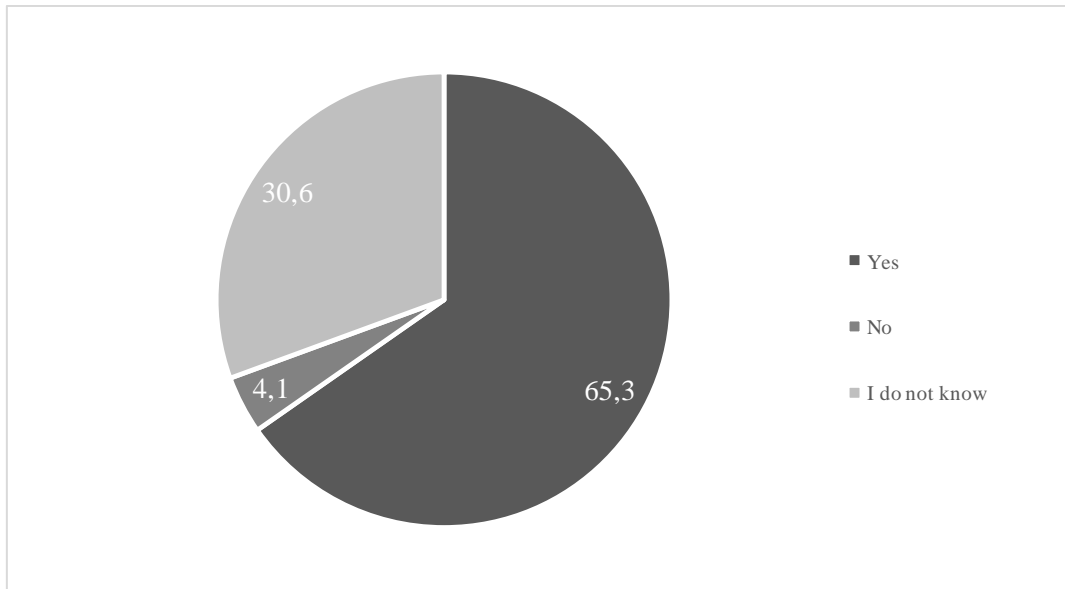
Figure 83: Necessity of involving a community development mentoring network for the development of the community in 2018 (%)

Evaluation of mentoring activity

Mentoring activity was evaluated along different dimension (by both surveys in the first round of 2017 and the second round of 2018), among which the respondents could share their opinion about general judgement, skills, communication and contact keeping habits. In summary, the preparedness and activities of the mentors were rated positive, so from the answers we can assume that according to the questioned the mentors actively contribute to the success of the project and they perform their activities and tasks well. This is supported by the fact that out of ten respondents nine would continue to work together with the mentor.

General judgement regarding mentoring activities

The general judgement about the mentors shows a positive picture. Both in case of the first round and second round survey, the values in the positive range were around 90 percent, while less than 5 percent of the answers were placed in the negative range. There is a difference in the distribution of the results of 2017 and 2018 in the positive range which shows that satisfaction was 'higher' in 2017 than in 2018 (figure 84).
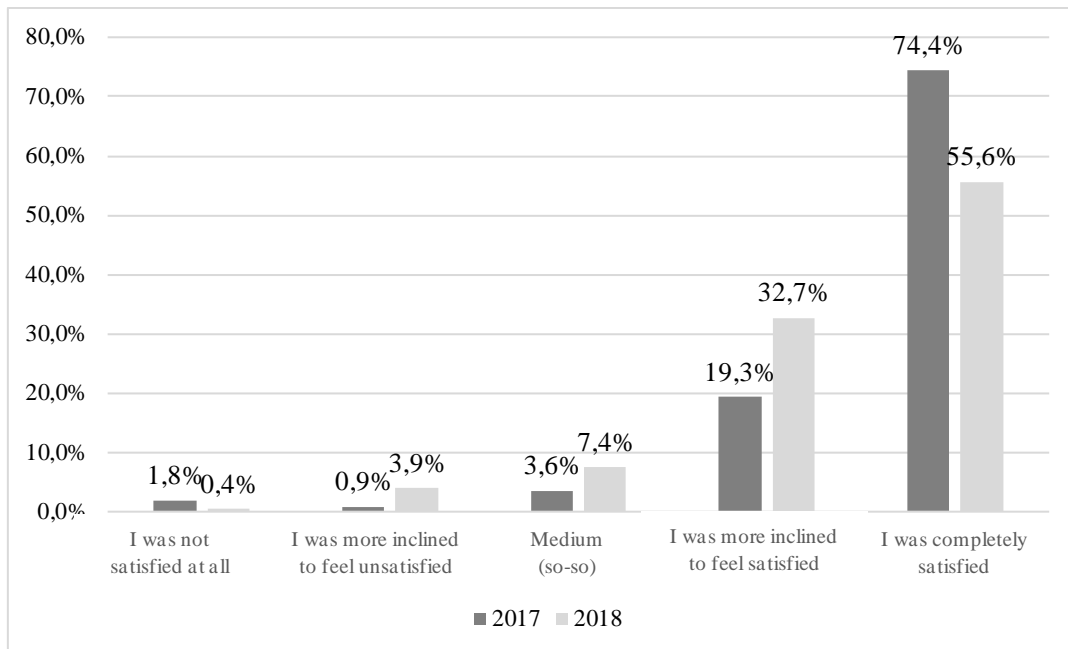
Figure 84: Summarised judgement about the work of the mentors

The positive judgement about the mentors is also supported by the fact that almost 90 percent of the respondents would continue to work together with their mentor. The result was similar for both surveys, and it should be highlighted, that the judgement about the mentors and the support provided to them got stronger by 2018 from the aspect of evaluating the work performed together (figure 85).
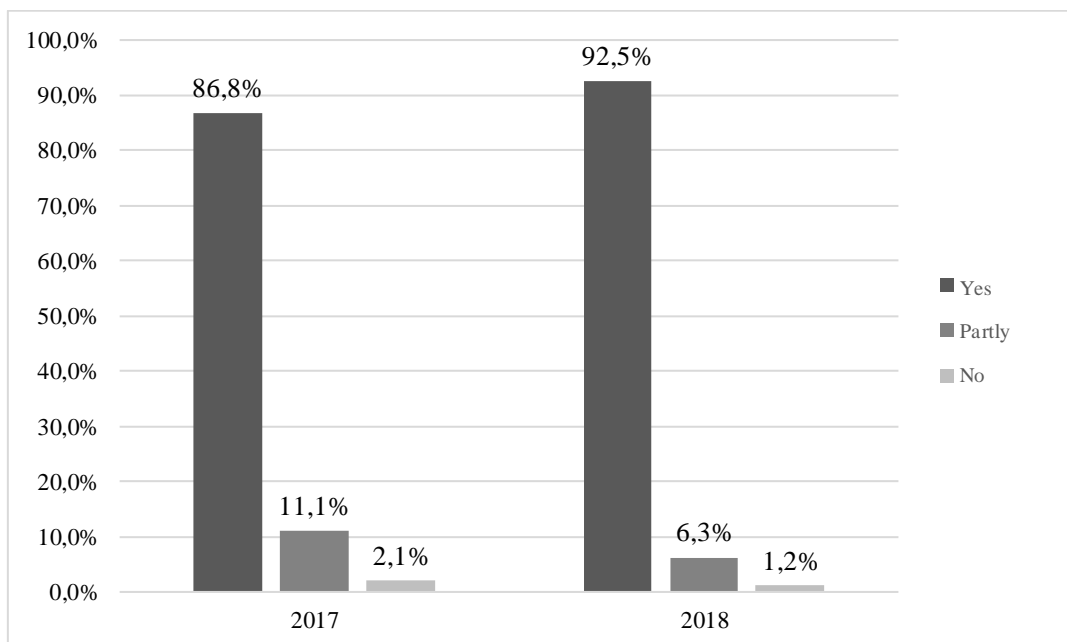
Figure 85: Judgement about continuing work together with the mentors

Establishing contact, communication

The questions about communication and keeping contact show that the mentors kept contact with the target persons through various channels and in ways (probably) satisfying the local needs.

The results of 2017 and 2018 show a difference in the frequency of contact. Weekly and daily contact was more typical for 2017 than for 2018, which is line with the fact that 'less than monthly' contact applies less for the mentors in 2017. The reason for this could be that while in 2017 establishing contacts was the primary task of mentors, besides describing and establishing opportunities for collaboration, in 2018 contact was initiated for the purpose of the actual (professional) collaboration, which can also work with less intensive contact (figure 86).
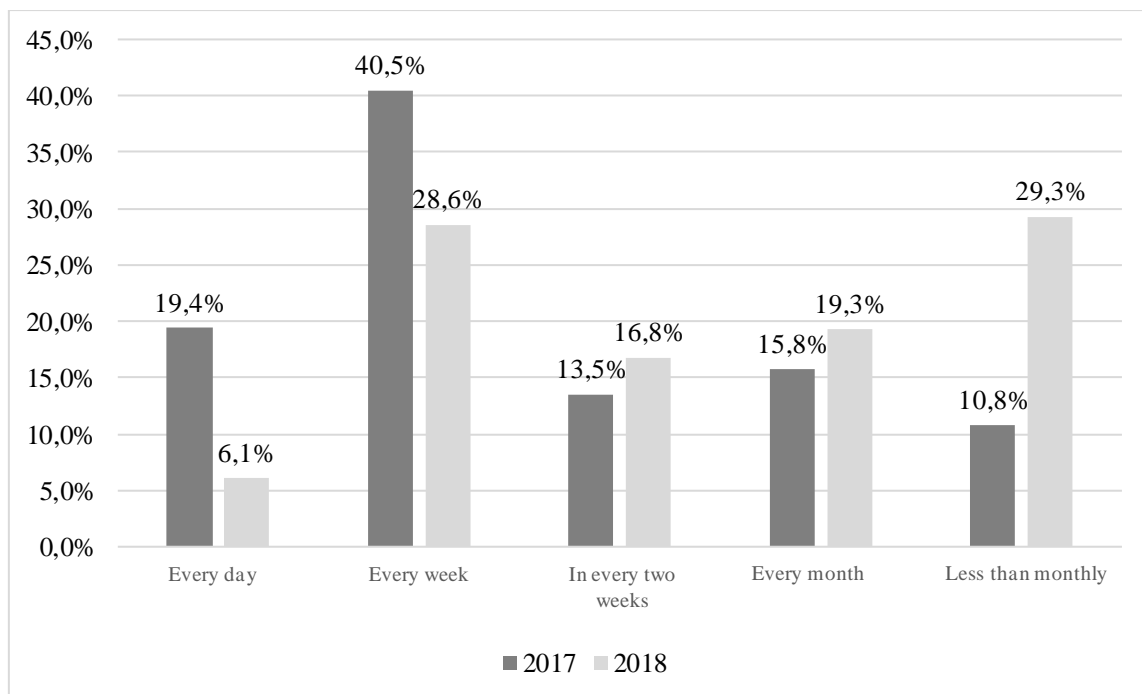
Figure 86: Frequency of communication between the mentors and the mentored

The people questioned did not wish for more intensive mentoring contact keeping either in 2017 or in 2018. In both years only 7 percent of the respondents mentioned this type of need, which supports that the mentors established their collaboration habits according to the needs (also for the personal and for the professional needs.)

Contact and communication were typically initiated by the mentors, or the mentors were looking for the target persons, and kept contact as a result of their initiation. This trend is almost exactly the same based on the two surveys, so contact was initiated mostly by the mentors all along (figure 87).
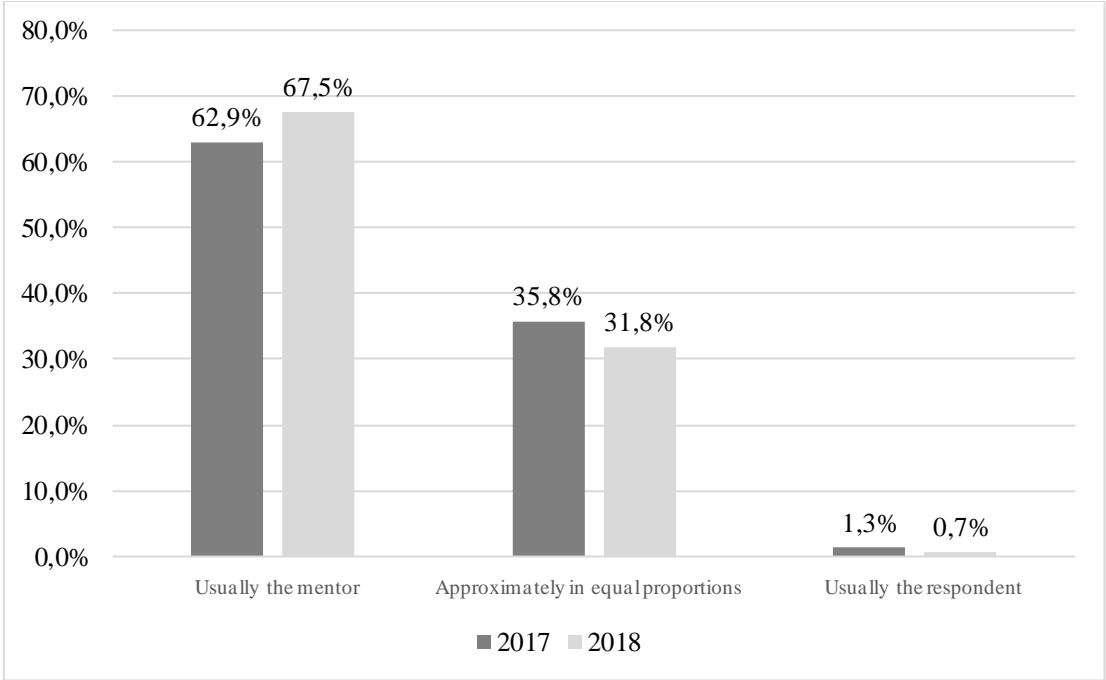
Figure 87: Characteristics of initiating communication

For the question about the number of the mentors the person participating in the research had contact with, we received almost completely identical answers again in the both surveys. Three-quarters of the respondents had contact with one, 16 percent had contact with two, and every 10th questioned kept contact with three or more mentors.

In the area of professional collaboration either, no difference can be seen between the results of the two surveys: the proportion of people contacting and those not contacting the mentors with professional questions is the same, there is no difference. Almost 60 percent of the mentored contacted their mentors with a question at least once, 40 percent did this more often.

The preparedness and helpfulness of the mentors are also shown by the fact that the mentored received answers to their questions in 90 percent of the cases, so the mentors are actually able to help them in their work, which is supported by the results of the surveys in 2017 and 2018.

Evaluation of general personal and professional skills

A series of questions was also included in the questionnaire regarding the general personal and professional skills of mentors. In 2017, more skills were examined than in 2018. The people questioned could rate the skills on a 5-point Likert scale in both years, where the value of one meant the end of the negative range and five meant the end of the positive range. The average values are very high both for the personal and the professional skills. These high values show that the people questioned were satisfied with the work and preparedness of the mentors. Based on the results we can assume that if further development areas or areas of other intervention have to be defined, it is worth using other research methods that are different from this, for example the interview method or the method of examining a focus group.

Among the personal skills, the study of four skills was the same in 2017 and also in 2018. There are no significant differences between the values received for these; the received average values are very favourable in case of both surveys (table 32).

Personal skills	Averages	
	2017	2018
Communication is open, friendly	4.91	4.89
Attitude is positive, supporting	4.9	4.89
Devoted to the tasks and goals of the project	4.88	not questioned
Communicates clearly, easy to understand	4.87	4.85
Initiates cooperation	4.81	not questioned
Understands, sees through the problems	4.77	not questioned
Able to help with useful advice	4.64	4.77

Table 32: Evaluation of the personal skills of the mentors (average values)

In case of the general professional skills, the difference is more significant in the number of skills included than for the general skills. In 2017, 14 skills were examined, while in 2018, the people questioned could evaluate 5 skills. Among these were included conflict solving,

organisational skills, meeting deadlines, preparation with regard to tendering opportunities and the role of professional support provider. In the case of the professional skills – similarly to the general skills – it is clear that in summary the values are high and the difference between the results measured in 2017 and 2018 is very little (table 33).

General professional skills	Average values	
	2017	2018
Meeting deadlines	4.86	4.87
Counselling, supporting activity in professional questions	4.85[45]	4.79
Conflict solving, problem solving	4.72	4.79
Organisational skills	4.82	4.78
Preparation and helpfulness with regard to tendering opportunities	4.71	4.77

Table 33: Evaluation of the professional skills of the mentors (average values)

Municipality activities of mentors

The people questioned could share their opinion also about the changes in the community and cultural life of the municipality, which can be partly connected to the activities of the mentors. Besides this, in the second part of the question block, the respondents could evaluate the activities of the mentors in the municipality.

The answers given with regard to the transformation and changing of the community life of the municipalities show a mixed picture. The people filling out the questionnaire chose the 'better' category in the largest proportion, while the 'worse' option was chosen in the smallest proportion. Besides this, the 'no change' option was chosen by many. However, we must add to the evaluation of the question that there were municipalities where several people filled out the questionnaire, which could make values inaccurate. Furthermore, any kind of change happening in the community life of the municipalities is not necessarily due to the effect of the cultural community development mentor and the Acting Communities project (figure 88).

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[45] In 2017, the skill was phrased a little differently: Professional attention, care.
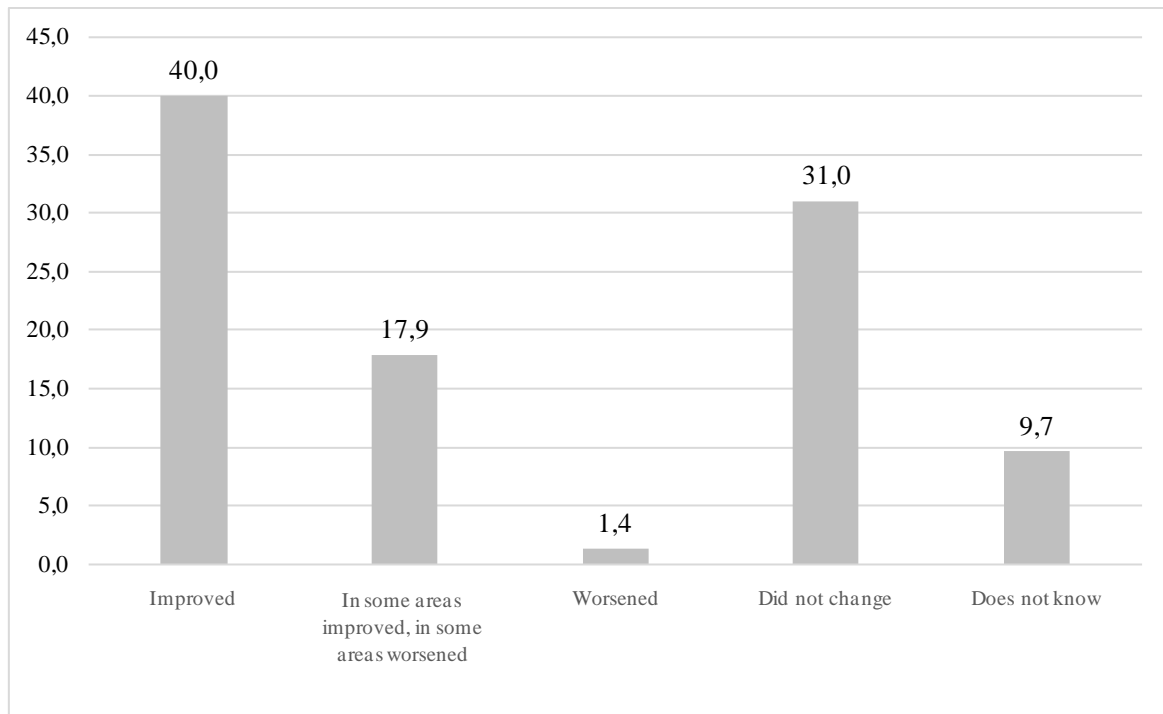
Figure 88: Assessment of community life change in the concerned municipality regarding the past few years in 2018 (%)

The question included an open question as well, in which the respondents could explain the reasons of worsening and improvement. In case of improvement, they primarily mentioned that there are more new organisations, community opportunities and events available, which helps the development of community life. In case of worsening, different reasons were mentioned, which were mostly of social-economic origin, and on which the mentors have less or no influence at all. Among these were the aging of the society, moving out/away of young people, lack of workforce, continuous depersonalisation, etc.

The evaluation of the cultural life of the municipality shows a slightly better picture than community life, as in this case, 47 percent of the respondents marked the 'better' option, but according to one-third of the respondents no change happened in this area (figure 89).
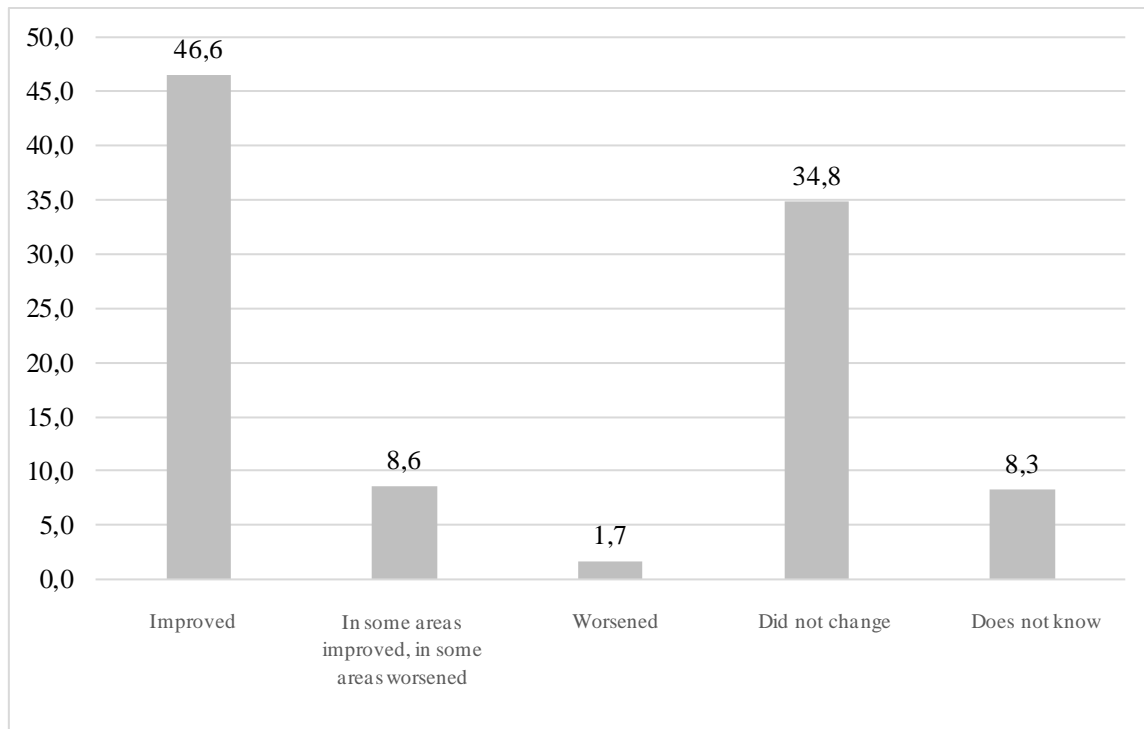
Figure 89: Assessment of the change in the cultural life of the municipality concerned regarding the past few years in 2018 (%)

Also,f in connection with the changes in cultural life, open questions were included in the questionnaire, separately with regard to improving and worsening tendencies. Improvement was mentioned for many different areas, but mainly about the growing number of cultural opportunities and opportunities for extra resources invested in the area. Among the worsening tendencies carelessness, lack of location and finances, and the difficulties arising from the aging of the society were mentioned.

In case of the above examined changes, those who experienced a change could evaluate how big a role the community development mentors had in the change in their opinion. Based on the answers we can conclude that the mentors have a large or medium role in the change; therefore, the community and cultural life of the municipalities improved due to their activities (figure 90).
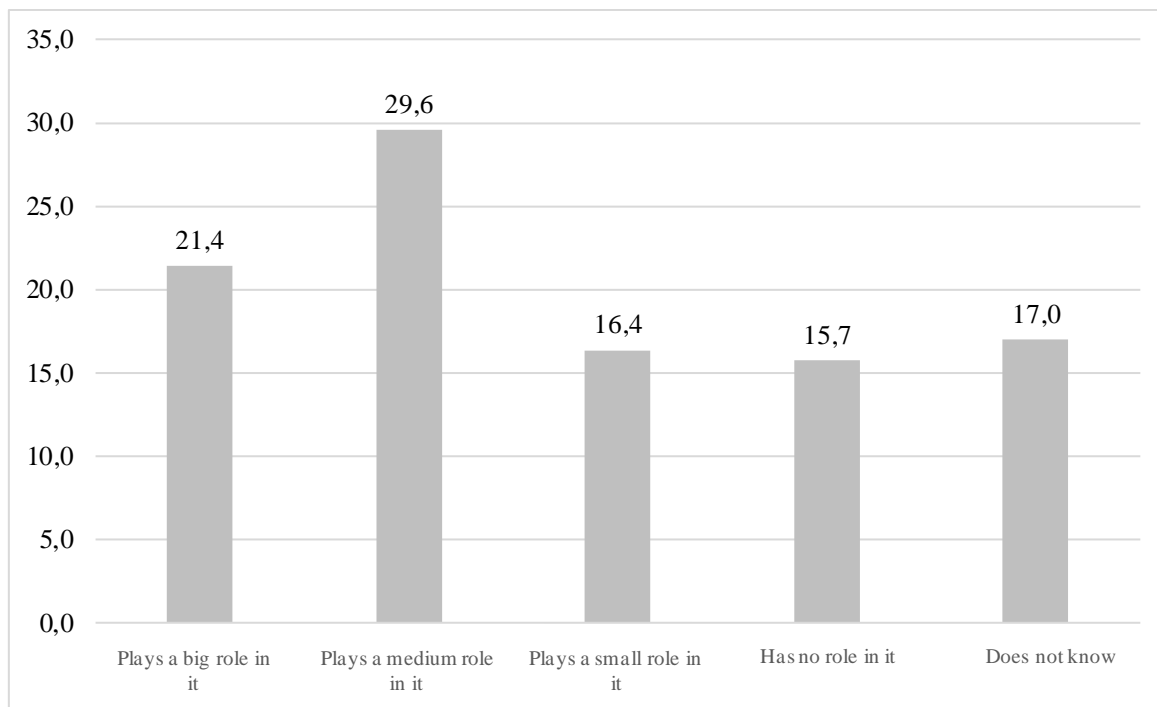
Figure 90: If there is a change in the community and/or cultural life of the municipality, how big a role the mentors play in this? (in 2018, %)

The change was achieved by the mentors not with new ideas and projects, as those – according to the respondents – are not typical with regard to the work of the mentors (figure 91).
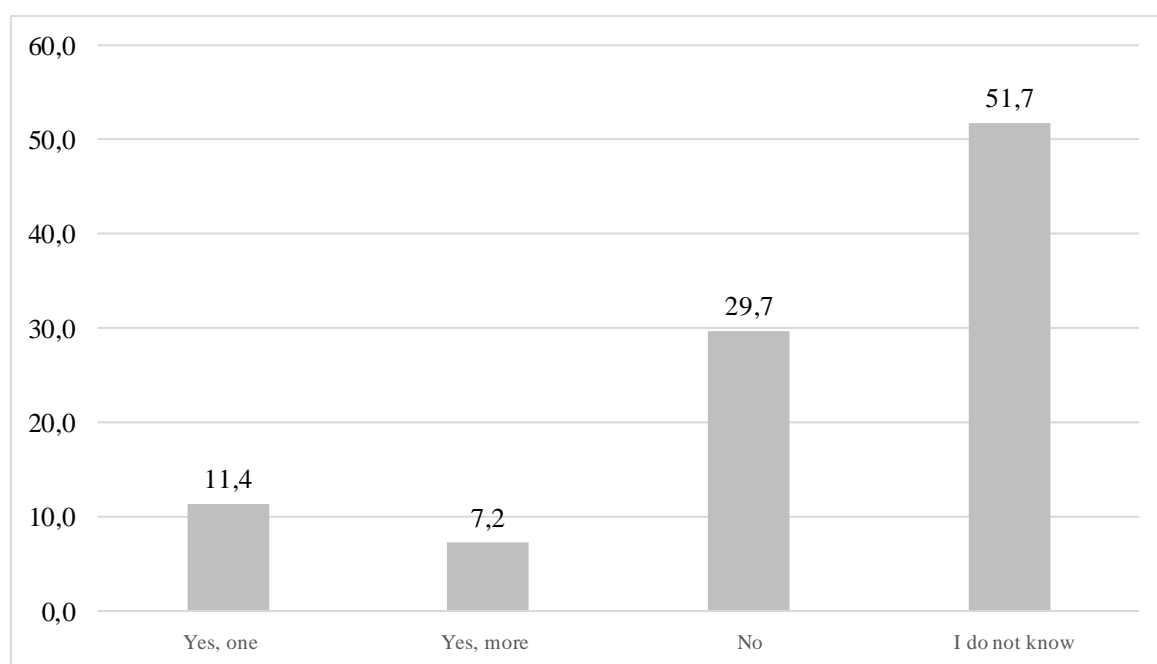
This question included an open question as well, where the respondents had the opportunity to describe the ideas and innovations they considered important. This list included mostly those activities that were not known at the municipality earlier, or were not realised in practice (e.g. building partner connections, digital opportunities, inclusion of new groups) and as a new idea was expanded, realised with the support of the mentor in the form of a programme element or event.

The people questioned could assess the effect of the activities and work of the mentors by previously given aspects as well. They could make their assessment on a five-value scale. The first assessment option for the mentor was 'refreshed community life', which received divided answers. In the largest proportion (28%) they chose the 'unable to decide' option, which was followed by the medium (so-so) option. When looking at the assessment, the positive range represents a much larger proportion together than the 'unable to decide' or the 'medium' value, as their value together is 31 percent; therefore, the mentors had a positive effect in refreshing the community life of the municipalities (figure 92).

It is a result of the mentors' work that more people are active in the local community life (covering participation and organising as well). The summarised proportion of answers belonging to the positive range is the highest (30%), but in this case the values of the range representing the negative values are also more significant (21%), and many chose the 'unable to decide' option as well (figure 93).
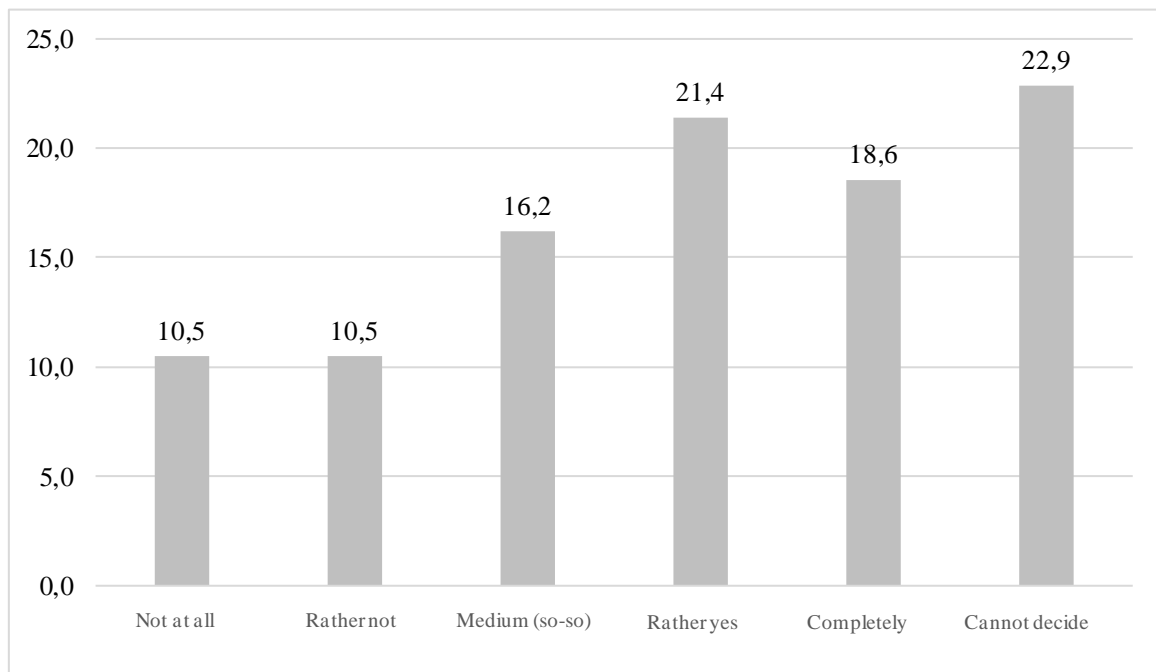

Figure 93: Effect of the mentor's work on the community life of the municipality – More people are active in the community life (organising, managing, participating in programmes) (in 2018; %)

According to the opinion of the respondents, the effect of the mentors' work appears mostly in the growing number of cultural programmes. The proportion of positive answers to this subquestion was 42 percent, which is the highest value inside the question block. The proportion of respondent choosing the 'unable to decide' option was also significant in this case (figure 94).
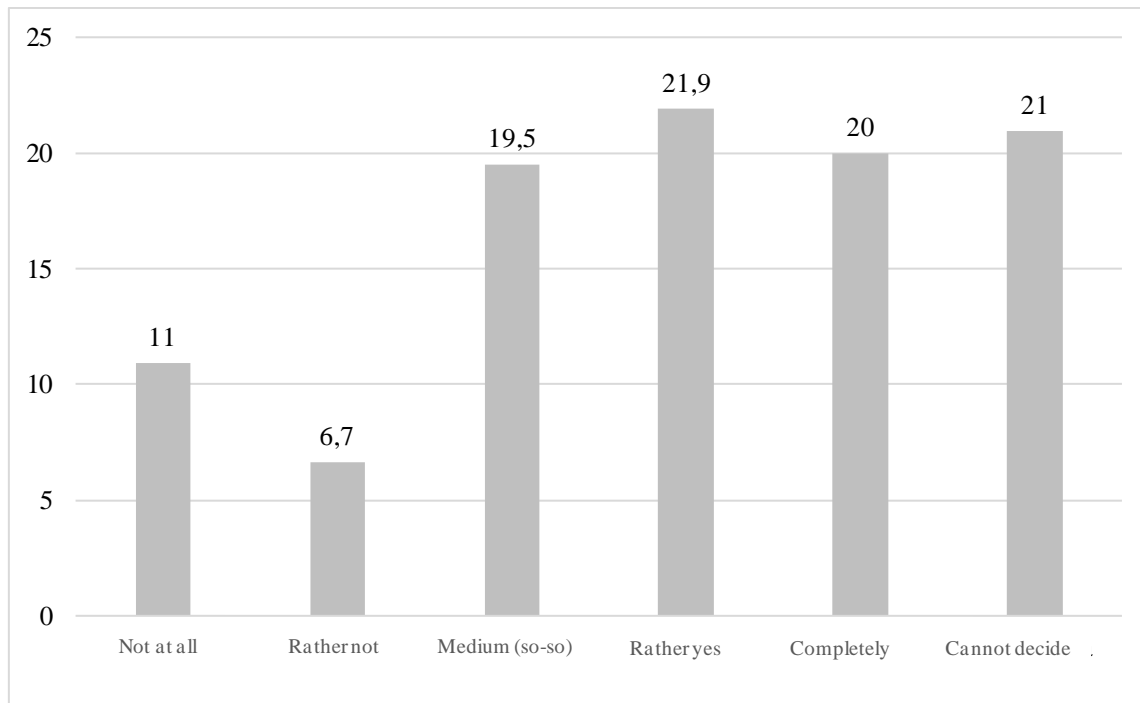
Figure 94: Effect of the mentor's work on the community life of the municipality – More cultural programmes are organised in the municipality (in 2018; %)

A long-term effect of the mentors' work could be – due to the development of community life and the cultural area – the strengthening of solidarity among people, the cohesion of the community, but based on the phase of the activities so far the people concerned feel this less, as the positive values are 32 percent altogether, while answers in the negative range are 21 percent, and the 'unable to decide' option was chosen by 24 percent (figure 95).
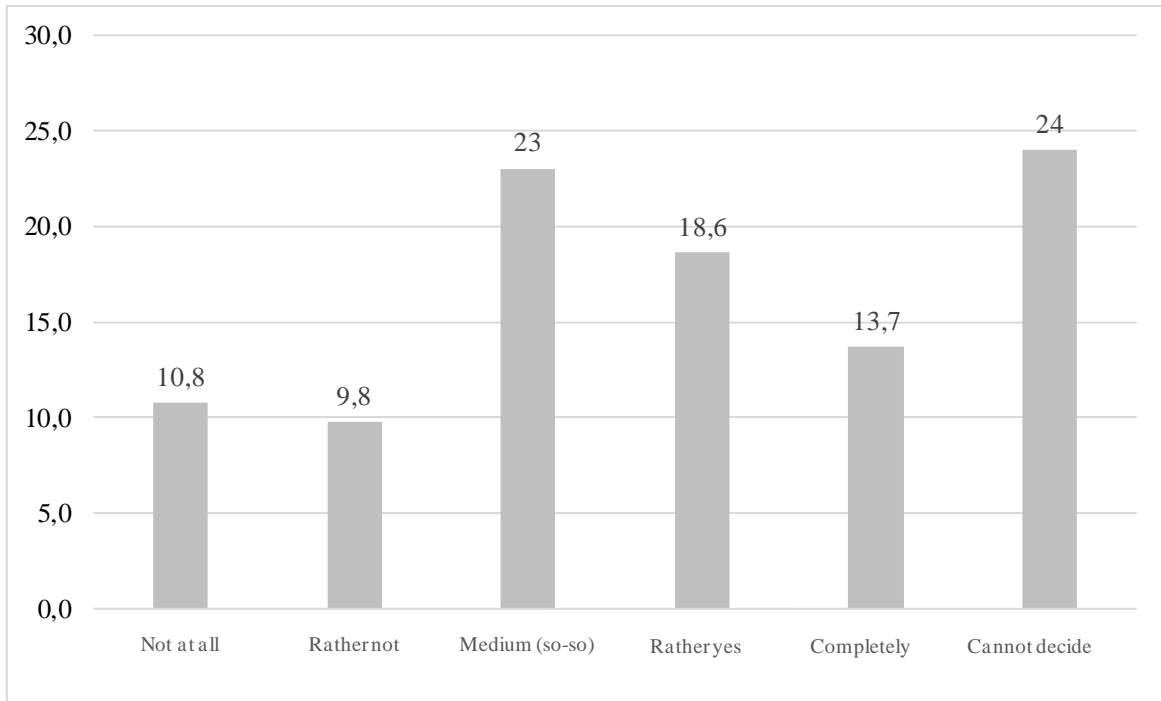
Figure 95: Effect of the mentor's work on the community life of the municipality – Solidarity is stronger between the people (in 2018, %)

The attention the people pay towards each other is difficult to evaluate based on the work of the mentors, as the result shows a mixed picture in this case as well. The positive range means one-third of the answers, while the negative range means one-fifth of the answers, with a similar proportion of the people choosing the 'unable to decide' option (figure 96).
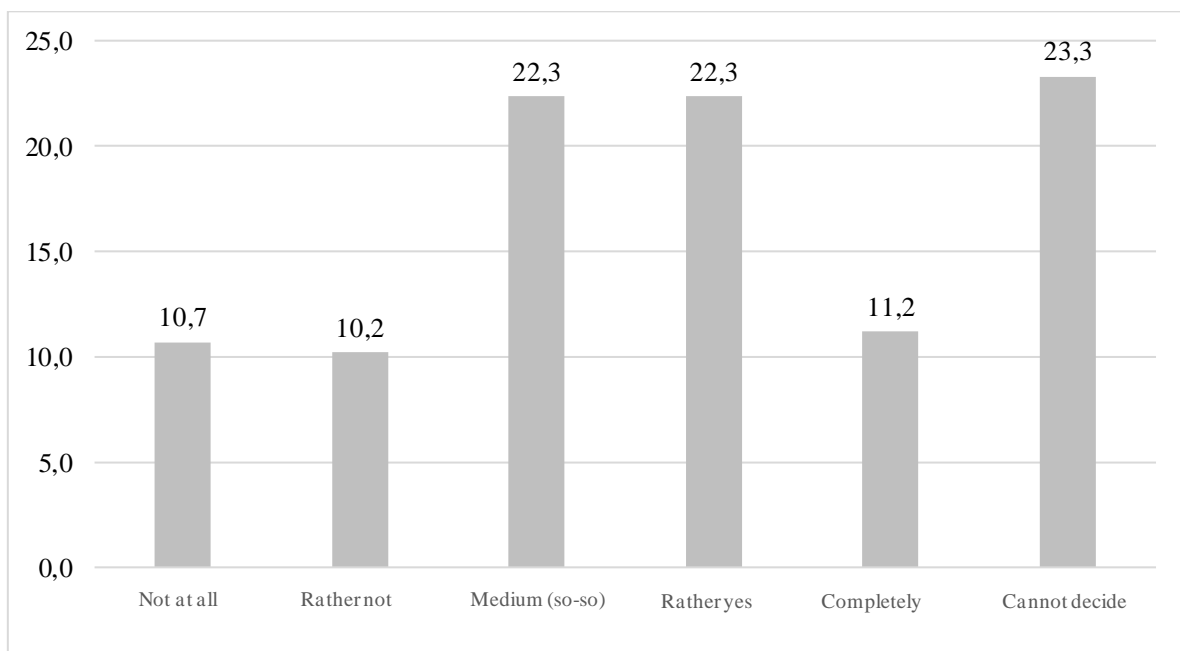
From the aspect of collaboration between the cultural institutions, the effect of the mentors' activities was evaluated positively, as the answers in the positive range are half of all the answers (50%), while the summarised value of the negative range stayed below 15 percent. The 'unable to decide' option was chosen in high proportion in this case as well (figure 97).
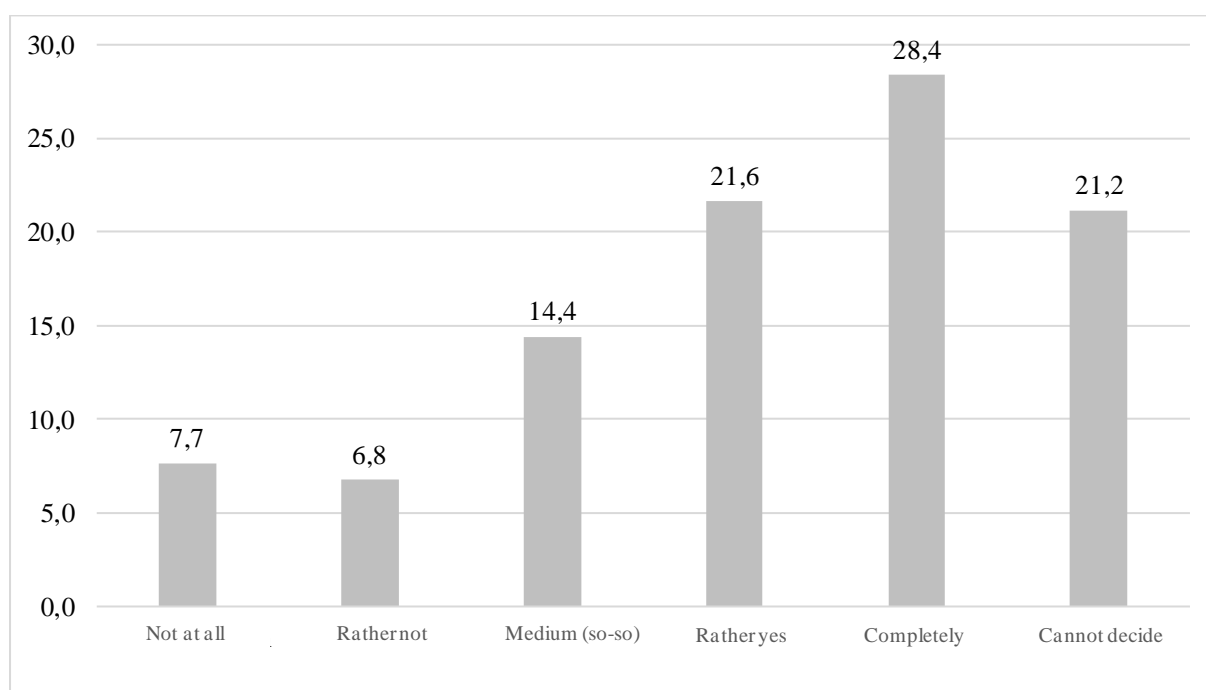

Figure 97: Effect of the mentor's work on the community life of the municipality – The cultural public institutions (e.g. libraries, community centre, local museum institution) are more cooperative and open towards the recommendations and ideas of the locals (in 2018, %)

Evaluation of activities in connection with the Territorial and Settlement Development Operational Programme

A priority role and activity of the mentors in the Acting Communities project and of the project itself to provide professional support in the fields affecting community and cultural areas in connection with the announced constructions in the scope of the Territorial and Settlement Development Operational Programme. The support activity in connection with TOP was continuous. The comparison of the data shows that tendering constructions and tender ideas were formed in several municipalities by 2018 (figure 98).
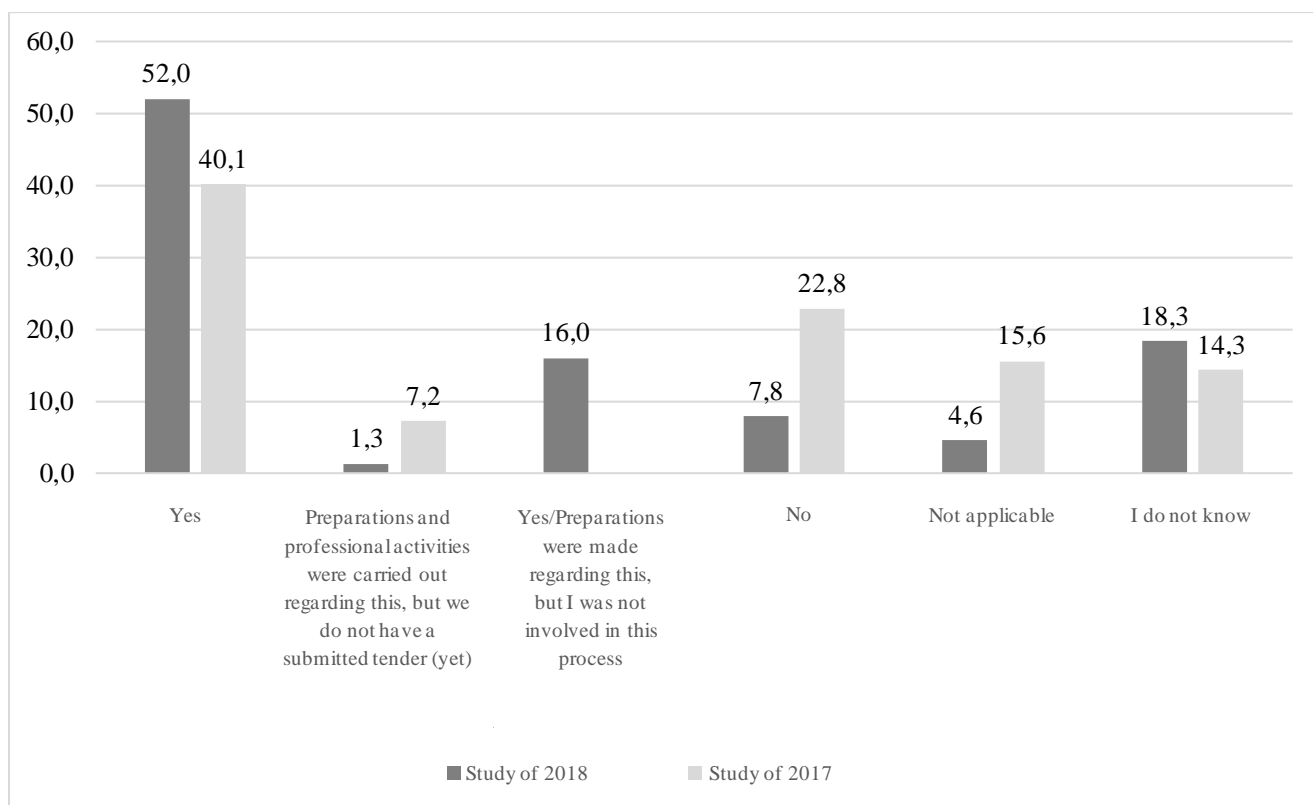
Figure 98: Did the municipality/institution of those questioned submit a tender to win the resources in connection with the Territorial and Settlement Development Operational Programme (TOP)? (%)

In the two rounds of the research, the activities of the mentors with regard to the TOP constructions show some change: In 2018, the mentors participated in a higher proportion in connection with TOP constructions than in 2017. Furthermore, the data show that the activities of the mentors grew primarily in the area of professional counselling with regard to tenders (figure 99).
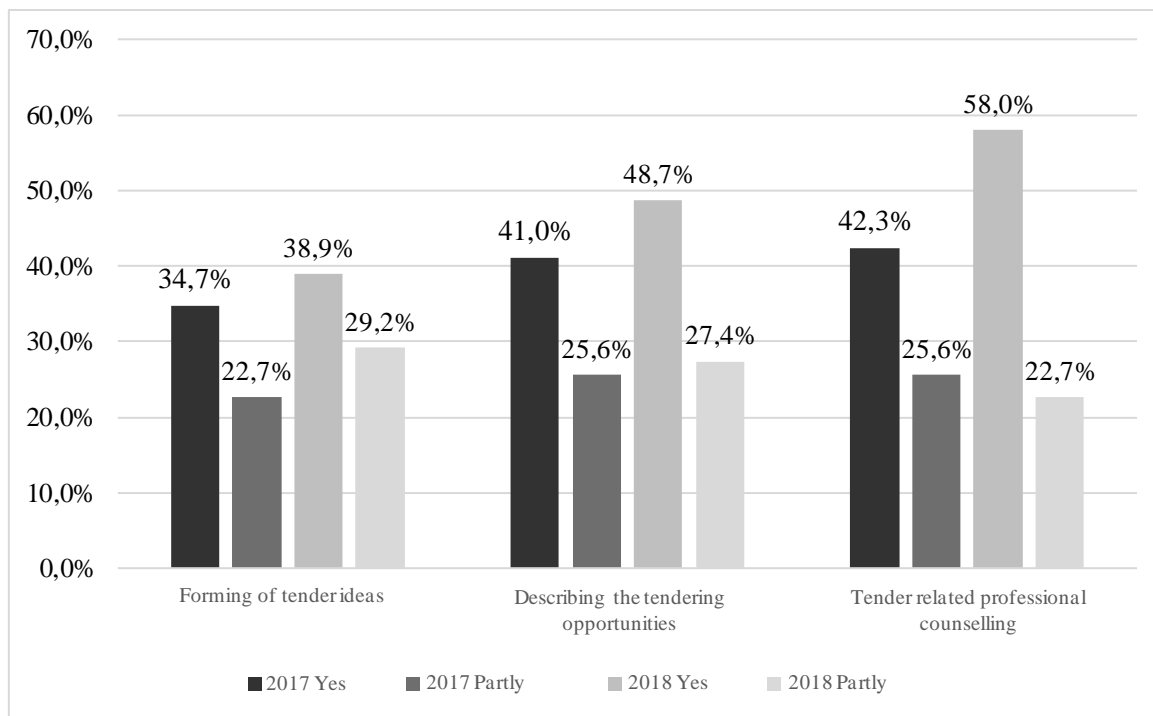
Figure 99: Participation of mentors in tender processes in connection with the Territorial and Settlement Development Operational Programme (TOP) (%)

The activities in connection with TOP were considered adequate both in 2017 and in 2018; moreover, in 2018 the average value increased slightly (4.42% in 2017, 4.44% in 2018).

The questionnaire also examined the awareness of the different programmes and activities that were performed in the scope of the Acting Communities project. Based on this it can be concluded that the people questioned were the most aware of the trainings, educational opportunities provided by the project, which was chosen by 71 percent of the respondents. This was followed by the collection of best practices and Community Weeks programme series. The awareness of the research opportunity provided in the scope of the project was the lowest (43%) from the choices offered. Similar were the results for the question in the first round too, because the order of the programmes was the same in that case as well (table 34).

	Number of 'yes' answers (pcs)	Number of 'yes' answers (from the respondents) (%)

Trainings, training opportunities	165	70.8
Collection of best practices	154	67
Week of Communities	152	65
Study trip (organisation, support)	150	64.9
Organising professional workshops	109	50
Research opportunities	95	43.4

Table 34: Awareness of programmes to be realised in the scope of the Acting Communities project, based on the 'yes' answers (%)